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**LANGUAGE TEACHING METHODS IN HIGHER UNIVERSITY AS A  
SCIENCE**

**Annotation**

In this article teaching methodology, specific sides of teaching are explained and theoretical foundations of teaching are given. The ways of implementing educational tools and forms, depending on certain learning conditions are analyzed too.

**Key words**

Methodology, linguodidactics, theory, branch, linguistic, linguo-methodological patterns, academic discipline

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**МЕТОДЫ ОБУЧЕНИЯ ЯЗЫКУ В ВЫСШИХ УНИВЕРСИТЕТАХ КАК  
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**Аннотации**

В статье раскрывается методика преподавания, раскрываются специфические стороны обучения и излагаются теоретические основы обучения. Также анализируются способы реализации образовательных инструментов и форм в зависимости от определенных условий обучения.

**Ключевые слова**

Методология, лингводидактика, теория, отраслевые, лингвистические, лингвометодологические закономерности, учебная дисциплина

In modern pedagogical science, at the present stage of teaching languages, three levels have been identified: methodology, methodology of teaching a language and pedagogical technology of teaching a language.

Some scientists consider these concepts as synonymous. N. D. Galskova believes that these concepts must be distinguished. In her understanding, linguodidactics is a general theory of language teaching, which develops its methodological foundations, while the methodology characterizes the very process of teaching a specific language in the specific conditions of its teaching (private methodology) or reveals the patterns of teaching a language (a group of languages) outside the specific conditions of its study (general method). A.N.Shchukin continues: "Having agreed with this distinction between two terms, we can talk about the linguodidactic foundations of language teaching, including the presentation of the theoretical foundations of such training and the methodological foundations of language teaching.

A science is a field of knowledge that has its own object, subject, research methods and is able to identify the patterns operating in the considered branch of knowledge.

The object of research of the university methodology is the process of teaching a language in institutions that provide higher education.

The subject of the research is the methodology of teaching a language at a university (theoretical and practical problems and teaching technologies). MB Uspensky explains: "As in every science, linguistic methodology has its own theory and its own technology. The theory here includes the definition of the laws of the subject of instruction (and research), the principles and criteria for developing the content, the formation of the structure of the academic subject and the choice of teaching aids (teaching, learning). Technology, however, shows the ways of implementing educational tools and forms, depending on certain learning conditions "(Uspensky M.B. Course of modern Russian language in a pedagogical university: Textbook; p. 8).

Research methods in language teaching methods are theoretical analysis of the problem, study of the experience of practitioners, methodological experiment, and many others (will be discussed in more detail later).

The main regularity of the teaching methodology of any subject, including the language, lies in the dependence of the selection of content, means, teaching methods on its goals, tasks to be solved, the level of preparedness of students in the subject, the degree of complexity of the material being assimilated. The general regularity is embodied by a number of particular ones that determine the selection of the content of education, the structuring of the academic discipline, and the choice of forms of education.

The implementation of linguo-methodological patterns is subject to the influence of subjective factors, which is determined by the personal characteristics of the student, teacher, scientist-methodologist, who studies the process of language teaching.

Sum up, a university teacher, who is less constrained in the selection of the content of the subject than a school teacher, must remember about the pedagogical attitudes that regulate the organization of students' cognitive activity:

- students should not impose their own point of view on a linguistic phenomenon without revealing the views of well-known linguists on this issue;
- you should not unnecessarily oversaturate your lectures with linguistic terms, when used, explain their meaning;
- the teacher's reasoning should not be contradictory;
- the teacher must combine the inevitable exactingness towards students with a benevolent attitude towards them;
- At the beginning of the class, it is necessary to take time to remind students of the note-taking technique.

#### **The list of used literatures:**

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