

## Role of Approach in Teaching Foreign Languages

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**Abstract:** Nowadays, our life cannot be imagined without foreign languages. As the process of globalization accelerates, learning a foreign language is becoming the need of the hour. Today, to become a good specialist in any field, knowing English has become a simple requirement. As a result of many years of research, it can be said that the cause of the problem lies in the approach to language learning.

**Keywords:** foreign language, approach, competence, language.

Today, the need to learn a foreign language has increased dramatically. In the analytical relations of scientists, the low level of communicative competence in learning a foreign language, the intercultural imbalance hinders the complete acquisition of the language. In this regard, the main goal of teaching a foreign language is to form "types of speech activity" in students, that is, knowledge related to everyday, scientific and professional activities.

Foreign languages integrated language skills, oral speech practice (listening and speaking), written speech practice, communicative grammar, communicative lexicon, discourse (text) analysis, learning English as an international language of communication, independent study skills, current problems of the field, professional ethics, development of intercultural communication competence, written communication in business, having sufficient knowledge and skills in the areas of history of the specialty being studied is required.

On the basis of some established requirements, they are facing obstacles in the formation of skills in learning the subject at the level of demand. Finding a solution to the problems that arise at the same time and ensuring the quality of the result is a somewhat complicated process.

The term "approach" can be used in the literature in both broad and narrow sense. When we talk about the approach in the broadest sense of the word, we mean three components of this concept:

Linguistic component is how we choose language tools for learning;

Didactic component - what techniques and technologies we use, how we organize the development of educational material;

Psycholinguistic foundations of teaching - what is the role of students and teachers, what is their relationship, how are the peculiarities of students' perception of language material taken into account.  
[1]

This term was introduced into the field of language teaching methodology by E.M. Anthony, a professor at the University of Michigan, USA. This term is used to express language features and its laws, it is defined as follows: "An approach is a set of concepts related to the features of language teaching and learning. The approach is axiomatic. It expresses the content of the taught subject.[2]

The approach, that is revealed from the theoretical side about the features of language teaching, learning and the possibility of introducing it into the pedagogical process. According to Anthony, "an approach is a set of principles or concepts about language, its learning and teaching, which are adapted

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to a method or theoretically based on it. That is, through the term approach, the theory of language and language learning, which serves as a source of foreign language teaching practices and principles is expressed.

The approach is a fundamental component at the core of the language teaching system. It embodied as a general methodological basis of teaching and with the existing perspectives on the educational content, which provides the goal, tasks of the educational subject and the possibility of their implementation in the educational process is characterized". [3]

According to M. N. Vyatyuntnev "the approach summarizes the views on the content of educational science, it is used as a general methodological basis of research in the field of concrete knowledge." Taking into account the linguistic factors of language learning, M.N. Vyatyutnev classified modern methods into 6 types:

- 1.grammatical;
- 2.correct;
- 3.behavioral;
- 4.educational;
- 5.collective;
- 6.communicative individualized divides into types.

In A.N.Shukin's research, the approach to language is divided into two groups: object of education and teaching tool. [4]

There is no single classification of approach in foreign language teaching methodology. Scientist M.Lyakhovitsky classified psycholinguistic approaches integratively as follows:

- behaviorist;
- inductively conscious;
- conscious (cognitive);

Behaviouristic - language is learned through the method of forming speech automatisms in response to external stimuli;

Inductively conscious - the language is learned through the acquisition of language laws and methods of their use in speech as a result of analytical observation of speech patterns;

Conscious (cognitive) - the language is learned in the consistency of formation of speech skills and skills on the basis of acquired knowledge;

Integrative - coordinates conscious and unconscious components in the process of language teaching, that is, foreign languages are learned on the basis of simultaneous acquisition of knowledge, skills and abilities.

Improvement of foreign language teaching requires continuous development of new approaches, methods and methods. At the same time, it is necessary to pay attention to other types of personal and professional development competencies along with the formation of the student's foreign language learning. At the same time, it is necessary to integrate students' communicative abilities and personal competences in foreign language education. Learning a foreign language using innovative interactive methods helps to improve the speech process and improve students' communication skills.

**Foydalanilgan adabiyotlar:**

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