



e-ISSN:2582 - 7219



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

Volume 5, Issue 2, February 2022



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 5.928



9710 583 466



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Effective Methods of Teaching English in Pedagogical Sciences

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ABSTRACT: Current article is devoted to the problems of teaching methods of English as a foreign language. In this article we look through different methods in this field. Methods of foreign language teaching and its relation to other sciences. Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in school and other educational institutions. Teaching a foreign language means first and foremost the formation and development of student's habits and skills in listening, speaking, writing and reading.

KEYWORDS. Method, other sciences, pedagogics, psychology, linguistics, didactics, effective learning, investigation, conclusion, repetition, determine, assimilate, instruction, presenting, theory, dynamic stereotype, quotation, laboratory, test.

I. INTRODUCTION

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in school and other educational institutions. Russian scientist Rogova G.V. showed three main problems:

1. Aims of teaching a foreign language;
2. Content of teaching, i.e. what to teach to reach the aims;
3. Methods and techniques of teaching, i.e. how to teach a foreign language to reach the aims in the most effective way.

Methods of foreign language teaching are closely related to other sciences such as pedagogics, psychology, linguistics and some others.

Pedagogics is the science concerned with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to Pedagogics. One branch of Pedagogics is called Didactics.

Didactics studies general ways of teaching in schools. Methods, compared to Didactics, studies the specific ways of teaching a definite subject. Thus, it may be considered special didactics. In the foreign language teaching, as well as in the teaching of Mathematics, History and other subject taught in schools, general principles of Didactics are applied and, in their turn, in influence and general principles of Didactics are applied and, in their turn, in influence and enrich Didactics. For example, the so – called “principle of visualization” was first introduced in teaching foreign languages. Now it has become one of the first introduced in teaching foreign languages. Now it has become one of the fundamental principles of Didactics and is used in teaching all school subjects without exception. Programmed instruction was first applied to teaching Mathematics. Now through Didactics it is used in teaching many subjects, including foreign languages.

Teaching a foreign language means first and foremost the formation and development of students' habits and skills in auditing, speaking writing and reading. We can't expect to develop such habits and skills of our students effectively if we do not know and take into account the Psychology of forming them, the influence of formerly acquired habits on the formation of new ones and many other necessary factors that Psychology which can be applied to teaching a foreign



language. For example, N.I.Zhinkin, a prominent Russian Psychologist in his investigation of the mechanisms of speech came to the conclusion that words and rules of combining them are most probably dormant conclusion that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, it's hearing center and then passes to the kinetic center. Thus, if a teacher wants his students to speak English he must use all the opportunities he has to make them hear and speak it. Furthermore, to master a second language is to acquire another code, another way of receiving and transmission information to create this new code in the most effective way one must take into consideration certain psychological factors.

Effective learning of foreign language depends to a great extent on the student's memory. That is why a teacher must know how he can't help his students to successfully memorize and retain in memory the language material they learn. Here again psychologically investigations are significant. For example, the psychologist P.K.Zinchenko proved that in learning a subject both voluntary and involuntary memory is of great importance. In his investigation of involuntary memory P.K.Zinchenko came to the conclusion that this memory. Consequently, in teaching a foreign language we should create favorable conditions for involuntary memorizing. P.K.Zinchenko showed that involuntary memorizing is possible only when pupils' attention is concentrated not on fixing the material in their memory through numerous repetitions, but on solving some mental problems which deal with this material. To prove this the following experiment was carried out. Students of group A were given a list of words to memorize (voluntary memorizing). Students of group B did not receive a list of words to memorize. Instead they got an English text and some assignments which made them work with these words, use them in answering various questions. During the next lesson a vocabulary test was given to the students of both groups. The results were approximately the same. A test given a fortnight later proved, however, that students of group B retained words in their memory much better than the students of group A. This shows that involuntary memorizing may be more retentive under certain circumstances. Experiments by prominent scientists show that Psychology helps methods to determine the role of the mother tongue in different stages of teaching; the amount of material for students to assimilate at every stage of instruction; the sequence and ways in which are more suitable for presenting the material and for ensuring its retention by the pupils and so on.

Methods of foreign language teaching have a definite relation to Physiology of the higher nervous system. Pavlov's theories of "conditioned reflexes", of the "second signaling system" and of "dynamic stereotype" are examples. Each of these interrelated theories bears a direct relation to the teaching of a foreign language.

According to Pavlov habits are conditioned reflexes and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material students study as one of the means of inculcation habits. Pavlov showed that man's higher nervous activities speaking and thinking -are the functions of a special system of organic structures within the nervous system. This system is developed only in men. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the second signaling system. Consequently one of the forms of human behavior is language behavior, i.e., speech response to different communication situations.

Pavlov's theory of "dynamic stereotype" also furnishes the Physiological base for many important principles of language teaching, e. g. for the topical vocabulary arrangement. Methods of foreign language teaching is most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to methods with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully use, for example, the results of linguistic material for teaching. It is known that structural linguistics has had a great impact on language teaching. Teaching materials have been prepared by linguistic and methodologists of the structural schools. Many prominent linguists have not only developed theory of linguistics, but tried to apply it to language teaching. The following quotation may serve as a proof of this:

"It has occurred to the linguist as well as to the Psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition".

Language consists of four modalities listening, reading, writing and speaking. They are interrelated. Learners increase their ability to listen, speak, read & write by becoming involved with language. Among language teachers these modalities are known as the four "skills". The term "skill" simply means ability of expertness.



Judging the roles of the four skills we may say that listening is that component of language with which every living being begins the learning process and we depend on throughout our life.

Listening is important in 2nd language pedagogy as one of the methods by which humans attempt to make sense of the surrounding world.

Listening status as a separate subject has gradually given teachers the opportunity to focus on particular activities in all language components, i.e. be able to produce a FL sounds and prosodic units in phonetics & phonology, develop a whole vocabulary of a text, establish sentence patterns and follow directions all essential for developing speaking, reading and writing.

Be allowing us to hear and interpret environmental sounds listening serves as an aural vehicle for comprehension development³⁻. To our mind there must be lessons in listening need to involve students as active listeners: for example, discussing a book they have read and plays, films and art shows they have seen-give the learners a purpose for listening.

The first listening activity focuses on comparing and contrasting the meaningful and non-meaningful sound segments' status, whether they are separate phonemes or allophones of certain phonemes:

- a) The articulation of the consonant sound [t] in vowel and consonant environments: team, ten, two, tank, try, eight, eighth, cotton.
- b) Substitution of sound change the meaning and the form of words: pen-ten-men-hen-when, sing-sang-sung.

One aspect of listening auditory discrimination distinguishes the difference between sounds aids spelling and reading proficiency: the sequence of "oo" letters is uttered in some ways: good, blood, moon, poor: the sequence of "ough" – as though, thought, cough, enough, through.

Traditionally in listening there is an assumption that students can improve their perception, then their ability to speak the language will also improve? The learners were exposed to their teacher speaking English. The learners were exposed to their teacher speaking English. The learners were lucky if their teachers' pronunciation was satisfactory, but if not There appear some questions. Nowadays the non-phonetician teachers assume that students will pick up the ability to acquire the RP type of English naturally from radio TV as they acquired some command of the production of English segmental & suprasegmentals. But this is unachieved task.

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SJIF Scientific Journal Impact Factor
Impact Factor:
5.928

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