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## IMPORTANCE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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***Abstract.** The world globalization sets requirements that are more stringent to high technical school graduates. Besides professional competences including a certain number of skills a modern specialist must not only be a master in his/her field but in compliance with the Federal State Educational Standards of Higher Professional Education is able to read foreign scientific and technical literature, find out necessary information and apply the results in a proper way in his professional activity both in native and foreign languages. The students' level of mastering the language directly depends on the teaching methods being used.*

***Keywords.** Teaching methods, foreign language education, and higher education.*

**Introduction.** The need for educational reforms that addressed the social demands of the time played a crucial role in the development of foreign language fluency. However, the new pedagogical approaches were primarily conceived by

theorist-practitioners who lacked sufficient scientific evidence to support their methodologies. Instead, they relied heavily on their teaching instincts. Among the direct teaching methods that emerged during this period were the natural approach, the direct method, the audio-visual method, and the aural-oral method. Prominent proponents of the natural method, such as M. Berlitz, F. Gouin, and M. Walter, believed that rapid and thorough acquisition of a foreign language could only be achieved by replicating the natural language environment. Despite variations in their approaches, these methods shared a common feature: the complete exclusion of the native language from the foreign language immersion process. As Billows (1961) succinctly stated, "If we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind." The primary objective was to facilitate practical oral communication. Instruction aimed to mimic the intuitive process by which children learn their native language. Even today, Berlitz schools continue to operate in various countries, employing teaching principles based on his methods. Berlitz firmly advocated for the complete exclusion of the native language from foreign language instruction and emphasized the importance of developing the ability to think in the target language.

### **Main part**

**Grammar-Translation Method:** During the reign of Peter the Great, numerous educational institutions were established to train and skilled workers. Latin and ancient Greek were initially the primary foreign languages taught, but an additional foreign language later became part of the curriculum. The grammar-translation method, popular in the 18th and 19th centuries, emphasized the study of grammar as the most systematic aspect of language. Proponents of this method believed that grammar reflected logical thinking, and grammar exercises aided in developing thought processes. Written language was prioritized as the true reflection of language, and texts formed the basis of instruction. Students translated sentences from their native language into the target language, focusing on grammar

rather than meaning (e.g., "Lions, bears and elephants are strong"). Vocabulary was considered an illustration of grammar and was learned out of context. While this method provided a thorough understanding of grammar, it failed to develop elementary communicative skills. Students struggled to express thoughts or communicate with native speakers. Additionally, word-for-word translation was often inaccurate or impossible.

**Textual-Translation Method:** The textual-translation method emerged as a variation of the grammar-translation method in the late 18th century. It emphasized the overall development of students through the reading of classical literature. Text content and stylistic features became more important. Texts were arranged in lines: the first line contained the foreign language text, the second line its transcription, and the third line its literal translation. Students repeated the text, analyzed the translation, and proposed their own literary translations. This approach aimed to improve pronunciation, vocabulary, grammar, and analysis skills. Unlike the representatives of the grammar-translation method, the proponents of the textual-translation method didn't study the grammar in detail; they used and analyzed only the material that was in the text. Therefore, the grammar teaching was irregular. The vocabulary, as before, was formed by the mechanical learning of separate words and texts in the foreign language. The representatives of this method, however, made a great contribution in the language teaching methods having used for the first time the translation from the native language into the foreign one. We quite agree with the conclusions of the authors of the book "Foreign Language Teaching Methods at the Secondary School" (Gez et al., 1982) that for the first time in the history of teaching methods, the translation methods of the foreign language teaching had serious drawbacks. Firstly, they were badly directed towards the language acquisition as communication means even for reading training. The main task was only general education, it being understood as the development of logical thinking as a result of grammar learning and as the general development as a result of accidental grammar learning during text studying.

Secondly, the characteristic feature of these methods was form and content separation. In the grammar-translation method, all attention was focused on the form, with the content being disregarded. In the textual-translation method, the texts were not always available since the grammar was studied unsystematically, and the students were badly prepared to its perception. Thirdly, the language learning was based on the grammar and logic identification, on the dead language recognition as the ideal, and on the disregarding of the living languages' specific features.

**Direct methods:** At the end of the 19th century, the translation methods were replaced by the direct methods of foreign language teaching. Their main goal was mastering the oral communication. In their book (*Foreign Language Teaching Methods at the Secondary School*), the authors state that besides the existing social-economic conditions, the search for new teaching methods and approaches was caused by the convergence of such sciences as Psychology and Linguistics. In Linguistics, there appeared a new psychological school headed by a linguist and psychologist Hermann Steinthal. The school itself didn't influence the teaching methods but it became the intermediate link between the logical school (it studied the language in its relation to thinking and knowledge) and the neogrammarian school (it considered the language as an individual psychophysical and psychophysiological activity). The neogrammarian school made a great influence on the language teaching theory. The scholars of this school studied the similarities in the language based on the psychological associations in the mind of the person speaking. The achievements in Psychology also influenced the direct method development.

In the works devoted to the language, the founder of the experimental psychology W. Wundt, being a follower of the associanism, stated that the speech was a kind of activity where acoustic and motoric sensations were of great importance. During speaking, the sentence arises in the man's consciousness as an integral product. It is this thought that is traced in the natural method proponent concept who considered the sentence to be the center of an oral statement. Another

method was represented by the Würzburg school studying the man's thinking and its forms. The scholars of this school stated the proposition was neither connected with speech nor with sensory perception. The speech was to be taught by mechanical way. The foreign language teaching methods were also influenced in some way by Gestalt psychology. The scientists of this school considered the primary and foremost learning task to be the understanding the whole but not the separate elements. They paid great attention to the imitation during teaching, especially language teaching. Hence, it follows that the Pedagogics couldn't stay at the same place.

**Neo-direct Methods:** In the 20th century, no direct methods emerged as variations of the direct method. These included Palmer's oral method, audiolingual method, and audiovisual method. Harold Palmer, an English educator, shared ideas from linguistics, psychology, and pragmatics. He emphasized the importance of immersion, listening, and repetitive drilling. Palmer also introduced the concept of a "latent period" at the beginning of language learning, during which students only listen and develop their aural memory. Palmer's significant contribution was his rationalization of teaching content, selecting vocabulary based on frequency, structural combinatory, and concreteness. He also emphasized the importance of selecting texts that were interesting, age-appropriate, and contained familiar vocabulary. Palmer also attempted to systematize grammar teaching through his "Hundred Substitution Tables," which helped students construct sentences from frequently used sentence types. His exercises followed a sequential process of perception, recognition, semi-free reproduction, and free reproduction. It was a serious advance in the teaching methods. (Solontsova, 2009) Palmer's ideas can be found in the modern methods of foreign language teaching. The idea of substitution tables is widely used now, both the grammar and the vocabulary substitution tables being quite popular. The idea of type sentences as one of the speech development basis was used by N. S. Koblents in his "synthetic method". A. P. Starkov and G. E. Vedel used oral introduction course based on Palmer's ideas in the Soviet schools in the 30s of the 20th century. Palmer's oral method

considerably influenced the audiolingual and audiovisual method development. The audiolingual method representatives, a linguist-structuralist Ch. Freeze and a teaching method specialist R. Lado shared the ideas of the famous at that time linguist L. Blumfield about the language. Blumfield considered the speech communication to be divided into the stimulus (influence) and the “reaction’ (back action)(Blumfield, 1968). This method goal, therefore, according to Freeze and Lado was the development of necessary automatic reactions on the appropriate stimuli. The usage of perception auditory channel, multiple listening and repetition of foreign structures after the teacher results in such speech automatic reaction formation. The representatives of this teaching method paid special attention to the sound (phonetic) aspect of the language being learned.

### **Discussion and Conclusion**

Throughout history, foreign language teaching methods have evolved, emphasizing different aspects such as reading, translation, listening, or combinations thereof. Each method has its strengths and is suited for specific pedagogical goals. For example, the grammar and textual-translation methods are effective for teaching grammar before assessments, while direct methods are better for immersion and recreating real-life communication situations. Visual aids help visualize and organize unfamiliar material. Currently, no single, universal method exists that can cover all aspects of language learning in the limited time available in technical high schools. Therefore, combining existing methods and leveraging the teacher's expertise can make lessons engaging and effective. Historically, methodologists and teachers have focused on different types of speech activities (reading, listening, translation) to achieve specific educational goals in each era. Each method has its own unique value and addresses specific pedagogical objectives.

In the context of foreign language teaching for students in technical departments, it would be beneficial to:

- Use grammar-textual-translated methods to explain and review grammar before reading texts.

- Employ direct and communicative methods to create communication scenarios within the language environment.

- Utilize visualization tools to present and organize new material and provide external support for speech acts.

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