

# FOREIGN LANGUAGE TEACHING AND LITERATURE

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**Abstract:** In this article, we will analyze in detail the various ways of learning foreign languages. In particular, we will consider such relevant areas as modern teaching methods, the direct method, the curriculum and traditional methods of teaching language and literature.

**Key words:** modern language teaching methods, The Direct Method, the training program, traditional language teaching, an interpretive process, an interpretive process, to understand literary genres and familiarize themselves, a particular literary movement.

**Annotatsiya:** Ushbu maqolada chet tillarini o'rganishning turli usullarini batafsil tahlil qilingan. Xususan, zamonaviy o'qitish usullari, to'g'ridan-to'g'ri uslub, o'quv dasturi va til va adabiyotni o'qitishning an'anaviy usullari kabi tegishli yo'nalishlarni ko'rib chiqilgan.

**Kalit so'zlari:** zamonaviy til o'qitish usullari, to'g'ridan-to'g'ri usul, o'quv dasturi, an'anaviy til o'qitish, talqin jarayoni, adabiy janrlar va tanishish, ma'lum bir adabiy harakat.

**Аннотация:** В этом материале мы детально разберём разнообразные способы изучения иностранных языков. В частности, мы рассмотрим такие актуальные направления, как современные

методики преподавания, прямой метод, учебную программу и традиционные методы обучения языку и литературе.

**Ключевые слова:** современные методы преподавания языка, Прямой метод, программа обучения, традиционное преподавание языка, интерпретационный процесс, литературные жанры и знакомство с ними, конкретное литературное течение.

The realm of second-language and foreign-language instruction has witnessed a plethora of transformations over time. Unlike in fields such as physics and chemistry, where advancements tend to be more gradual, until a groundbreaking discovery necessitates a comprehensive revision of theories, language pedagogy is a field where trends and influential figures rise and fall in response to shifts in youth culture. For many years, there has been a distinction between individuals who learn English as a foreign language (EFL) and those who study it as their second or additional language (ESL). EFL learners typically engage in English language learning in order to travel or communicate with individuals from other countries that also use English. ESL learners, on the other hand, often reside in a target language community, where they may need to master a specific variety of English such as Scottish, southern English from England, Australian or Texan English. They may require knowledge not only of the language itself, but also of how to navigate their new surroundings such as accessing healthcare, renting a property or visiting a bank. The distinction between EFL and ESL becomes less clear when considering English usage within a global context. With the increased use of English for international communication via the internet, many EFL learners are effectively living in a global community and can be classified as ESL learners. As a result, the term "ESOL" (English for speakers of other languages) is now used to describe both groups. However, the context of language learning remains important in determining the specific variety of English needed and the skills required to effectively participate within the target community. There are various methods for acquiring knowledge of foreign languages and literature.

The origins of many modern language teaching methods can be traced back to debates about the most effective approaches to language learning. These discussions centered on questions such as whether a more structured or less structured approach to language acquisition is more effective, and what role the mother tongue should play in the learning process. Prior to the 19th century, language learners tended to study languages as scholars, focusing on the intricacies of grammar rules and consulting dictionaries. However, there were also immigrants and merchants who acquired languages through unique methods. In the 19th century, the integration of foreign language instruction into school curricula led to the development of more efficient methods for language teaching. One such method was the grammar-translation approach, which involved translating sentences from one language to another. Students would first study grammatical concepts and then translate sentences from the target language (L2) into their native language (L1) and vice versa.

The Direct Method, which originated at the beginning of the 20th century, was an alternative to the limitations of the grammar-translation approach. This method rejects the traditional practice of word-for-word translation between languages. Instead, students and teachers engage in conversations, connecting the grammatical structures being learned with real-world objects, images, and other visual aids to improve comprehension. The focus remains primarily on the level of sentences, with accuracy being of utmost importance.

The training program primarily involved a series of activities designed to promote the development of good study habits among participants. These activities involved the substitution of words in sentences, allowing participants to gradually and consistently learn the language. The structure of these activities was carefully designed to ensure that participants were protected from making mistakes. This positive feedback mechanism proved instrumental in promoting the formation of good habits during the language acquisition process. Most of the training focused on sentence construction, with minimal opportunity for language use in real-life

situations. The emphasis was on accuracy, with the audio-lingual approach aiming to eliminate errors completely. The goal was to establish a habit through repetition of correct sentences, supported by positive feedback.

In the 1970s and 1980s, these approach was frequently used in combination. While they may not be widely employed in contemporary mainstream education, their influence can still be seen in various contexts. Traditional language teaching in a group setting involves an expert facilitator who acts as an external observer of the students and helps them express themselves. The facilitator provides translation, guidance, or correction to the students' utterances. The students' speech is then recorded for later analysis. Under the teacher's guidance, the students reflect on their experience during these sessions.

The selection of a particular methodology or pedagogical approach to teaching literature depends on a variety of considerations. Of utmost importance is the teacher's understanding of the essence of literary works, their teaching objectives, and the particular circumstances in which they are taught, such as the demographics of the students, their preferences, intellectual abilities, and cultural background. In the realm of literature, the task of the reader is not simply to explicate or restate what has been read. Rather, the reader engages in an interpretive process that goes beyond the literal level of meaning. Interpretation involves delving into deeper layers of significance, unraveling literary devices such as symbolism, irony, and allusion, as well as examining how characters are constructed and their relationship to the overall theme the author intends to convey. Sometimes, literary works defy the apparent meaning the author intended. One such example is James Joyce's short story "Eveline." On the surface, it appears to be about a young woman named Eveline living in Dublin and working in a factory. After her mother's death, she assumes responsibility for caring for her alcoholic father and brothers. However, on closer examination, the story becomes a critique of the plight of women in early 20th-century British society. It is crucial for readers to understand literary genres and familiarize themselves with the characteristics of each. This allows readers to

approach texts with a deeper understanding of their nature, enabling them to make informed predictions and assumptions about content. Every fictional work consists of multiple elements, such as point of view, character development, setting, tone, linguistic devices, figurative language, plot structure, and more. Understanding the function and significance of these elements is essential for comprehensive analysis. For example, point of view can take the form of first-person, third-person, or second-person narration. Essentially, teachers tailor their strategies for teaching literary knowledge in class based on these factors. Finally, a literary work is produced within a specific historical context, each of which is associated with a particular literary movement. Consequently, it is essential for students to understand the concept of a literary movement and its distinctive features. By doing so, they will be able to read the text through the lens of the ideas and characteristics of that movement, thus enriching their comprehension of the work. Furthermore, literary theories have long been an integral part of literature instruction. These theories function as guiding principles that assist students in focusing on particular aspects and techniques within the text. Therefore, it is crucial for students to be aware of literary theories and their varied nature in order to engage in critical analysis of literature. After providing the necessary background information and appropriate tools, the instructor should shift from a teacher-centered approach to a student-centered approach. This transition allows students to explore the text independently, with the teacher guiding them and establishing clear objectives for the activities.

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