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STAGES OF THE HISTORICAL DEVELOPMENT OF FOREIGN LANGUAGE TEACHING METHODS IN WESTERN ACADEMIC DISCOURSE THROUGH THE LENS OF INTELLECTUAL COMPETENCE

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Annotation: This article discusses the stages of the historical development of foreign language teaching methodology in Western academic discourse based on intellectual competence. The methodology section presents the science of foreign language teaching, which defines a foreign language as an object of study, assimilates the achievements of pedagogy and other disciplines, and explores ways to develop its own laws.

Key words: methodology, foreign language teaching, education, principle, method, methodological basis, psychology, didactics, English language.

ЭТАПЫ ИСТОРИЧЕСКОГО РАЗВИТИЯ МЕТОДОВ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ЗАПАДНОМ АКАДЕМИЧЕСКОМ ДИСКУРСЕ ЧЕРЕЗ ПРИЗМУ ИНТЕЛЛЕКТУАЛЬНОЙ КОМПЕТЕНТНОСТИ

Аннотация: В данной статье рассматриваются этапы исторического развития методики преподавания иностранных языков в западном академическом дискурсе на основе интеллектуальной компетентности. В разделе методики представлена наука о преподавании иностранных языков, в которой иностранный язык определяется как объект изучения, усваиваются достижения педагогики и других наук, а также исследуются пути формирования собственных закономерностей.

Ключевые слова: методика, преподавание иностранных языков, образование, принцип, метод, методологическая основа, психология, дидактика, английский язык.

INTELLEKTUAL KOMPETENTLIK NEGIZI ORQALI G'ARB AKADEMIK NUTQIDA CHET TILLARINI O'QITISH METODLARINING TARIXIY RIVOJLANISH BOSQICHLARI

Annotatsiya: Ushbu maqolada G‘arb akademik nutqida chet tillarini o‘qitish metodikasining tarixiy rivojlanish bosqichlari intellectual kompetentlik negizida muhokama qilinadi. Metodika qismida chet tillarini o‘qitish ilmi berilib, unda chet tilini o‘rganish obykti sifatida belgilaydi, pedagogika va boshqa fanlarning yutuqlarini o‘zlashtiradi hamda o‘z qonuniyatlarini shakllantirish yo‘llarini o‘rganadi.

Kalit so‘zlar: metodika, chet tillarni o‘qitish, ta’lim, prinsip, metod, metodologik asos, psixologiya, didaktika, ingliz tili.

INTRODUCTION

Higher education today should train young people in all respects, give them deep knowledge in the field of science, form and expand their modern worldview, educate them in the aesthetic spirit and prepare them for work in various sectors of the economy. A foreign language also contributes to this. The topic of methodology of teaching a foreign language is at the forefront of training specialists in foreign languages.

The development of foreign language teaching methodologies in Western academic discourse has undergone significant transformations, reflecting shifts in linguistic theories, educational paradigms, and socio-cultural influences. From early prescriptive approaches such as the Grammar-Translation Method to modern communicative and task-based learning strategies, each stage of development has contributed to the refinement of language pedagogy. The evolution of these methodologies highlights an ongoing effort to enhance language acquisition processes by integrating insights from psychology, applied linguistics, and cognitive sciences. This historical progression not only demonstrates the dynamic nature of language instruction but also underscores the interrelation between theory and classroom practice. Understanding these stages provides valuable insights into current trends and future directions in foreign language education, helping educators develop more effective teaching strategies.

The methodology of teaching foreign languages by prof. Mikhail Vasilyevich Lyakhovitsky describes the study of the goals, content, means of teaching, as well as teaching methods using a foreign language. In other words, methodology is the science of teaching a foreign language, which defines a foreign language as a subject of study, teaching activities of teachers and students and the achievements of other disciplines, and explores ways of developing its own laws.[1] In modern methodological manuals, the subject of study of this subject is teaching students in a foreign language.

LITERATURE REVIEW AND METHODOLOGY

The historical development of foreign language teaching methods in Western academic discourse has been a dynamic and evolving process, shaped by changing educational philosophies, linguistic theories, and societal needs. This response synthesizes the key stages of this development, drawing on insights from the provided papers to provide a comprehensive overview. The Grammar-Translation Method (GTM) is often considered the earliest formal approach to foreign language teaching. This method, which emerged in the 18th and 19th

centuries, focused on the study of grammar rules, translation of literary texts, and rote memorization of vocabulary. It was primarily used for teaching classical languages like Latin and Greek, but it later extended to modern languages such as French, German, and English (Keo & Lan, 2024) (Labenko, 2023) (Hikiφopoba et al., 2019) (Yonekura, 1984) (Feng, 2018) (Wali et al., 2022) (Bureković et al., 2023) (Janowska, 2018) (Marangon, 2014) (Ali, 1995). In response to the limitations of the GTM, the Reform Movement emerged in the late 19th century, advocating for more practical and communicative approaches to language teaching. This movement gave rise to the Direct Method, which emphasized oral communication and immersion in the target language (Labenko, 2023) (Yonekura, 1984) (Feng, 2018) (Wali et al., 2022) (Bureković et al., 2023) (Song, 2020) (Janowska, 2018) (Marangon, 2014) (Ali, 1995). The Audiolingual Method gained prominence in the mid-20th century, particularly in the United States, as a response to the need for more structured and scientific approaches to language teaching. This method was heavily influenced by behaviorist psychology and structural linguistics (Keo & Lan, 2024) (Labenko, 2023) (Yonekura, 1984) (Feng, 2018) (Wali et al., 2022) (Bureković et al., 2023) (Song, 2020) (Janowska, 2018) (Marangon, 2014).

Methodology

After the perspective, much attention was paid to teaching foreign languages. Should a foreign language be taught at school in 1917-1923? Some methodologists raised the issue of banning the teaching of a foreign language at school. For this reason, in 1917-24, foreign languages were taught only as an optional subject. The first to develop a methodology for teaching foreign languages was I.V. Rakhmanov was engaged. It was divided into three stages and their features, goals and content of teaching a foreign language were determined. Later, this issue, A.A. Mirolubov trained and divided the stages into five. At the stages of development of teaching foreign languages, four main methods were formed, developed and applied

Here is a table chart that organizes the methods and historical periods:

Method	Historical Periods
Translation Method	1917-1923
Correct Method	1924-1932
Mixed Method	1932-1946
Comparison Method	1947-1960
(Other Developments)	1960-1980

At the first stage, a foreign language was taught as an optional subject. In connection with this, a program was developed in 1919. Reissued in 1923. The main requirement was to prepare the student to be able to read and understand.

The second stage: 1924-1932. In 1927, the All-Union Academy of Sciences was created, and it was decided to pay more attention to the teaching of foreign languages. Articles by academician I. V. Shcherba, professor M. V. Sergievsky, in 1930 Ganshina's book "Methodology of teaching foreign languages" was published. These methodologists

demonstrated teaching, methods, methods and ways of teaching, upbringing and teaching in a foreign language. In 1932, knowledge of a foreign language was required from high school graduates. Foreign language courses increased from 200 hours at the first stage to 435 hours in 1926, 442 hours in 1929-1931 and 715 hours in 1932. Therefore, in 1930, the All-Russian Conference of Foreign Language Teachers was held.

The third stage: 1932-1946. At this stage, the changes showed their influence. The program published in 1932 was based on the practical purpose of teaching a foreign language. Students were asked to learn to read and speak a foreign language. In 1933, I.A. Gruzinskaya's book "Methodology of the English Language" was published. The foreign language curriculum required students to memorize and analyze rules. At this stage, the hours of foreign languages changed. In 1943, it increased to 954 hours, and in 1937 - to 720 hours.

The fourth stage: 1947-1960. At this stage, the purpose of learning a foreign language changed several times. It was greatly influenced by Academician I.V. Shcherba. He teaches language materials by aspects, consciously masters, promotes ideas. He put forward the idea that a foreign language should be taught through reading, analysis and translation, and that the most useful method should be translation. In 1949, a program was developed that reflected the views of I.V. Shcherba, much attention was paid to reading and translation into foreign languages. In 1947, his book "Teaching Foreign Languages in Secondary School" was published. In 1954, a new program by I.V. Shcherba was developed. In 1956, Karpov and I.V. Rahmonov's book "Methodology of Teaching Foreign Languages at the Elementary Level" was published. The fifth stage: 1960-1980. In 1960, a new program was developed for day and evening 8-year schools.

The new program reduced the amount and volume of language material, prepared new textbooks, teaching aids, textbooks, tables, drawings, slides. A new consciously practical method was established. In 1961, a decision was made to improve the teaching of foreign languages.[2]

RESULTS

Stages of teaching and development of foreign languages in Uzbekistan. Methodologists began to study the issue of teaching foreign languages in national education in the 1950s. During these years, textbooks and methodological manuals were published. Textbooks for Russian schools were adapted for Uzbek schools. In 1961-62, English was taught based on textbooks for Uzbek schools in grades V-VIII. For the first time in Uzbekistan, a school program was developed in English, German and French. Given the changes in the quality and content of foreign language teaching in Uzbekistan, it was divided into two stages:

The first stage: 1924-1960. These years are characterized by the fact that foreign language textbooks published in Uzbek education for Russian schools are adapted and used in Uzbek education.

The second stage: 1961-1980. This period is characterized by the creation of English, German and French textbooks for Uzbek schools, considering the nature and language of Uzbek

schools. Later in this issue, R.A. Zaripova practiced more deeply and divided these stages into six periods.

From the 70s of the 1st to the 19th centuries - 1917

2- From 1917 to 1930

3- From the beginning of the 1930-1940s

4- From the beginning of the 1940s to 1960

5- The period from 1960 to the beginning of the 1970s

6- The period from the beginning of the 1970s to the present (1980) is taken into account.

Each period has its own characteristics and features. The main goal of teaching a foreign language in our country is to educate knowledgeable, intelligent, active, disciplined, open, intelligent, cultured people.[7]

The study of the methods used in the methodology of foreign languages is very important for the science of methodology. We study it critically, and such a study is one of the research methods of foreign language teaching methods. By studying these methods, it is planned to expand, develop and enrich the methodology.

Different methods have been used at different stages of development of foreign language teaching.

1. Translation methods

They are divided into two parts.

A) grammatical translation method

B) lexical translation method

2. The correct method.

3. Harold Palmer's method.

4. Western method

Method	Subcategories
Translation Methods	
	Grammatical Translation Method
	Lexical Translation Method
Correct Method	
Harold Palmer's Method	
Western Method	

Figure 1. Stages of development of foreign language teaching

The grammar translation method is based on teaching written speech, in which much attention is paid to grammar and translation. The peculiarity of this method is that it does not teach a living language, but only focuses on the form of attention and does not pay attention to the content. The lexical translation method is based on analysis and translation in teaching foreign languages. In it, students had to memorize words and grammar. Not all text was understandable when a foreign language was taught using the lexical translation method. The

correct method arose as opposed to the translation method. The reason why this method is called correct is that a word in a foreign language, a concept is taught directly from a foreign language without the help of the native language. With this method, the main attention is paid to the development of skills and competencies in teaching a foreign language, oral speech, reading, listening comprehension. [3]

The correct method promoted the idea of teaching a foreign language as a means of communication. But this method also had disadvantages. Harold Palmer's method of teaching a foreign language is unconscious, does not take into account writing, does not use the native language, and grammar is denied. J. Palmer, an English methodologist, lived in Tokyo and taught English to the Japanese. As a result of teaching English, he created his own methodology. His method is based on analysis, memorization, and learning as a result of listening and listening.[4] All language materials are taught in this way. The main methodological principles of G. Palmer are:

Stage	Description
1. Oral Speech First	Start language learning with oral practice.
2. Listening Period	1-2 months where students only listen to English before speaking.
3. Intuitive Learning (Critique)	Palmer disagreed with the idea of learning without engaging the mind.
4. Grammar Without Rules	Learning grammar without explicit rule memorization.
5. Individual Learning	Emphasis on self-paced, personalized learning.
6. Slow Progression	Gradual challenge to ensure comprehension.
7. Psychological Factor	Engaging students through curiosity and interests.
8. Listening Focus	Teaching is conducted orally, emphasizing listening skills.

Figure 2. The main methodological principles of G. Palmer

G. Palmer developed an oral course of teaching a foreign language, applied it in practice, wrote teaching aids. They developed the right method. His methodology is divided into the following stages.

Stage	Description
1. Educational Work Exercise	Students learn through listening and responding.
a)	Teacher speaks, student listens.
b)	Conscious understanding: teacher gives tasks, student performs.
c)	Student performs tasks in a foreign language on command.
d)	Yes/No exercises: students answer general questions.
2. Receptive (Imitation) Exercise	Students imitate and practice speech patterns.
a)	Focus on sounds and words.
b)	Analyze and reproduce simple sentences.

3. Conversation Under Certain Conditions	Students practice question-answer dialogues.
4. Conversation Under Normal Circumstances	Natural conversation between teacher and student.
1) Elementary Stage	Basic vocabulary and sentence structure.
2) Intermediate Stage	Expanded vocabulary, more complex sentences.
3) Advanced Stage	Fluency development, nuanced conversation.
4) Last Stage	Mastery and real-life application.

Figure 3. G. Palmer methodology

He says that the first stage should focus on teaching English in the second stage, and the following stages will develop by themselves. [5]

DISCUSSION

In Western academic discourse, the historical history of foreign language teaching approaches demonstrates an ongoing evolution propelled by pedagogical innovations, linguistic theories, and societal demands. The Grammar-Translation Method, which focused on rote memorizing of vocabulary and grammatical principles through translation tasks, was one of the early approaches that dominated language training for decades. Although this method improved writing and reading abilities, speech proficiency was mainly ignored. In the late 19th and early 20th centuries, the Direct Method—which promoted immersive learning with an emphasis on spoken language and inductive grammar instruction—arose in response to its shortcomings.

Influenced by behaviorist psychology and structural linguistics, which placed a strong emphasis on habit development through drills and pattern practice, audiolingualism emerged in the middle of the 20th century. However, it was criticized for its mechanical methodology and lack of consideration for communicative competence, which helped to establish Communicative Language Teaching (CLT) in the 1970s. By prioritizing engagement, authentic communication, and fluency above precision, CLT transformed language education. In line with sociolinguistic and cognitive theories, this change acknowledged language as a means of fostering meaningful social interaction.

Methodologies have continued to evolve in the last few decades, embracing new technology and insights from constructivist learning theories. In support of experiential learning and subject-matter integration, Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) have grown in popularity. Additionally, computer-assisted language learning (CALL) and blended learning have been introduced in the digital age, increasing access to individualized and flexible education.

The development of methods for teaching foreign languages shows a continuous quest for efficient and learner-centered strategies. Modern practice frequently incorporates many approaches, acknowledging that language acquisition is impacted by cognitive, social, and cultural aspects, even if each level reflects developments in educational theory. Future approaches to language instruction will probably place an even greater emphasis on

customization and flexibility as linguistics, neuroscience, and technology research continue to advance.

CONCLUSIONS

Palmer enriched the methodology of teaching English through oral speech and West through reading, creating teaching aids. Modern methods of teaching foreign languages. Audiolingual and audiovisual methods. Charles Freese and Robert Lado. Their method is called "Oral approach". The founders of these methods are: The method is modal and based on studying a foreign language through structures. The principles of this method are as follows:

- 1) Oral speech should be taught before writing;
- 2) Demonstrate and imitate the pronunciation pattern;
- 3) Memorize the structure of the sentences being studied;
- 4) Transmit in writing only those materials that have been studied orally;
- 5) Overcome difficulties gradually;
- 6) Perform practical exercises;
- 7) Allocate 85% of the students' time to classes, exercises, 15% to explaining the material being studied; This method is mainly taught in preschools, because students are not taught to read and write until a certain time.

Robert Lado suggests:

- 1) Memorize by hint
 - 2) Consciously choose new material based on a familiar structure
 - 3) Free use of models and structures
- Oral speech was both the goal of teaching and the tool. English is taught to employees of hotels, shops, ports, airports, restaurants using the audio-lingual method. Charles Freese worked at the University of Michigan and wrote the book "Teaching English and Learning English as a Foreign Language". In his opinion, whatever the purpose of teaching a foreign language, students should become familiar with the language material by listening and speaking for the first time.

Audiovisual method. This method began to develop in the 40s of the twentieth century. Its founders are the methodologist Peter Guberina, French methodologists Paul Revank, Georges Guinness. Its center is the city of Saint-Cloud. The authors of this method worked based on the following.

- 1) The result is a dialogic form of a living language.
- 2) The basis for teaching reading is oral speech.
- 3) New material is given by listening and viewing all structures.
- 4) New material meaning; content is given only by an object, picture, action, listening, vision.
- 5) A new language arose through assimilation, analysis, memorization of materials and the creation of structures based on similarity. With this method of learning a foreign language, students simultaneously listen to the material being studied, see it on the screen or in a picture.

Teaching is conducted only in English, listening, vision, use of technical means. This method consists of two stages:

Educational work: Reproductive work. In the reception work, students hear, see and remember a conversation in a foreign language 2-3 times. In reproductive work, the student silently sees the conversation, speaks instead of the speaker, repeats.[8]

At the end, the students expand it. The method of conscious alignment. This method was founded in the second half of the 18th century by Russian scientists F.I. Buslaev. Currently, the method is being developed in different countries. This method was studied by I.V. Shcherba, V.V. Arakin, Z.M. Tsvetkova, V.S. Tsetlin. This method was later developed by American methodologists in such books and textbooks as The French of the “Teaching of English Abroad”, Hornon's “The Teaching Structure of Sentenel Patterns”, Eberkronon's “Problems and Principles”, and Robert Lado's “Language Teaching”. In these manuals, they introduce new principles of teaching foreign languages:

- 1) a scientific approach to teaching and learning a foreign language;
- 2) widespread use of linguistic psychology, psycholinguistics;
- 3) selection and teaching of language material according to certain rules;
- 4) analysis of language materials based on scientific law;
- 5) conducting English language studies based on speech situations;
- 6) extensive use of auditory and visual aids.

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