



The main methodologic notions: subjective and objective factors

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ARTICLE INFO

Article history:

Received October 2021

Received in revised form

15 November 2021

Accepted 20 December 2021

Available online

15 January 2022

Keywords:

methodological notion,
monological speech,
components,
authoritarian type,
pliable style,
cooperative style.

ABSTRACT

In this article, various teaching methods are analyzed. Extensive use of various methodologies will help to achieve widespread success in training. For this reason, this article presents the main methodological aspects, such as general style, flexible or student center and cooperative style.

2181-1415/© 2021 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol2-iss11/S-pp292-295>

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Asosiy metodolik tushunchalar: subyektiv va obyektiv omillar

Kalit so'zlar:

uslubiy tushuncha,
og'zaki nutq,
komponentlar,
avtoritar tip,
moslashuvchan uslub,
kooperativ uslub.

ANNOTATSIYA

Shubhasiz haqiqatki, metodikasiz biz o'qitishda keng ko'lamli muvaffaqiyatlarga erisha olmaymiz. Shu sababli ushbu maqola umumiy uslub, moslashuvchan yoki talabalar markazi va kooperativ uslub kabi asosiy uslubiy jihatlarni o'z ichiga oladi.

Основные методологические понятия: субъективные и объективные факторы

Ключевые слова:

методологическое
понятие,
устная речь,
компоненты,
авторитарный тип,
податливый стиль,
кооперативный стиль.

АННОТАЦИЯ

В данной статье, анализируются различные методики обучения. Широкое использование различной методологии поможет добиться широкого успеха в обучении. По этой причине, в этой статье приводятся основные методологические аспекты, такие как общий стиль, гибкий или студенческий центр и кооперативный стиль.

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It is well known that methodology plays an important role in the study of all sciences or their perfect study. Methodology is a system of principles and methods of organization, restoration of theoretical and practical activity of the researcher, as well as a special doctrine about such a system. It, in turn, is also described in many literatures as a doctrine of methods or a method of general-general knowledge. Methodology teaches in detail how to approach methods and reality in general. Therefore, metaphysics is a methodology that teaches a particular part of reality, a certain aspect of its development, a methodology that reflects the linear development, process of change and the interrelationships between its constituent elements, a dialectic, a methodology used to study sudden, catastrophic changes and nonlinear development synergetics can be shown as an example. When talking about the methodological function, it is appropriate to refer to the concept of method. This concept is derived from the Greek word *methodos* – way, research, investigation, which means a specific way to achieve this or that goal, as well as a set of methods or actions aimed at the theoretical and practical mastery of the entity [1]. In other words, it is a way of researching the subject being studied by the philosopher or scientist himself. Usually the problems of methodology have been studied within the framework of philosophy, but with the emergence of some disciplines, along with philosophical (general) methods, certain scientific methods also began to develop. In the methodology of teaching a foreign language method, way and system. The way of teaching is an elementary activity, directed to solving concrete problems of teaching at the practical lessons. Systematic combination of ways of teaching is called the technology of teaching process.

The term “method” has two meanings:

1. The main direction in methodology of teaching a foreign language. For example: grammar-translation method, direct method, conscious method, comparative method, intensive methods etc.

2. Method is a generalized model of realization of the main components of teaching a foreign language directed to get the main methodologic goal [2].

For example: in presenting the teaching material on monologic speech the systematic use of pictures, slides, diafilms is a method etc. a generalized model of presenting a teaching material. There is another term that is also called method in English but “*sposob*” in Russian. For example, demonstration, practice and explaining.

A system of teaching is also one of the methodologic notions. It is a generalized model of teaching process corresponding to a definite methodologic conception according to which selected teaching material defines the aim, form, content and means of teaching.

Approach is also a methodologic notion. It is used abroad and means a strategy of teaching. For example, there are Inductive conscious approach, Cognitive approach, innovative approach and others.

There are some factors which influence the result of the teaching and learning process. They may be divided into objective and subjective factors. These factors influence on getting the aim of teaching and the efficiency of the teaching process. Most of the methodologists do not pay much attention to these factors but there are some views in the methodologic literature on this problem. These different factors influence the visual and adding comprehension and efficiency of forming speech habits and skills.

As above stated these factors are divided into objective and subjective factors [3].

The Objective factors. All material parts of teaching, visual aids, technical aids of teaching, auditoriums, libraries etc. are included into objective factors.

And subjective factors are the relations of a teacher and learners. These factors are very important because the efficiency of teaching depends much on them. Both a teacher and learners have their duties: teacher imparts knowledge and tries to form speech habits and skills in the learners and in their part, the learners should try to acquire knowledge and be able to use it in practice [4].

A good and experienced teacher should have the following features:

- to listen to learners' opinion;
- know the history of his subject and its role in the society;
- a profound knowledge on the methodology of teaching a foreign language;
- be able to use different approach in teaching young children and adults;
- a good image and be able to use effectively the extra linguistic factors at the lesson;
- should speak clearly, and simple so that the learners understand the material well;
- be able to focus the learners' attention on the theme being taught;
- be able to use humor to activate the learners when it is needed;
- be able to motivate the learners by giving interesting facts and examples taken from life;
- character of a leader-ship in organizing teaching and keeping discipline during the lesson.

In the methodologic literature, three types of organizing teaching are mentioned: authoritarian or teacher-centered, yielding (or pliable and student-centered) and cooperative [5].

1. In an authoritarian type of organizing teaching (it is also called command style) the teacher is very active and the learners obey his commands, they are passive. Their task is to listen to the teacher and understand the material and the next time retell it back to the teacher. It is class oriented teaching.

2. In the pliable style of teaching, the teacher gives all initiative to the learners and does not have enough control on the learners in the teaching process. In most cases, he/she agrees with the learners' opinions. The lack of exactingness often brings negative results.

3. Cooperative style. In this style, teachers should be transformers and actual educators. In addition, the learners are active, they are well motivated, and the teacher gives few instructions, and creates favorable conditions for active work during the lesson. Before making a conclusion, the teacher takes into consideration the learners' opinions too.

All these above-mentioned three styles of teaching have positive and negative sides. However, the cooperative style is more practical.

There are some other factors, which influence the efficiency of education. They are:

- curriculum, text books and manuals;
- professional training;
- estimation (marks) of knowledge, habits and skills of the learners;
- pedagogical practice;
- material and technical bases;
- professional skills of a teacher;
- learners' motivation and activity;
- the means of teaching;
- theoretical base of organizing teaching [6].

In conclusion, using the given methods, it is desirable that each creative teacher, using these areas in their teaching practice, create their own teaching methodology and make it easier for students whose second language is English in the future.

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