



The Effect of Pedagogical Approaches and Formats on the Success of Language Instruction

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***Abstract:** This paper explores the critical role that the selection of teaching methods and instructional forms plays in enhancing the effectiveness of foreign language education. In the context of modern pedagogical practice, where the demands for communication competence and learner-centered instruction are growing, the ability of educators to choose and apply suitable strategies becomes a key determinant of educational success. The study analyzes various teaching methods classified by levels of teacher involvement and knowledge sources, including verbal, visual, and practical approaches.*

***Key words:** foreign language teaching, teaching methods, instructional forms, communicative competence, educational effectiveness, pedagogical strategies.*

Introduction:

For the teaching profession, developed communication skills and abilities, the ability and readiness to communicate, and communicative competence are essential professional characteristics. This is due to the specifics of pedagogical work, where communication, its means, models, styles, forms, and methods form the basis on which all professional and pedagogical activity is based. The essence and structure of pedagogical activity, as well as the productivity associated with them, is one of the most pressing issues in pedagogical science and practice. The main efforts, in light of the reform of the education system, are aimed at state material and technical, informational (new curricula, programs, textbooks) and communication (new means, forms, methods of educational work, methodological recommendations and manuals) support of pedagogical systems. By pedagogical systems we mean the relationship of structural and functional components subordinated to the goals of upbringing, education, training of the younger generation and adults. A teacher in modern pedagogical systems is a leader, an organizer of pedagogical interaction, a management link of the system. In the activities of a

teacher, perhaps the most important and difficult is the choice of means and methods for solving pedagogical problems that ensure the guaranteed achievement of educational goals, and therefore the success of the teacher's activities.

The style of pedagogical activity directly affects the emotional atmosphere of interaction between subjects of the educational process, the teacher's choice of means and methods for solving pedagogical problems, contributes to or hinders the success of learning, the formation of interpersonal relationships in a study group. The basis of the methodological system of teaching is the teaching methods, which answer the question "how to teach?". Inseparably connected with the teaching methods are the forms of teaching, types of classes and teaching aids.

Literature review:

The choice of teaching methods by the teacher is one of the most important aspects of the problem of productive pedagogical activity. The complexity of this issue lies in the fact that the choice of the teaching method is determined by an extremely large number of factors. Yu.K. Babansky suggests that when choosing a teaching method, six main parameters should be taken into account, which include a variety of factors: patterns and principles of teaching; goals and objectives of teaching; subject content; educational opportunities of students; features of external conditions; capabilities of the teachers themselves [1].

Teaching methods are a way of interconnected activity of the teacher and students, in which students acquire knowledge, skills and abilities, develop their personal qualities and abilities, form a scientific worldview and achieve the necessary preparation of the younger generations for work. Together with the content and organization of educational work, they historically change and improve.

Results and discussions:

Teaching methods are ways of joint activity of the teacher and students aimed at achieving the goals of education. The choice of methods depends on the characteristics of the subject, the goals and objectives of education, the age and individual specifics of students, the level of education, development and education of students and cadets, the material and technical equipment of the educational institution, the abilities and capabilities of the teacher, his skills and personal qualities, time to solve didactic problems. [2]

The problem of classification of teaching methods is one of the acute problems of modern didactics. According to Yu.K. Babansky, who developed a classification of teaching methods, has every reason to distinguish three most important components in the teacher's activity: organizational-effective, stimulating, and control-evaluation [1]. Hence, a holistic approach to activity presupposes the existence of three large groups of teaching methods:

- a) methods of organizing and implementing educational-cognitive activity (thanks to them, the process of mediation of educational information by the individual is ensured);
- b) methods of stimulating and motivating educational-cognitive activity (thanks to them, the most important functions of regulating educational activity, its cognitive, volitional and emotional activation are ensured);
- c) Methods of monitoring and self-monitoring the effectiveness of educational-cognitive activity (thanks to them, teachers and students carry out the functions of monitoring and self-monitoring during training). [3]

The choice of teaching methods, their relationship during classes depends on the following conditions:

- patterns and principles of teaching arising from them;
- forms of training, that is, from the organization of the educational process;
- goals and objectives of training;
- the content and methods of a given science in general and a given subject, topics in particular;
- The students' learning capabilities: age (physical, mental); level of preparedness (educational and pedagogical); characteristics of the study group.
- Characteristics of external conditions (geographical, industrial environment, etc.).
- the capabilities of the teachers themselves: their previous experience, knowledge of typical situations of the learning process in which certain combinations of methods prove to be most effective, their level of theoretical and practical preparedness, abilities in applying certain methods, means, the ability to choose the best option, the level of methodological mastery, personal qualities.

Expanded characteristics of methods of teaching foreign languages

1. Methods of teaching by the degree of management of the educational process

a) Teaching under the guidance of a teacher

Training takes place with the active participation of a teacher who directs, explains, asks questions, checks the completion of assignments, monitors progress.

Examples in teaching foreign languages: explanation of grammar and vocabulary; conducting frontal classes, dialogues; joint analysis of texts; working with a teacher on a textbook.

Advantages: high degree of control; possibility of immediate error correction; effective at the initial stages.

Disadvantages: fewer opportunities for independence and critical thinking; may suppress the student's initiative.

b) Independent work of students

The student masters the material independently: reads, listens, completes tasks without the direct intervention of the teacher.

Forms: homework; working with online courses, platforms (duolingo, memrise, etc.); independent translation, retelling; keeping a language diary.

Advantages: development of responsibility, self-discipline; individual learning pace; in-depth assimilation of the material.

Disadvantages: decreased motivation in the absence of control; possible errors without correction.

Efficiency is achieved by alternating and combining these methods. Works ideally in a blended learning system.

2. Teaching methods by source of knowledge

a) Verbal methods

Oral presentation (lecture, story, explanation)

Used to convey new information.

Example: the teacher explains the rules for constructing interrogative sentences in English.

➤ Conversation, discussion

Activates students, develops communication skills.

Example: discussing a film or article in a foreign language.

Pros: quick delivery of information; developing speech perception skills.

Cons: can be a passive method; requires high linguistic competence of the teacher.

b) Visual methods

➤ Show: use of objects, pictures, tables, cards, diagrams.

➤ Demonstration: video, presentations, digital resources (interactive whiteboards, platforms with visualization).

In language teaching:

➤ Illustrations of word meanings;

➤ Demonstration of grammatical constructions in tables;

➤ Use of authentic video materials.

Pros: strengthening memorization through the visual channel; increasing involvement.

Cons: not all abstract concepts can be visually represented.

c) Practical methods

➤ Exercises and training: practicing grammar, phonetics, vocabulary.

➤ Practical activities: project assignments, writing essays, participating in role-playing games, conducting a dialogue, completing assignments in pairs.

Advantages: consolidation of knowledge; transition from theory to practice; formation of automaticity in the use of language units.

Disadvantages: requires time and repetition; without understanding the theory, it can be formal.

A competent combination of all of the listed methods allows teachers to:

➤ Increase student motivation;

➤ Take into account different styles of information perception (auditory, visual, kinesthetic);

➤ Create conditions for the formation of all four types of speech activity: speaking, listening, reading and writing;

➤ Provide a multi-level approach to learning. Teaching methods should not just alternate, but be systematically integrated into the educational process, adapting to the goals, age characteristics and level of students.

The method as a category of didactics is organically connected with all structural components of the pedagogical system. It can be assumed that the choice of a teaching method is determined by the totality of the interrelationship of the method with each of the structural components of the pedagogical system. From the standpoint of the systems approach, the problem of the optimal choice consists in clarifying the relationship between the teaching method and the structural components: the subject and object of pedagogical influence, the subject of their joint activity and the purpose of training [4]. Since the teaching method itself is included in the content of the component of pedagogical communication tools, there is no talk here about the interrelationship of the above-mentioned components. At the same time, we can raise the question of the relationship between methods and forms of training, since this component is included in the concept of forms of training. In fact, for the problem of choosing a teaching method, its determinism by precisely the four specified structural components is significant. This determinism is conditioned by the very process of pedagogical activity, where the choice of the method is carried out in a certain lesson in terms of form. In modern didactics, the problem of the optimal choice of teaching methods is understood in the context of the dependence of the choice on a number of factors within a specific form of training.

The choice of teaching methods by a teacher is one of the most important aspects of the problem of productive pedagogical activity. Teaching methods are interconnected and are used in certain combinations. The method of oral presentation is often combined with discussion and demonstration, an exercise with a demonstration, a demonstration with an explanation (presentation).

The quality of education largely depends on the organization of the educational process, the forms in which it is carried out.

Forms of organization of education (organizational forms) are the external side of the organization of the educational process; the external expression of the coordinated activity of the teacher and students, carried out in a certain order and mode.

Forms of education are the organizational side of the educational process, reflecting the conditions in which education takes place. [2]

A form of education is an independent type of lesson, characterized by a specific, inherent only to it leading teaching method, essential characteristics and other features that make this form of education identical to itself and different from other forms. A form of education is a special design of the process itself.

Forms of education determine the composition and grouping of students, the structure of the lesson (training), the place and duration of its implementation, the specifics of the activities of the teachers. Forms of training reflect the organizational aspect of the training process and represent an external expression of the coordinated activities of teachers and students, carried out in the established order and in a certain mode.

The choice of the form of training in the lesson depends mainly on the purpose of the lesson and the category of students. Forms of training are constantly being improved, their new varieties appear. It should be noted that the forms in the course of training are used in close connection with the methods of training. The set of forms and methods of training determines the type of classes [6].

The most important condition for the effectiveness of classes is the competent use of forms and methods of training.

In didactics, the forms of organization of the learning process are revealed through the methods of interaction of the teacher with students in solving educational problems.

Forms of training are organizational aspects of the educational process, reflecting the set of conditions in which training is carried out: the purpose of the educational event and the procedure for its implementation, the composition of the trainees, the duration of the educational event, material and technical support, as well as the nature of the actions of the head of the classes and the trainees.

Forms of training are divided into groups:

by the degree of management - conducted under the guidance of the teacher and independent training;
by the organization of trainees - individual, group and collective;

by location - on-site (field educational and material base facilities, in the field), educational and material base facilities, in classrooms; at posts and equipment;

by intended purpose - for educational and planned and control and verification;

by the nature of educational activities - for theoretical, practical and mixed.

Now, methodological materials for improving the methods and forms of the educational process have not received due development and their selection and application causes difficulties for the teaching staff, especially for novice teachers. This issue is not sufficiently considered and studied at the educational and methodological assemblies of the university teaching staff.

The task of developing and improving methodological materials on teaching methods, selecting and applying advanced methods and forms of conducting group classes remains relevant. Educational and methodological assemblies are one of the main elements of improving the pedagogical skills of the teaching staff.

The need to ensure high quality education, the success of the professional activity of a teacher in modern conditions requires the development of creative levels of his pedagogical skills and optimization of pedagogical interaction in the educational process. Modern scientific and pedagogical research has convincingly proven that a fundamental solution to the problem of improving the quality of training specialists can only be provided by shifting the emphasis to methods that form systemic thinking and the organization of pedagogical interaction conditioned by these methods. One of the didactic laws is that the results of training depend on the methods, means and forms used; to achieve the result, an optimal combination and ratio of methods, means and forms of training is necessary.

Conclusion: The effectiveness of foreign language education is significantly influenced by the thoughtful and deliberate selection of teaching methods and instructional forms. An integrated approach that combines various strategies, such as blended learning, active learning, differentiated instruction, and non-traditional methods, can enhance student engagement, motivation, and overall language proficiency. Educators must be equipped with the knowledge and skills to adapt these methods to meet the diverse needs of learners, thereby improving the quality of foreign language teaching and learning.

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