
**METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN GENERAL
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Abstract: *As a result, the school is set up to offer a particular degree of fluency in a foreign language, which may allow to continue*

its studies both on an independent basis and throughout college and graduate school. The approach of a foreign language instructor and his capacity to apply a variety of contemporary techniques within the framework of addressing particular educational issues are critical factors in training effectiveness.

The system of knowledge about the rules governing the process of teaching a foreign language and the techniques to maximize it is known as the methodology of teaching foreign languages. The patterns of teaching a foreign language are revealed and supported by the approach of teaching that language.

Key Words: *general methodology, foundational ideas, procedures, objectives, subject matter, principles, approaches, strategies, instructional aids, and structured teaching formats.*

INTRODUCTION.

Throughout history, two distinct approaches have emerged: general and particular procedures. Generally speaking, the general process is

committed to the investigation of the traits and patterns of the foreign language teaching process, irrespective of the target language. Thus, the guidelines for choosing instructional materials, allocating a similar amount of time for oral and written communication during the course of a class, and other similar learning environments will apply equally to all Western European languages taught in our nation's general education institutions. However, when a teacher encounters the unique characteristics of a particular foreign language, their understanding of the broad rules governing foreign language instruction becomes inadequate. Therefore, the techniques for learning the verbal forms of continuous are unique to the English language, laborious composition models, the declension of nouns and adjectives are typical of the German language; in contrast, the French language has different techniques for creating numbers, uses of diacritical marks, abbreviations for articles, and the partitive article. There are notable variations in phonetics: triphthongs and diphthongs in English are distinctive, whereas nasal vowels are seen in French. Experience and practice demonstrate that the instructor must create and use instructional strategies, methods, and forms that help students quickly grasp the related specific phenomena in a given foreign language. As a result, a private foreign language teaching methodology, when seen as an independent methodology, looks at how to teach speech and language phenomena unique to the foreign language being studied.

There are connections between general and particular procedures. The knowledge gained from using private techniques enhances the general methodology. Conversely, the private

approach reflects the regularities of the general one. These are the patterns of the process of learning a foreign language. The topic of the technique of teaching foreign languages is the collected information about the item, a variety of theories that imitate the learning process.

The methodology's fundamental ideas are as follows: process, goals, content, principles, methods, techniques, means, and organizational training formats.

THE MAIN FINDINGS AND RESULTS

Not The following are regarded as the fundamental categories of the technique:

The method is a set of deliberate activities of the instructor and the instructional activities of the pupils, respectively.

Technique is a simple, deliberate act that is used at a specified point in the lesson to solve particular challenges. The technique is applied within a framework of methods. The following strategies use the communication-oriented teaching method:

The role-based communication technique; the technique for forming students' approximate abilities; the techniques for teaching speech interaction; the methods for systematizing speech knowledge; the methods for deepening and expanding content; the methods for increasing the level of independent work; and the methods for encouraging speech thinking activity. - Standardized control techniques.

The technique serves as a standard point of departure from which the researcher thinks about most of his other roles. The link between the approach and the technique is still up for debate. Both local methodologists and the majority of international academics hold the view that the teaching strategy is the primary concept upon which the new method is based and plays a crucial role. The approach and technique work together and are dependent on one another; they also constantly interact.

Researchers reach the unanimous conclusion that different approaches, principles, and components of different methods must be combined while taking into account the unique characteristics of learning. They also express the opinion that there is no one perfect and effective method for all learning conditions.

RESULTS AND DISCUSSION

Additionally, The foreign language teaching approach is linked to several different disciplines, both fundamental and allied sciences. The foundational sciences include communication theory, linguistics, psychology, education, and psycholinguistics. The approach makes use of data from associated fields to guarantee the efficacy and dependability of their investigation.

The methodological relationship with linguistics is significant and essential.

Teaching speech activities based on linguistic material is the focus of the program.

Conversely, linguistics characterizes the primary systemic features of a given language and formulates them into rules that the methodology actively employs in the creation of certain training models. The method and psychology are strongly associated. The technique makes use of psychology science data on the characteristics of perception in the context of teaching a foreign language, the function of thought and how it relates to language, the interplay between the conscious and unconscious (consisting of awareness and imitation combined with voluntary and involuntary attention), the development of skills and abilities, the purpose of educational activities, etc. The methodology's provisions are based on research by L.S. Vygotsky, S.L. Rubinstein, and A.N. Leont'ev, which developed the theory

of activity, specifically mental activity. The research also takes into account the theory of attitudes and draws on data on speech mechanisms, memory issues, the development of speech skills, and speech problems. Scientists who dedicated their attention to the development of the approach made a significant contribution to the evolution of foreign language instruction difficulties. The contribution of psychologists like V.A. Artemova, B.A. Belyaev, and others is noteworthy as they not only supported speech as a training object but also offered a psychological rationale for the necessity of teaching speech in all its forms in a foreign language. The approach uses data on the psychological aspects of speech, both oral and written, external and internal, and is based on general psychology, educational psychology, and psychology of teaching foreign languages.

CONCLUSION.

In conclusion, the foreign language teaching approach offers chances to broaden the foundation of didactics, the theoretical elements of which are mostly based on research on teaching science fundamentals; that is, where students' cognitive activity is the major focus. The methods used to teach foreign languages examine how pupils behave in both communicative and cognitive domains. Through the use of a foreign language, the technique not only addresses issues related to instruction but also those related to upbringing that are outside the purview of didactics. A particular position is reserved for didactics, which shares the educational process as its research object with methodology. The distinction is that didactics examines technique and this process in connection to a particular academic subject. A broad theory's link to a specific form of its application on the subject matter of a particular subject can be used to characterize the nature of the relationship between these sciences.

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