

IMPORTANCE OF CLASSICAL AND FUNDAMENTAL METHODS IN
LEARNING ENGLISH

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Annotation: *This article discusses the classical and fundamental methods and their features.*

Key words: *methodology, teaching, English, experience, method, technology.*

A lot of time has passed since when the study of a foreign language was reduced to passive memorization of new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate the Russian phrase into a foreign language - that was the limit of perfection in the development of a foreign medium of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolution in the methods of teaching English in our country occurred only in the 20th century. Changed approaches, goals. Today everyone is learning a foreign language. In proportion to the number of people, the number of methods has increased. However, each of the methods has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of "classics" has borne fruit, and considerable. The only question is at what cost did these results succeed. As a rule, in order to master the language, one had to pore over books for a long time, devoting a lot of time to translation, reading texts, memorizing new words, performing various exercises and retelling. To change activities, tasks such as writing essays or dictations were offered.

One of the oldest techniques is classical, or fundamental. The goal of the classical methodology is not so much a study as an understanding of the intricacies and details of the principles of work of a foreign language. The main task pursued by the classical method is the formation of the grammatical base of the language being studied. Target audience - people starting to learn English from scratch, from the beginning. This technique is well known to those who began to learn English at school. It is worth noting that it is she who is preferred by many language universities, both in Kazakhstan and in the border states. A simplified scheme is as follows - the study of grammar, the basic rules, which are subsequently applied in specific examples and are fixed using exercises. The most popular representative of the traditional methodology is N.A. Bonk. Her famous "Bonk

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textbook", co-authored with other representatives of the same traditional methodology, is a kind of template. This textbook has withstood fierce competition with the latest techniques from the West and continues to be the benchmark. The only drawback, or rather, even a drawback of the classical methodology is the meager experience of speaking. This shortcoming can be filled by adding other methods of communicative teaching to the classical methodology.

One of these methods is the so-called linguosociocultural method. Proponents of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extralinguistic factors leads to the fact that learning English becomes boring and aimless. Adherents of the linguistic-sociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not only speak, but also gives the opportunity for self-expression. Following the principles of the linguosociocultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

However, in recent years, the communicative method, which occupies the first line in the ratings and calculation of extras, has been in the top of the most popular methods of teaching foreign languages. This technique has proven itself in America and Europe. Continuing to conquer the world, a communicative technique came to us, taking pride of place in the leading language universities of the republic. The technique is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is assigned to communication. The main goal pursued by this technique is to overcome the language barrier. The main thing is to save a person from fear of a foreign language, from fear of speaking a foreign language and at the same time develop other language skills, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then disassemble the grammatical constructions found in memorized phrases. In simple words, the principle of oral anticipation applies.

The fact that the practice of communication occupies a special place in the communicative methodology is also indicated by the name itself. The communicative technique is aimed at developing skills in speaking a foreign language. It is also worth noting that the application of the method directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, and the ability to compare and compare. As a rule, such exercises force not only memory, but also

logic to work actively, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts.

Today, the development of the modern IT industry makes the latest interactive resources available for studying English: the latest generation computers, the Internet, TV programs, newspapers, magazines. It is very important to put into practice all of the above. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form skills that will be necessary in the future.

Education is an active interaction between teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

Obviously, each teacher is guided in accordance with his personal experience in choosing methods and techniques of work. But, based on the results of the experimental work, it can be argued that the use of a variety of techniques in the framework of communicative, inductive, deductive methods gives a positive result and, undoubtedly, helps to increase the effectiveness of grammar training.

Optimization of students' independent work for the development of educational autonomy and the improvement of professional and methodological knowledge and skills of future teachers of AJ will be possible and tangible if we systematically include such distance activities as online courses with practical exercises, tests, analysis of developed materials on the forum, webinars, online projects with the creation of tests for students, in the traditional system of lecture and seminar classes on the course of teaching English in a university.

Based on this hypothesis, the results of the study were evaluated according to the following criteria:

- 1) knowledge of professional and methodological knowledge, primarily terminology in English, and the skills of students as future teachers of the English language;
- 2) willingness and ability to work independently, observing the deadlines, the necessary requirements for completing tasks, combining the mandatory types of work and choosing additional ones;
- 3) the coverage or involvement of students in the proposed activities in the course of experimental training.

According to the first and second criteria, we can state the dynamics in the development of professional and methodological knowledge and skills (evaluated by the results of computer testing), as well as the willingness and ability of students to work independently online.

The level of professional and methodological knowledge and skills of students was measured by comparing the number of students who completed a comprehensive computer test at the beginning and at the end of experimental training with a specific result: 10090 points, 89-70 points, 69-50 and less than 50



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points. The willingness and ability of students to work independently online was evaluated on the basis of their compliance with the following parameters:

- Compliance with the deadlines for completing tasks for independent work;
- meaningful literacy of completed online tasks;
- compliance with the requirements of the format of tasks;
- manifestation of the initiative in choosing additional types of independent activity.

According to the third criterion, it can be noted that the choice of five different types of activities for the implementation of blended learning methods of teaching the English language allowed to involve all participants in one form or another of independent work on the online course. Mandatory work in the elearning course at Moodle and the international distance learning course was combined for some students, if desired, with participation in webinars and participation in the project with the development of online tests to get extra points. This allowed each student to build their own educational path of advancement in the course to obtain the maximum professional knowledge and experience, as well as the desired number of points.

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