



THE SCIENCE BEHIND TEACHING FOREIGN LANGUAGES: METHODS AND INSIGHTS

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ABOUT ARTICLE

Key words: language acquisition, linguistic principles, cognitive psychology, neuroscience, language pedagogy, educational research, evidence-based, practices, technology in language learning, comprehensible input, communicative competence.

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Abstract: The teaching of foreign languages is undergoing a transformation as educators increasingly integrate scientific principles into pedagogical approaches. Drawing upon insights from linguistics, cognitive psychology, neuroscience, and educational research, this article explores the scientific basis of language instruction. We delve into key linguistic principles that underpin effective teaching methods, such as the importance of meaningful contexts and authentic communication. Insights from cognitive psychology shed light on how the human mind processes and acquires language, informing strategies such as providing comprehensible input and utilizing multimedia resources. Neuroscience research highlights the brain's plasticity and its capacity to adapt to new linguistic structures, suggesting techniques like spaced repetition and multisensory learning to optimize language acquisition. Additionally, the role of technology in language learning, evidence-based pedagogical practices, and the integration of research findings into instructional methodologies are discussed. By embracing the scientific approach to language instruction, educators can design programs that enhance learning outcomes and contribute to a

deeper understanding of language acquisition processes.

INTRODUCTION

Teaching a foreign language is an intricate process that involves understanding linguistic principles, cognitive psychology, and pedagogical methodologies. While it's often seen as an art form, there's a significant scientific basis underlying effective language instruction. In this article, we delve into the scientific methods of teaching foreign languages, exploring how research in linguistics, psychology, and education informs language pedagogy.

METHODOLOGY

Foreign language - this foreign country is a language In our republic Western Europe (English, Spanish, German, French) languages and Eastern (Arabic, Turkish, Persian, Chinese, Indian) languages trained is coming. These languages education institutions study from the plans place received All three the language teaching process differently will pass Mother tongue and second language natural in the situation, foreign language while artificial in the environment is studied. Foreign language communication, mainly in class teacher under the leadership of will pass All three language between foreign the language study and to teach certain aspects with sharp difference does And this is it in turn, is relevant foreign language teaching technology to use requirement is enough Foreign language teacher methodology science achievements thorough assimilation through of a student collected language experience standard sure to know and him more to improve achieves Foreign languages efficient to teach his methodology to know requirement is enough Foreign languages study and to teach a lot in terms of foreign language education methodology issues theoretical from the side work output and of theory in practice creative to be used depends.

Methodology subject - abroad language subject through education to give process and methods, foreign language to teach science teacher and student activities study of methodology subject is counted.

Methodology main concepts - method, method, principle. Didactics - what shall we teach? teaching content is considered Methodology - how shall we teach? education methods and methods means Method - methodology concept from the Greek-Latin word " methodos" - " methodus ". received is known to the goal deliverer ways, method the meaning means Various in the literature narrow and narrow of the term wide the meaning meeting can The term " methodology " has a narrow meaning of education concrete lesson process with depends the concept means Training planning and study materials preparation with depends was instructions cover receiver managed lesson process as interpretation The term " Method " is used wide in the sense study material selection, classification and distribution mean holds Germany Federative Since the 60s, " didactics " and " methodology " have been used in the narrow sense applied is coming. Accordingly didactics education content what is taught? Methodology while education methods how is taught? Issues with is engaged in. Foreign languages study only mental education tool not but other culture educational wealth and values with get to know and them own cultural to his life application to do through person of the person formation process is

considered in Europe foreign languages study long time high level education in getting privilege is counted and public in their schools to privilege have was people it is considered to be education. Foreign language teaching methodology as a science for 200 years more than to history have This period inside foreign language teaching methodology differently relationships that was reported observation can Such from views one academic L. V. Shcherba belongs to is considered His according to har how science teaching methodology to be a science however, it is not considered a theoretical science. He is practical issues solution does. Including foreign language teaching methodology is also only psychology to the evidence doesn't rely on, maybe common and private linguistics to research is based on If linguistics language of events come output and movement laws with if engaged, methodology this to the laws based on necessary language from the event in practice use for what to do need said to the question answer will give. To the methodology about of books the most valuable ones are also linguists by written These are including the 19th century from phoneticians one and great English linguist G. Suite, XIX century the end and XX century At the beginning of in England the most original phonetician and theorist linguist calculated O. Yesperson, XIX of the century the end and XX century in their heads the most to the eye seen French from linguists F. Bruns and Brealya, look seen english and famous phonetician V. Fyotor and others enters in Russia language teaching methodology issue with academic L. V. Shcherba and his teacher great the linguist scholar IAboduin -de- Courtone and their students engaged. Foreign language teaching methodology psychologists special in relation were Methodology and psychology of sciences mutually relations about Professor V. A. Artemov valuable thought stated. His according to psychology methodology provides material for Methodology of the teacher how lesson pass learns Psychology and the students this subject how mastering that they are getting with is engaged. But this to the idea full by joining it won't happen. Because teacher lesson to give in the process, student while mastering during known spiritual process and circumstances from the head they forgive whether they want it or not of psychology laws face to face will be and are affected. Methodology to history about literature deeper study that's it shows that some researchers methodology art they say. They are usually French Methodist Penlash to his opinion hint they do, i.e. "good " or " bad " method There are no " good "or" bad " teachers. Such in mind to people german Methodist Statement by E. Otto in 1924 done thoughts with answer to give can It is included so says: "If anyone methodology considered art since he is the theory of science his in practice use with mixing sends".

Each in science own concepts sum there is. Foreign language teaching in the methodology acceptance done main concepts to the line the following input possible: education system, education method, education principle, education tool, methodical method.

Linguistic Principles: Central to teaching any language is a grasp of its underlying linguistic structure. Linguistics provides invaluable insights into phonetics, syntax, semantics, and pragmatics. Understanding these components helps teachers design curriculum and activities that align with the natural acquisition process of language learners. For example, structuring lessons around meaningful contexts and authentic communication mirrors how language naturally develops in real-life situations.

Cognitive Psychology: Cognitive psychology offers key insights into how the human mind processes and acquires language. Theories such as the Input Hypothesis (Krashen), the Interaction Hypothesis (Long), and the Cognitive Theory of Multimedia Learning (Mayer) shed light on effective language learning strategies. For instance, providing learners with comprehensible input, opportunities for interaction, and utilizing multimedia resources enhances language acquisition by engaging multiple cognitive processes.

Neuroscience: Advancements in neuroscience have revolutionized our understanding of language learning. Neuroimaging studies demonstrate the brain's remarkable plasticity and its capacity to adapt to new linguistic structures. Insights from neuroeducation suggest that incorporating techniques like spaced repetition, multisensory learning, and task-based activities can optimize language learning outcomes by stimulating neural pathways associated with memory and language processing.

Technology and Language Learning: In recent years, technology has become increasingly integrated into language instruction. Computer-assisted language learning (CALL) tools, mobile applications, and virtual reality platforms offer innovative ways to engage learners and provide personalized feedback. Leveraging technology enables teachers to create immersive language learning environments, supplementing traditional instruction with interactive exercises and authentic materials sourced from the target language community.

Evidence-Based Pedagogy: Effective language teaching relies on evidence-based pedagogical practices backed by empirical research. Studies on vocabulary acquisition, grammar instruction, and speaking proficiency inform instructional approaches that prioritize communicative competence and language fluency. By integrating research findings into teaching methodologies, educators can ensure that their practices are grounded in scientifically validated principles, leading to more efficient and sustainable language learning outcomes.

CONCLUSION

Teaching foreign languages as a science involves integrating insights from linguistics, cognitive psychology, neuroscience, and educational research. By adopting evidence-based pedagogical practices, educators can design language programs that optimize learning outcomes and empower learners to achieve proficiency in their target language. Embracing the scientific approach to language instruction not only enhances the effectiveness of teaching methods but also contributes to a deeper understanding of the human capacity for language acquisition. As language educators continue to explore the intersection of science and pedagogy, the field stands poised for further innovation and advancement in facilitating multilingualism and cultural exchange on a global scale.

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