

## CRITERIA FOR EVALUATION OF THE APPROACHES AND METHODS OF FOREIGN LANGUAGE TEACHING.

**Muxayyoxon Matkobulova**

*University of Economics and Pedagogy (Uzbekistan, Andijan)*

*muhayomatgobulova@gmail.com <https://orcid.org/0009-0000-2918-3259>*

**Abstract:** *The given article deals with familiarize students with the place of comparison and contrast in foreign languages teaching, to develop knowledge about criteria for evaluation of the approaches and methods of foreign language teaching, to understand the difference between comparison and contrast; to know different criteria for comparative analysis.*

**Keywords:** *Comparison, Contrast, Operation and Technique, Comparative and Contrast analysis, Principled Eclecticism, Criteria, object, approach, method.*

### INTRODUCTION

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. For more than a hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills, and the role of materials and technology. Although much has been done to clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom.

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century. Some achieved wide levels of acceptance and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories.

Comparing is the scientific-research operation through that we can reveal similarities and differences in compared objects. Through comparing, we have

opportunity to find out qualitative and quantitative characteristics of the things establish the relationship between subjects and phenomena, as well as various classifications determination. It is universal method of investigation of the teaching material. Comparing as a means of explanation of any abstract notion with the help of concrete notion is widely used in methodology of FLT. After comparison, we can contrast opposite elements.

**RESEARCH METHODOLOGY.** There are different approaches and methods of FLT. A teacher should have abilities to compare them from the position of their effectiveness and their relevance to the given situation. While analyzing a teacher should answer the key questions: What principles of analyzed approaches and methods are more successful for development of communicative and professional competences? Is the approach or method appropriate to the teaching/learning context/age and language level? What activities can be successful within the approach? Based on these parameters the researcher has revealed the positive and negative sides of the compared approaches for development intercultural competence.

**DISCUSSION.** According to academic researches, there is not one single best method for everyone in all contexts, and there is no one teaching method, which is inherently superior to the others. Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs An experienced professional language teacher always supports the

Principled Eclecticism approach/method, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context. The article below by Alex Taylor tells about the Principled Eclecticism approach that is followed by many teachers today. Read the article quickly. Then answer the question: what is the main idea of the Principled Eclecticism approach according to this article.

The New Principled Eclecticism Method by Alex Taylor. Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. They prepare their lessons to facilitate the understanding of the new language being taught and do not rely on one specific 'best method'. Some Examples:

1. The teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and communicative ability.
2. The teacher corrects errors immediately if the scope of the classroom activity is accuracy, but if the scope of the activity is fluency these errors will be corrected later on.

3. The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).

4. To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.

5. The teacher helps the student personalize the use of grammatical and lexical elements used in class.

6. The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms, etc. The teacher introduces exercises of guided discovery for new grammar rules.

7. At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.

8. The teacher is committed to developing a wide range of resources in order to give relevant, stimulating, and productive lessons.

**CONCLUSION.** It is impossible to do everything if only one method is used. As a result, professional EFL teachers follow what is described as the Principled Eclecticism approach, where students are also encouraged to be autonomous in their learning. However, some private schools and training companies still prefer to promote a specific in-house branded method or approach, though often mainly for commercial or marketing reasons rather than for didactic reasons.

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