



# FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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## **PROBLEM-BASED LEARNING METHODS**

**Annotation.** Teaching came into its own as a profession in the last century. Central to this process was the emergence of the concept of methods of language teaching. The method concept in language teaching-the notion of a systematic set of teaching practices based on a particular theory of language and language learning-is a powerful one, and the quest for better methods preoccupied teachers and applied linguists throughout the 21st century. Low authority of a subject because of shortages of a present technique of teaching.

**Key words:** Teaching methodology, Comparative Teaching, Grammar Translation Method

Spontaneity of a choice and application of evident support, their low didactic efficiency of methods of teaching have shown, that all named problems will effectively solved, if we apply elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language of the existing approach to teaching foreign language in the high school, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school and openness of the problem of effective teaching foreign languages have caused its topicality, and consequently the choice of a theme for the given research work also has determined the aim of work: to distinguish the most rational techniques of teaching a foreign language which can be used in school subject of this course paper is variety of methods and ways and their



effectiveness of using in teaching a foreign language object of research is the process of teaching and pupils who are the subjects of this teaching process this work it is necessary to solve the following primary objectives:

1.Theoretically to comprehend and approve in practice available approaches to teaching a foreign language in high school.

2.To analyze the basic contents of a teaching material and principles of its organization in a rate of foreign language

To compare suggested approaches and to choose the most comprehensible from this, the hypothesis of the given research can be formulated as follows:

1.Teaching a foreign language should be complex (parallel) with an insignificant oral advancing;

2.Teaching should be directed on formation of steady interest to a subject the work the following methods of research were applied:

1.The analysis of the scientific literature on a theme of the research work;

2.The analysis of programs and textbooks on the English language of various authors and for various types of schools both domestic, and foreign;

The analysis of experimental training on the basis of experience of the teachers using innovative techniques, results of supervision and investigation: Tobol secondary school value of this research work is in its results, having received which it will be possible to organize effectively teaching process, using in practice methods and ways of teaching which were offered in this work value of the work is in given methodical recommendations and great number of tasks and exercises which can be applied by teachers of any subjects in primary and secondary schools bibliography contains the most known and important researches for the given work of teachers-innovators and scientists: psychologists, didactic methodologists appendix included some exercises that for any reasons has not come in the basic part of course work.

### 1. Comparative Teaching Methodologies

The present time when there are radical changes in teaching, when radically revised the content and teaching methods appropriate it is high time to revisit the history of the methods of teaching foreign languages and the main trends of its development.no one doubts that the method of language teaching is a science. The methodology of teaching foreign languages is a practical application of comparative linguistics. However, a number of problems methods, in particular, the selection of material, especially the use of techniques and ways of working, depending on the audience, cannot be resolved based only on psychology. Therefore, this definition of techniques did not spread the late 30-s - early 40-ies starts take shape, one more line - definition of methodology as pedagogical science. Do pedagogy and methodology, there is one object of study - the processes of learning, education, goals and objectives of training, education and maintenance items. Uniform and research methods are, therefore, the determination method as a science teacher was a step forward to its registration as an independent science direction in



determining the methodology as a science began in the late 40-s. The method is recognized by science, which has its own laws and its methods. The most complete definition of the method reads: Methods of teaching is the science, exploring the aims and content, pattern, means, methods, techniques and training systems, as well as studying the processes of teaching and training material on a foreign language . At that time, advocated direct (natural) method. It was believed that this method was based on a correct principle - associating foreign words with the objects themselves. This was the method of natural (associative) learning a foreign language, which was the most economical, fastest-reaching goal.is this being promoted direct method, when the West is having the idea of mixed method? This was due to several reasons. First, in the royal schools dominated the grammar-translation and textual-translation methods based on cramming, from which it was necessary to be free. Direct same method against them was more progressive, as proceeded from the living language of speech training, as the primary means of language functioning. There were also characterized the recommendations as follows: What the study of foreign language should not be neglected the study of grammar, of course, its main features that you can for ease of understanding point to similarities with the grammar of their native language, and their difference, that a more lasting learning enter grammar exercises . It was also recommended to enter into a direct method elements of comparative linguistics of the above recommendations do not correspond completely to the ideas of direct method these facts suggest that gradually formed version of the direct method, which is then in the methodological benefits of the second half of the 20-ies acquired its final shape.to the direct method changes are closely linked with progressive ideas of pedagogy formed a comparative method for teaching foreign languages, which got its name because learning a foreign language, is expected on the basis of its comparison with the native language. The founder of this method is Scherba.by combining the direct and comparative methods in the light appeared mixed method. Depending on what principles it is dominated, it may be closer or to direct or to the comparative method time, not only the goal of learning a foreign language changed, and claims to ownership of them. Methods of teaching foreign languages were in crisis always requires radical change. Thus, in low productive ideas were made the transition to communicative teaching. Currently, the crucial role played by communicative-oriented techniques, which are based on communication and creativity of students of teaching foreign languages should be developed further, as stagnation is fatal for any science of modern teaching methods is important, since there are new techniques emerging based on them and would like to see in them did not have the disadvantages and shortcomings inherent in modern methods characteristics are also important to choose work as a teacher. With such a variety is very difficult to make a choice without knowing the characteristics and specificity of methods the present stage of development of foreign language teaching in the selection method of teaching should proceed from the characteristics of the collective in which it is used, you must take into account the personal characteristics of trainees, their age, interests and level of preparation, the period within which will be trained, as well as technical equipment of the school.

Teaching English as a Foreign Language is a science, and like all sciences, it has a set of underlying principles upon which it is based. However, unlike the better-known



sciences such as biology, chemistry and physics, TEFL is not quantifiable to the point of being either objective or equation based in its approach. Therefore, TEFL, like psychology and sociology, must rely on subjectivity in order to formulate its principles. These principles, in turn, define the relationships that exist between either the teacher and the student or the student and other students. order to teach English effectively, an EFL teacher must subscribe to one (or more) of the current approaches to teaching English as a foreign language and incorporate its language-learning strategies and techniques into each of his or her lessons follows are descriptions of nine of the principle approaches to teaching English as a foreign (second) language. Without doubt, the reader will have experienced one or more of these approaches in his or her own classroom learning history. Though there is no one correct approach, most teachers usually find themselves more comfortable using one or the other of the approaches listed and described. Though there is nothing overtly wrong with this, it must be remembered that students differ greatly, not just in age but also in mentality, thus they may respond differently to any given approach to language teaching. Because of different learning styles, the effective teacher must be prepared to adapt his or her teaching to the needs and preferences of each class. Our advice is to 'find yourself' with respect to the approaches listed below. That said, don't be afraid to experiment with and/or adapt your style of teaching. In the end, you may discover that the best approach is eclectic in nature and includes bits of this and bits of that.as to give some depth of understanding as to the evolution of ideas that has marked the emergence of newer and different approaches to language teaching, we have tried to place the following list of methodological approaches in chronological order.

### 1. Grammar Translation Method

The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the Classical Method. It is now more commonly known in Foreign Language Teaching circles as the Grammar Translation Method.is hard to decide which is more surprising - the fact that this method has survived right up until today (alongside a host of more modern and more "enlightened" methods), or the fact that what was essentially a method developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much "alive" and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. How has such an archaic method, "remembered with distaste by thousands of school learners" (Richards and Rodgers, 1986:4) persevered.is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an "acceptable" language teaching philosophy in many countries and institutions around the world.

### 2. Audio-Lingual Method

This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the



concepts of teaching "linguistic patterns" in combination with "habit-forming". This method was one of the first to have its roots "firmly grounded in linguistic and psychological theory", which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow, and can still be seen in major or minor manifestations of language teaching methodology even to this day factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the long run, as critics began to point out that the method did not deliver in terms of producing long-term communicative ability study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general, arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors, that learners were able to produce language forms and patterns that they had never heard before. The idea that thinking processes themselves led to the discovery of independent language "rule formation" (rather than "habit formation") and that affective factors influenced their application paved the way toward the new methods that were to follow the Audiolingual Method.

### 3. Community Language Learning (CLL)

The early seventies, Charles Curran developed a new education model he called "Counseling-Learning". This was essentially an example of an innovative model that primarily considered "affective" factors as paramount in the learning process. Drawing on Carl Rogers' view that learners were to be considered not as a "class", but as a "group", Curran's philosophy dictated that students were to be thought of as "clients" - their needs being addressed by a "counselor" in the form of the teacher. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat. Counseling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as "whole persons", where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of "dependence" on the teacher-counselor to a state of independence.

### Conclusion



All above-stated it is possible to draw the following conclusions. Purpose of this work was to discover the most effective ways of teaching a foreign language to children achievement of the purpose the works of home and foreign authors on the given problem have been studied formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered most useful for this purpose are the following receptions and methods: methods of constructivism, communicative methods, methods of projects and discussions, games and role games, etc. course work have been analyzed all these methods and the receptions raising quality of training to foreign language on the basis of studying of various techniques of teaching, used in work with children. Many of receptions can be applied with success at teaching children of younger and more advanced age, I think that does not necessarily use the same method. It would be best to integrate several methods by combining their best side, for students. the moment there is no universal technique, since the effectiveness of a method depends on many factors. At the present stage of development methodology is the integration methods. We can say that the early formation of an integrated method that incorporates the best elements of different methods.

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