



THE CONCEPT, ESSENCE, FEATURES OF THE METHODS AND TECHNIQUES USED IN TEACHING FOREIGN LANGUAGES

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Article history:	Abstract:
Received: November 10 th 2021	This article covers the concept, essence, features of the methods and techniques used in teaching foreign languages. While several methods of teaching foreign languages were used, the Grammatik-translation method, direct methods were covered in the article.
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At the beginning of the 60-ies of the last century, attempts were made to define the methodology in the methodology of teaching foreign languages as a set of teaching methods. It turned out methods of acquaintance with language materials, methods of teaching and so on. In this regard, there was binary in the understanding of this term. Before considering the methodological directions, some clarifications related to the term "method" should be entered.

In the local methodological literature, this term has two meanings: method as a methodological direction, and method as a set of method - teaching methods. The duality of the meaning of this term is related to the following cases. Initially, the first meaning of this term came from the stylistic literature: the natural method, the direct method, etc. This term meant a set of special teaching principles, that is, a special training system characterized by basic instructions. It should be noted that in this sense, the method is distinguished by the principles complex, since in different methodological systems, individual prints can coincide.

Consideration of methodological directions begins with the oldest method - Grammatik - translation, which existed for two centuries and has not been used since the beginning of the twentieth century. Representatives of this trend believed that the study of a foreign language in secondary educational institutions has a general educational significance, which is associated with the development of only the gymnastics and logical thinking of the mind, which is achieved as a result of systematic study of mathematics. The formation of thinking on the basis of the study of mathematics came from the Latin language, the study of its Grammatik's was considered to be the best means of developing logical thinking.

The basic principles of teaching this method were as follows:

1. The course is based on the Grammatik system, which determined the choice of material, including the choice of vocabulary, the construction of the course in general. This position will enable TAF development of thinking overall of the problem of general education in studying mathematics..

2. The main material on which the teaching was based was the texts that reflected the original language for written speech, in the opinion of the teachers of that time.

3. Dictionary was considered only as an illustrative material for studying mathematics. Since it is believed that words in different languages differ from each other only in sound and graphic terms, not in meaning, compatibility and difference, it is recommended to memorize them outside the context as a separated unit.

4. Analysis and synthesis were recognized as the leading processes of logical thinking. In this regard, in the educational process, great attention was paid to the analysis of the text from the point of view of mathematics, memorization of rules and the construction of foreign language sentences on this basis. Sometimes this method was called analytical-synthetic.

5. The main tool for cementing linguistic material was translation (from a foreign language to a native language and from a native language to a foreign language).

Let's consider the educational process using this method. As already mentioned above, the training is based on the texts chosen to reflect the Grammatik material under study. The analysis and translation of the text took an important place in the educational process. Some Methodists, such as G. Ollendorf, believed that the content side of the translations should be fun and disgusting for the readers, so they should focus on the Grammatik side of the speech. With such a "method" it is not difficult to understand that even a beginner can not learn languages.

At the end of the 18th century, another type of translation method appears-the text translation method. Representatives of this trend also considered that the main goal of education is general education. However, they understood this as a general mental development of students based on the study of original works of art. The Basic Rules of this method were reduced to the following principles:

1. Education is based on the original foreign text, which contains all the linguistic phenomena necessary for understanding any text.
2. Assimilation of linguistic material is carried out as a result of text analysis, mechanical memorization and translation, as a rule, literally.
3. The main learning process is associated with analysis - the main way of logical thinking. From these rules it follows that the text is the center of all the work in the language - the position that later existed in the methodology for a long time.

It should be noted that, despite certain shortcomings, a number of techniques developed by the method of text-translation entered the arsenal of subsequent stylistic directions. Thus, working on the text served as the basis for the formation of such types of reading (or explanation) reading. The technique includes the practice of reverse translation.

Both methods, considered above, have general aspects and are associated with translation, since the main means for cementing and assimilation of linguistic material is translation. Both methods are characterized by the separation of the form from the composition. So, Grammatik's-in the method of translation, all attention is paid to Grammatik's, the meaning of the texts and the richness of the word are not taken into account. In the method of text translation, all attention is paid to the content and characteristics of the texts, the texts are studied irregularly and the rules are given from time to time.

The direct method is based on the natural method. The difference between the latter was that its principles were based on the knowledge of linguistics and psychology at that time. It was not surprising among its creators.

The following were the stylistic printouts of the direct methodological teaching:

1. The basis of the teaching is oral speech, because any language is in its essence sonorous, the leading place is occupied by sound and kinesthetic senses (speech-verbal feelings), which psychology has proven.
2. Exclude native language and translation. This position was based on research on the fact that mother tongue words do not coincide with the words of meaning under study, express different concepts and the like, because each nation has its own worldview, a system of concepts reflected in the language.
3. Special importance was attached to phonetics and pronunciation, since mastering the sound side of speech is an indispensable condition of oral speech. This conclusion was made on the basis of the study of the sound side of the language. As a result, methods of installing pronunciation were developed.
4. Based on the position of Gestalt psychology, this is not the sum of the whole its components and linguistic position in the polysemy of words, representatives of the direct method recommended to study words only in context.
5. In this method, it was proposed to study Grammatik's on the basis of induction. On the basis of a well-studied text, students made observations on the text and deduced the rules. Espersen O. he called it "observational mathematics". Later, these rules were introduced into the system.

Unlike the orthodox method, which is common in the West, in our country it looked a little different. If in pre-revolutionary Russia there were still supporters of the direct orthodox method, then all Methodists who recognized the direct method, which was dominant at that time in the 20-ies of the 20-th century, determined the features of using the direct method in Russia.

First, the Methodists of this period were distinguished by a much wider use of their native language as a means of managing semantics and understanding.

Secondly, in Russian conditions, a comparison with the native language is allowed.

Thirdly, the Methodists noted that the use of mother tongue in the study of a foreign language is used more at the initial stage, and then it is increasingly reduced.

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