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THE INTERPRETATION OF THE TERMS METHOD, TECHNOLOGY, AND STRATEGY IN LANGUAGE TEACHING BY WORLD, COMMONWEALTH OF INDEPENDENT STATES, AND UZBEK SCHOLARS

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ABSTRACT

Foreign language teaching represents a sophisticated and multifaceted process that necessitates the integration of diverse methods, innovative technologies, and well-structured strategies to streamline and optimize the learning experience. This article delves into the nuanced interpretations and theoretical underpinnings of the terms method, technology, and strategy as articulated by global experts, scholars from the Commonwealth of Independent States (CIS), and academics in Uzbekistan. The study highlights their distinct yet interrelated roles in enhancing the efficacy of foreign language instruction, emphasizing their conceptual evolution and practical applications in varied educational and cultural contexts.

KEYWORDS

Adaptive, approach, cognitive, competence, language teaching, mechanism, method, strategy, technology.

INTRODUCTION

Teaching a language is a complex and multifaceted process encompassing various approaches, methods, and strategies to facilitate the learning experience. Within this process, "strategy" plays a particularly

significant role, yet it is often confused with the terms method and technology. The Explanatory Dictionary of the Uzbek Language (1) defines these terms as follows:



METHOD (metod, noun) – 1. a way of understanding and researching natural and social phenomena. Examples: Dialectical method, comparative method 2. synonymous with approach or technique. Examples: The introduction of new elements in the scientific organization of labor, new methods of treatment. (Excerpted from a newspaper)

Technology (texnologiya, noun): 1. a set of methods (techniques) applied in a particular production area to process raw materials, materials, or semi-finished goods, altering their state, properties, or form. Examples: Metal technology, chemical technology, advanced technology, atlas weaving technology. 2. the study of the methods and means of processing raw materials and materials using relevant production tools. Example: The science of metal technology.

Strategy (strategiya, noun): 1. (Military): the art of conducting war; a general plan for carrying out war or military operations. Example: Blitzkrieg strategy. 2. the

science of waging war. Examples: Strategy course, strategy lectures, military strategy theory. 3. (Figurative): the art of leading socio-political struggles, as well as the skill of correct and forward-looking planning in general. Example: Every important period in the advancement of science puts forth a specific strategy for scientific research. (Excerpted from “Science and Life”)

It is evident that the term strategy originally stems from the military and political spheres. However, since the late 20th century, this term has been increasingly adopted within the field of pedagogy. This shift can be attributed to the heightened focus on education and the emergence of innovative approaches, particularly in language teaching.

In the following graphic, we will attempt to elaborate on the differences between the terms method and strategy in detail.

by scope and orientation

A **method** provides a broad, systematic foundation for teaching a language.

Strategies, on the other hand, are specific actions or techniques applied within this framework.

by purpose and objective.

A method defines the overall structure and direction of teaching, serving to manage the learning process.

Strategies are the tools that students use to achieve specific goals in language learning.

by consciousness and flexibility.

A method is strict and systematic, ensuring a consistent approach to teaching across different lessons.

Strategies are often conscious, flexible actions that students adapt to different tasks and contexts.



Methods are often chosen by teachers, whereas strategies are typically selected and applied by students. However, teachers can suggest and model effective strategies.

In the study of the importance of strategies in foreign language teaching, R. Oxford is a leading figure. She defines language learning strategies as "specific behaviors, actions, steps, or techniques that students use to improve their progress in developing foreign language skills". Oxford's research has greatly contributed to understanding how these strategies can make language learning more effective, enjoyable, and self-regulated.

E. Koen (3) expands on Rebecca Oxford's ideas by defining strategies as "conscious thoughts and actions that students use with the aim of improving their knowledge and understanding of the target language." Koen's work focuses on the purposeful and conscious nature of strategies, emphasizing their active role in language learning.

Carol Griffiths (4) highlights the importance of understanding individual differences when using strategies. She defines strategies as "consciously chosen activities by students with the aim of organizing their language learning." Griffiths emphasizes that strategies do not fit everyone equally, and they vary according to students' needs, preferences, and cultural backgrounds.

Scholars from the Commonwealth of Independent States have made significant contributions to the field of language learning strategies and focused on further integrating these strategies into educational practice.

Galina Zimnyaya (5) views strategies as "a part of the student's general competence and a key factor in achieving communicative competence in a foreign language". Zimnyaya considers the role of strategies in the development of communicative skills, particularly for Russian learners who approach language learning with a structured methodology, to be crucial.

Svetlana Gural (6) emphasizes the integration of cognitive and metacognitive strategies, referring to them as "mental operations and conscious plans that students use to acquire, store, and recall linguistic information". Gural's research explores how strategies can be regularly taught to improve language learning outcomes.

Irina Alekseeva (7) defines strategies as "adaptive mechanisms that students use to overcome language learning difficulties". Alekseeva's definition points to the flexibility and adaptability of strategies, suggesting that they can be tailored to overcome the specific challenges students face in different contexts.

Uzbek scholars have provided valuable insights into the use of strategies in language learning, combining traditional and modern teaching approaches to meet the specific needs of Uzbek learners.



Professor, methodologist J. Jalolov (30) also explains the term "strategy" as follows:

Strategy – [Greek. strategía < stratos – army + ago – I lead] – refers to the management of the educational process, i.e., directing, teaching, educational goals, teaching tactics, and technology.

Munira Bekmuratova (8), a renowned scholar, has contributed to the understanding of language learning strategies in the context of Uzbekistan, highlighting the unique cultural and educational environment. Her work focuses on the cognitive and affective components of language learning that reflect Uzbekistan's distinct educational and cultural context. Bekmuratova defines strategies as "a set of cognitive and affective tasks that facilitate language learning". She emphasizes the role of emotional and psychological factors when using strategies in a context that reflects Uzbekistan's unique cultural and educational conditions.

Alisher Usmonov (9) emphasizes the importance of cultural context in selecting strategies, defining strategies as "context-sensitive actions that help students overcome linguistic and cultural gaps". Usmonov's work highlights the importance of strategies in helping Uzbek learners overcome challenges in foreign language acquisition.

Dilorom Yoqubova (10) defines strategies as "planned and systematic techniques used by learners to achieve

language proficiency in a multilingual environment". Yoqubova's research focuses on the strategic planning aspects of language learning, particularly in the multilingual context of Uzbekistan.

In language teaching, a strategy is a specific behavior, action, technique, or step that learners consciously or unconsciously use to further their language learning. Strategies are tools that assist students in processing, understanding, and producing language more effectively.

CONCLUSION

In conclusion, language learning strategies play a crucial role in enhancing the effectiveness and efficiency of acquiring a foreign language. Scholars such as R. Oxford, E. Koen, and Carol Griffiths have emphasized the active, conscious nature of these strategies and their importance in helping learners navigate the complexities of language acquisition. At the same time, researchers like Galina Zimnyaya and Svetlana Gural have pointed out the significance of cognitive and metacognitive strategies in improving learning outcomes. The work of Uzbek scholars, including Munira Bekmuratova, Alisher Usmonov, and Dilorom Yoqubova, adds an important cultural context to this discussion, demonstrating how strategies can be tailored to meet the unique needs of learners in Uzbekistan's educational system.



Ultimately, language learning strategies are essential tools that empower students to become more autonomous and effective in their learning process. Whether through cognitive techniques, cultural sensitivity, or emotional factors, these strategies offer learners valuable ways to engage with the language, overcome obstacles, and achieve their educational goals. Therefore, educators and researchers should continue to explore, refine, and incorporate these strategies into language teaching practices to ensure successful and meaningful language learning experiences.

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