

HISTORY OF TEACHING FOREIGN LANGUAGES AND ITS METHODOLOGY

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The methodology of teaching foreign languages, the science of pedagogy in general, was at the end of the 19th and the beginning of the 20th century. under the decisive influence of Western pedagogues and Methodists. No wonder A.P. Pinkevich wrote: "What nourished the theoretical thought of the Russian teacher? The answer to this question cannot be other than the pedagogical works of foreign authors. Pedagogical ideology of the last fifteen years before the revolution. In modern methodology, as many as many years ago, the problem of finding and choosing the most effective and reasonable methods of teaching foreign languages that meet modern educational conditions and meet the requirements of modern educational standards is still relevant and unresolved. the use of different methods of teaching is of great importance at the current stage of education. The purpose of this essay is to describe the characteristics of the development of the methodology of teaching foreign languages abroad. Tasks: to determine the position of foreign languages abroad; to describe the methodology of teaching foreign languages; oral describing the relationship between speaking and reading, aspects of foreign language teaching. The history of foreign language teaching goes back centuries. During the time of the existence of ancient Rome, knowledge of foreign languages was already necessary to maintain trade and cultural relations between states. The main foreign languages were: Greek (in Roman times) and Latin (in the Middle Ages). In addition, Latin has been studied as a foreign language for almost 15 centuries. The Latin teaching method had a significant influence on the teaching of the living languages of Western Europe.

Information about learning foreign languages goes back to ancient times: during the flourishing of culture in Syria, Ancient Egypt, Greece, foreign languages had practical and general educational value due to lively trade and cultural contacts. between these countries. Their role did not weaken even in the Middle Ages, as evidenced by the lexical borrowings recorded in the literary monuments of that period and dictionaries of Western European languages. The main foreign languages taught in private and schools were first Greek and then Latin. However, during the history of the development of the culture of European countries, no foreign language played such an exclusive role as Latin (for fifteen centuries). Only in Western Europe, with the development of national languages, Latin loses its dominant role, but remains in the general education system for many years. Knowledge of Latin was the first sign of learning. Translation methods were used to teach Latin, which later had a significant impact on the methods of teaching Western European languages - French, German and

English. As for the socio-political conditions of the emergence of translation methods, this period in the history of society is characterized by the collapse of feudal monarchies and the emergence of the bourgeoisie, which still strives to strengthen its position within the states without claiming international markets. . Society did not yet feel the need for people who could speak foreign languages fluently, so it was considered sufficient to know the language at the level of knowing its structure. Among the theoretical foundations of translation methods, the influence of associative psychology can be singled out: the mechanism of mental phenomena is reduced to the interaction of representations, associations. When talking about translation methods, they usually mean grammar-translation. The basis of this method is the study of grammar. Phonetics did not exist as an aspect, vocabulary was studied casually as images for grammatical rules. The main means of teaching the language was word-for-word translation. The grammar of the new Western European languages was artificially adapted to the Latin language system. Teaching a foreign language was aimed at developing logical thinking and training mental abilities. Language was learned in a formal, semi-conscious, semi-mechanical manner. All materials (rules and their examples) are learned by heart without preliminary analytical work, which ensures understanding of the material. Priority was given to the form to the detriment of the content, which led to the violation of the meaning and the violation of the norms of the native language. Despite the scholastic nature, the grammar-translation method gave positive results in understanding the readable text and translating the foreign text. It was widely used in Germany and Czarist Russia, where it was the main, officially accepted method in educational institutions until the Great October Revolution. Its roots go back to the Middle Ages, and its heyday dates back to the 18th and 19th centuries. The use of this method for such a long time is explained by the traditions inherited from the Latin schools, the formal educational goals that distance them from reality and the living language, and the ability to use poorly qualified teachers. The lexical-translation method was used in various European countries (England, France, Switzerland). The main focus of this style was vocabulary. Vocabulary was created by memorizing original works. A direct line-by-line translation was used. Grammar was relegated to the background and casually studied as a commentary on the text. Representatives of the lexical-translation method are Jacot (France) and Hamilton (England). James Hamilton (1769-1831) based his teaching on the original text and its literal line-by-line translation. The text was read repeatedly by the teacher and students many times, verbatim and with adequate translation, with the analysis of individual phrases, by students in chorus and individually, following the teacher. Jean-Joseph Jacot (1770-1840) in his pedagogy was based on the fact that anyone can achieve what he wants, because he has enough natural information for this, in particular, everyone can learn everything. According to him, every original text contains those linguistic

facts, after studying which any other text and language in general can be understood. Jacoto recommends first memorizing one foreign text provided with a translation, and then, when reading subsequent texts, compare the new material with what has already been learned. From the point of view of psychology, the Jakotot method is based on the law of creating an analogy. The lexical-translational method was progressive compared to the grammatical-translational method due to the use of artistic texts reflecting the norms of the studied language and the lack of scholastic research on grammar. The essence of the natural method was to create the same conditions and use the same method as in the natural assimilation of the child's mother tongue in teaching a foreign language. Hence the name of the method: natural or natural. The most prominent representatives of this method were M. Berlitz, F. Guen and others. The main goal of natural language teaching is to teach students to speak a foreign language. Proponents of this method believe that after learning to speak, students will be able to read and write in the language being studied without being taught reading and writing techniques. They mainly developed the methodology of the elementary level and, with only practical goals, taught students mainly everyday language. M. Berlitz is known in the history of foreign language teaching as the creator of courses for adults, the author of textbooks on the study of European and some Eastern languages. His method was purely practical. Berlitz textbooks in different languages are made from the same material and the same model. M. Berlitz is explained by the fact that the translation does not give an opportunity to develop the sense of language, it always leaves a trace of artificiality, bypassing the mother tongue. Introducing new material orally depends on students hearing good pronunciation and having a good example in front of them. François Guen (1831-1898) was a representative of the natural method, like M. Berlitz. It is known due to the use of internal view in the methodology of teaching foreign languages, which allows connecting individual events and actions in a continuous chain based on sensory experience. While observing the play of 2-5-year-old children, Gouin came to the conclusion that the basis of teaching the mother tongue is the need to carry out activities with sentences in a logical-chronological sequence. From here, F.Guen concludes that the process of learning a foreign language should be similar. Accordingly, he tried to bring learning closer to familiarizing students with the country of the language being studied. If at the initial stage language material acquisition was carried out on the basis of actions and comments on them, at the advanced stages students staged scenes, described certain characters.

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