

## CONTRIBUTIONS OF METHODOLOGISTS OF UZBEKISTAN TO THE PROGRESS OF FOREIGN LANGUAGE TEACHING

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***Annotatsiya:** Ushbu maqolada bir qator olimlarning O'zbekistonda chet tillarni o'qitish rivojiga qo'shgan hissalarini tadqiq etilgan. Xorijiy tillarni o'qitish sohasidagi tadqiqot ishlarini o'rganish bu yo'nalishdagi muhim nazariy tadqiqotlardan hisoblanadi.*

***Tayanch so'zlar:** chet til, metodologiya, o'qitish, o'quv dasturi.*

***Аннотация:** В научной статье рассмотрен вклад ученых в развитие преподавания иностранных языков в Узбекистане. Научно-исследовательские работы в области преподавания иностранных языков считаются важным теоретическим исследованием в этой сфере.*

***Ключевые слова:** иностранный язык, методика, преподавание, учебная программа.*

***Annotation:** The research article reviewed the contributions of the scientists to the development of teaching foreign languages in Uzbekistan. The research works in the field of foreign language teaching is considered an important theoretical research in this direction.*

***Key words:** foreign language, methodology, teaching, curriculum.*

We think that the knowledge of the great geniuses of every science and the study of their activities will enable the younger generation to deeply study this science. So, we aimed to study the meaningful life and valuable works of the scientists of Uzbekistan and sharing their heritage with the whole world. One of the contributors in Uzbekistan is **professor Jamol Jalolovich Jalolov**. He is the great specialist of foreign language teaching methodology, scientist, pedagogue, Honored public education officer in Uzbekistan.

Jamol Jalolov began his activity to work in Leninabad State Pedagogical institution as a teacher. Afterwards he was an interpreter in 1958-60s. From 1961 to 1975 he worked in scientific research institute of pedagogical science of Uzbekistan. In 1975-86s J.Jalolov was the head of the department of teaching foreign language methodology of Tashkent State foreign language pedagogical institute and from 1986 to the present he have worked at the department of Tashkent State pedagogical university named Nizami.

As you can see that J.Jalolov devoted his life to learn and teach foreign language. He tried to improve the quality of teaching foreign language in Uzbekistan and managed it. He developed teaching English pronunciation to Uzbek pupils scientifically. In 1963 he took part in scientific conference of republic of Uzbekistan and at that conference he presented his lecture thesis named “The training of Uzbek students in the correct pronunciation of English speech”. In his lecture he showed the ways of accurate pronunciation of English speech to Uzbek pupils at schools.

Professor J.Jalolov defended his candidate’s dissertation on the theme “Teaching English pronunciation at the schools of Uzbekistan” in 1972.

Professor J.Jalolov wrote many scientific works dedicated to teaching foreign language effectively. They are “Speak English” (the manual for oral speech in fifth and sixth class. The first edition in 1965 and second one in 1968), “Teaching English pronunciation” (1966), “Use of technical means to teach English pronunciation” (1969), “My First English Book” (English textbook for fifth class of secondary school, “Teacher’s Guide” (the book for teachers of English textbook for fifth class, “English” (English textbook for ninth and tenth classes of secondary school, “My Second English Book” (English textbook for sixth class of secondary school, “English Reader”(reading book for English textbook of fifth and sixth classes) “The problems of teaching content in a foreign language” (monograph published in 1987), “Foreign language teaching methodology” (the textbook for the student of higher education of foreign language new version published in 2015) and others.

The rising of the foreign language teaching methodology in Uzbekistan can be seen as a result of the diligent work of Professor Jamol Jalolov. Especially his book

“foreign language teaching methodology” serves as a programmer who is engaged in learning and teaching a foreign language. The book is valuable in its primacy and originality. In this textbook the issue of comparative methodology and linguodidactics were discussed the first time in the world. We believe that they will become the theme for many scientific researches in the future.

As you are witnessing Professor J.Jalolov worked hard on teaching foreign language methodology and contributed a lot to the development of this field.

At that times professor J.Jalolov entered with his scientific thoughts to the world of discussion about the content of teaching foreign language that was discussing by foreign language specialists.

The facts show that investigating components of the content of teaching foreign language is considered an important theoretical research. The thoughts about the notion “the content of teaching foreign language” of scientists who contributed to the development of foreign language teaching are not the same. For example, V.S.Tsetlin means that the content of teaching is only language material. I.D.Salitra added skill and subskill to the content of teaching besides language material. G.V.Rogova offered the forms of language and speech as separate parts.

The Representers of General Methodics considered that the content of teaching is language material, subskill and skills, texts, the notions of language that don't belong to mother tongue. In this regard professor J.Jalolov's thought differ from others. He divided three parts the component of the content of teaching foreign language. They are themes of speech (subjective side of the speech), language skills and subskills and language materials, which play a major role for improving the content of teaching.

It is known that the educational programs that created on science play the most important role in the development of education system. The educational program is a concrete document that shows the content of subject. Methodologist J.Jalolov created many curriculums during his creative activity. His curriculums for secondary school and higher education supported to organize correctly teaching foreign language at schools and institutes of the Republic of Uzbekistan. These curriculums are

“Secondary school programs. Foreign languages” (1968), “Programs on foreign languages for the 5<sup>th</sup> grade of the Uzbek school” (1970), “Programs on foreign languages for grades 5-8 of the Uzbek school” (1974), “The program on teaching foreign language methodology at pedagogical institutes” (1978), “Programs on foreign languages (English, German, French, Spanish) for grades 4-9 of the Uzbek school” (1981).

Professor Jamol Jalolov dedicated whole life to the education. He perfected many disciples. He learns the scientific work of his every student and he advice contently to achieve their goals. So many dissertations were defended under the guidance of the experienced teacher, Jamol Jalolov. For example they are in 1982 X.Soyuzarov’s candidate’s dissertation “Training in the lexicon of English in the senior classes of the Uzbek school”), T.Q.Sattorov’s candidate’s dissertation “Methodological content for teaching active grammar of English in the Uzbek school”, in 1991 A.M.Yuzlikayev’s candidate’s dissertation “Moral education of student youth by means of a foreign language”, X.M.Mamatqulov “The formation of a combination skill in the English speech activity of students in a general education school”, A.M.Mamadaliyev “Didactic basis of language teaching for students of the Pedagogical Institute”, in 2004 M.A.Aykazovna “Linguodidactical basics of a bilingual vocabulary educational type” and others. As it turned out, the meaningful advice given by the mentor to his students led to become qualified specialists.

Professor J.Jalolov is still the scientific leader of many researchers and he continues to impart valuable scientific notions that have not been repeated in science in his articles which are publishing scientific journals. For example, one of his latest considerations was given in the article about interference. The article is devoted to the problems of interference: language interference, culturalogical interference, methodological interference. For the first time, the linguodidactic phenomenon interference is investigated in three aspects-languages, culture, methodology.

As we explored professor Jamol Jalolov’s creative activities, we realized that the programs, textbooks, scientific findings and articles that he created are vital, modern, scientific and meaningful. We recommend the great heritage created by the

scientist to learners and educators of foreign languages. In our opinion, the valuable heritage of the scientist will help them to learn foreign languages thoroughly and serve as useful, necessary source in their activities in educational institutions in the future.

One of the contributors of teaching foreign languages is methodist-scientist **Sattorov Tojimat Kadirovich**. He devoted his whole life to teaching foreign language and scientific researches and creating textbooks, methodological manuals.

He defended his candidate's dissertation on the theme "Methodological content of teaching active grammar of English in Uzbek secondary school" in Moscow in 1982. The aim of his candidate's dissertation is to create methodological typology of grammatical phenomena that are included in the methodological content of grammar training and to select the discharge of particularly difficult phenomena on the basis of an active grammatical minimum and also to develop methodological recommendations for teaching various types of grammatical phenomena.

According to scientist T.K.Sattorov's view methodological typology of grammar serves as the basis for determining the optimal sequence and location of narrative phenomena and the rational distribution of educational efforts to study them. Grammatical material that is subject to reproductive learning by schoolchildren, is divided into groups of lesions and difficult phenomena, and how to take into account the difficulty of mastering is known to be the leading criterion for the creation of methodological typology of language units. Under the grammatical difficulty of the design of foreign speech utterance in the methodology is commonly understood as "subjective interpretation of speaking difficulties with the use of a certain grammatical phenomenon, usually caused by interlinguistic or intralinguistic interference".

T.K.Sattorov defended his doctorate dissertation in Tashkent in 2000. The theme of this dissertation is "Formation of professional and methodological skills of the future foreign language teacher in practical courses". As well the scientist Sattorov recommended a set of exercises that will help to shape the professional skills of future foreign language teachers in his doctorate's dissertation. The books he

created serve students to study deeply the foreign language.

In conclusion, if we learn the activities of the methodologists of Uzbekistan and we can use in practice their teaching methods we'll achieve to be more efficiency foreign language teaching.

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