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PROSPECTS OF USING METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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Abstract. I consider one of my language learners a multilingual learner, so he can speak Russian, English, Uzbek, and French. He is Russian but can interact in four languages both in family and in society. Additionally, he is accustomed to using code-switching in his daily conversation. Another learner knows three languages Uzbek, English, and Tadjik. So, he grew up in a "double non-dominant home language" atmosphere where his mother is Russian, and his father is Tadjik. So, they live in Uzbekistan where the Uzbek language is dominant. He began to acquire dominant language features when he began to attend school. So, Turkey is the country where my parents were born. This country is multinational and its inhabitants can speak European and Asian languages in society because it is located is in the middle of Europe and the Asian continent.

Key words: teaching methods, teaching skills, professional skills, teaching theory, teacher education.

Introduction. The terms 'approach' and 'method' are often used synonymously, but a distinction should be made. An approach is a broad term used to describe a set of beliefs or assumptions about the nature of language learning. A method (also called methodology) describes a systematic plan for language teaching that follows a selected approach. Strategies (sometimes called techniques) are actions, tasks, or activities that support a language teaching methodology. Strategies bring a selected methodology to life in the classroom. The speakers of Uzbek, Arabic, Kirgiz, and Uygur may understand some Turkish language features without direct translation, because word usage and formation, and vocabulary are very close to each other. Similarly, the USA is a major multilingual country with different nationalities all around the world.

Materials and methods. The local people differ from each other according to various factors, such as religion, social status, occupation, and nationality. It is acceptable six official languages apart from English. But the effects of migrants' languages are influential in society too. In these different societies adult learners may interact from the members of a different society, because they have already attained native-like speakers' proficiency and utilize their L2 in a wide range of contexts. Even they are able to function in more than one language according to their needs. The instruction for them to interact best in this society is untutored (naturalistic) L2 acquisition. So, they can learn the language implicitly, through traveling the country and having g conversations with different speakers in different situations. Standard language is a variety of language which is used by a particular society, because it includes language features that are understandable for everybody in the society, therefore it is used in economics, politics, mass media, and educational branches. In this method, students learn grammatical features of the target language. They are given practice exercises such as grammar drills and sentence translations. The aim is for students to be able to translate with ease between two languages, usually their first or native language (L1) and the target language (L2) being learned. Students begin with basic sentence translations and progress to paragraphs and longer texts. Translation demands high levels of proficiency with written text. Students must understand both the context and meaning in order to translate messages accurately from one language to the other. The methodology requires that teachers use only the target language, or L2, in the classroom, without references to or support from L1. The goal is to create an atmosphere of immersion, in an effort

to simulate language learning in the home environment. No grammatical instruction is provided in the Natural Approach. Students model and repeat language until grammatical patterns are absorbed over time. This method aligns well with Krashen's hypothesis about the need for comprehensible input in language learning. The audio-lingual method promotes the notion that learning language can be simulated inside the classroom by using prescribed dialogues and texts which are comprehensible to the learners. When students are able to repeat dialogues easily, they are asked to transfer ('transpose') the memorized language to other situations they may encounter outside the classroom.

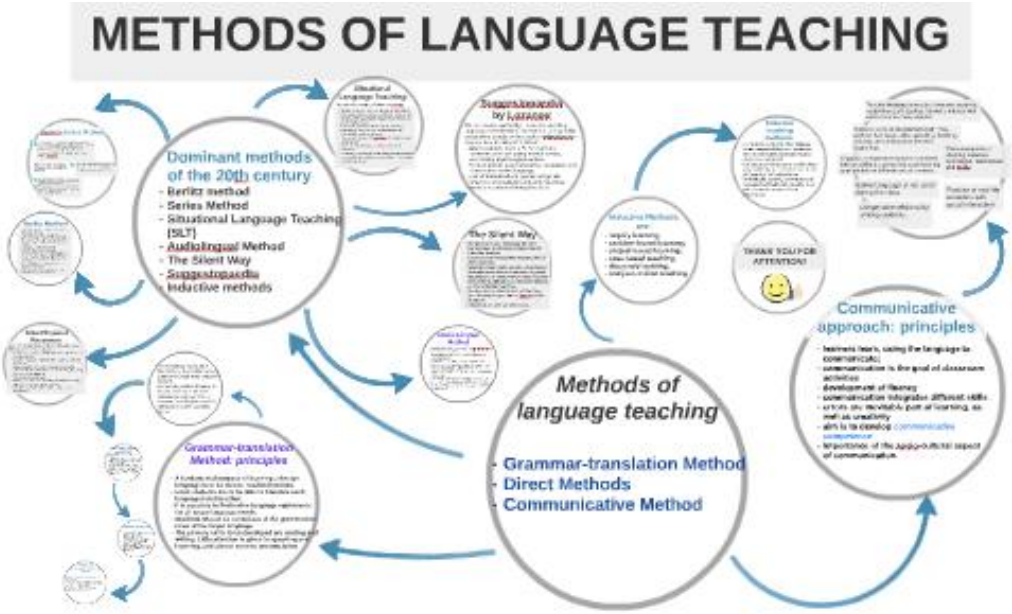


Figure 1. New Language Teaching Methods

All of the pupils and students are taught in the standard language in their educational sphere. People regularly choose to adopt a standard language because they see it as more beneficial. By using a standard language rather than a local variety, for example, you will invariably reach a much wider audience. As Heller (1994) notes that standard language is associated with prestigious social identity because among other varieties the standard language can perform its dominancy and possess its own norms and patterns. In terms of teaching Standard English, it is a bit difficult to work with learners with different levels and ages. Because the learners at the very young ages are not able to digest the Standard language features, it will be complicated for them to adapt to such norms and patterns. Interestingly, Afro-American Vernacular English is Unique with its varieties that rejects the Standard language rules. For example, the presence or absence of verbal marking can be significant in AAVE. In Standard English, we use s-marking with the third person singular verbs (e.g. He knows five languages). It is defined that's marking is absent in Afro American Vernacular English. So, the speaker may say he *know five languages*. Also, we encounter to usage of zero copula in the AAVE verbal system. Labov (1969) simply exemplified this term "If you can contract to *be* in Standard English, you can delete it in AAVE". For example, *this food is delicious* can be spoken as this food delicious in AAVE, but zero copula is used rarely in other dialects. Thomas (1997) notes that AAVE does not obey the rules of Standard English, but they use the language not neglect the language itself. This means without language features AAVE does not consider to be the English language, however, sometimes the language pattern may be changed according to some phonological or lexical issues. I think other languages may support learning English. For

example, if a learner knows Russian it would be easier to acquire English. Because the word order and sentence types are nearly the same. But in terms of Chinese or Arabic, it would be a bit complicated and confusing because the language features and even writing systems differ from each other significantly. We know -switching is shifting one language's features into another language. It occurs in every language classroom, because the teacher may come across difficulties in explaining some rules and instructions, in such a situation they usually use code-switching, furthermore they will explain the theme with shifting target and native language. This will be sometimes beneficial because students will be able to understand the points in L1 and then analyze it the target language. The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods.

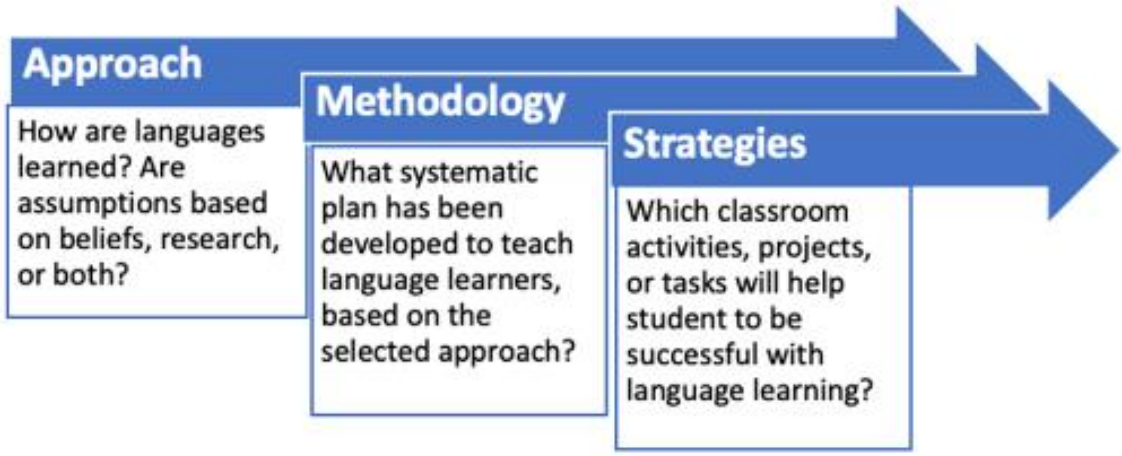


Figure 2. Structure Language Teaching Methods

This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. A few theorists reject methodology as a discipline in general. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The teacher demonstrates a command-action sequence. Students are asked to listen to the command and perform the action several times. Then, together with the teacher, students repeat both the command and the action. After several choral repetitions, the teacher pulls away support (scaffolding) to allow student-led commands and actions.

Conclusion. In this approach, the teacher is the guide or facilitator of language learning in the classroom and students are active participants. Students gain confidence in their ability to communicate freely on various topics without feeling pressure to be grammatically accurate. Although grammar is not the central focus of the approach, it is still an important component of classroom instruction. Teachers draw attention to forms and functions of the language in the context of classroom language learning activities. Three methodologies that grew from the

Communicative Approach are described below.

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