BRIEF HISTORY OF FOREIGN LANGUAGE TEACHING METHODOLOGY AND STAGES OF ITS DEVELOPMENT

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Annotation: *This article explores the historical development of foreign language teaching methodologies, focusing on the transition from traditional to communicative approaches. It analyzes the grammatical-translation method, its theoretical foundations, strengths, and limitations in developing communicative competence. The study also examines the emergence of the direct and audio-lingual methods, highlighting their contributions to oral speech development and natural language acquisition. Particular attention is given to the communicative approach, which is presented as a methodological revolution in language teaching. The article emphasizes the role of communication, learner-centered interaction, and the integration of language skills in modern linguodidactics. Furthermore, it explains how contemporary methods such as CLIL, task-based learning, blended learning, and flipped classroom models are rooted in communicative principles.*

Keywords: *foreign language teaching, grammar-translation method, direct method, audio-lingual method, communicative approach, linguodidactics, communicative competence, language acquisition, learner-centered learning, modern methodologies.*

The most ancient and long-dominant method of teaching foreign languages is the grammatical-translational method. This approach was formed in the European education system, especially on the basis of the practice of teaching Latin and Greek, the roots of which go back to ancient Roman pedagogy and medieval monastic schools. The main essence of this method was the study of the language by translating foreign texts into the native language, as well as memorizing grammatical rules and strengthening them through practical exercises.

The grammatical-translational style is theoretically based on classical linguistic approaches, and in practice, on written speech and written logic. Students usually perceived language not as a "language," but as a "set of rules." In this method, speech communication is pushed to the background, and in lessons, tasks such as text translation, vocabulary memorization, and analysis of grammatical structure are mainly performed. Attention to listening comprehension and oral communication skills was practically neglected. In this approach, the student is required to have a perfect knowledge of grammatical rules, accuracy in translation, and error-free completion of written assignments.

Although this method taught students accurate and consistent written translation in its time, its important weakness was teaching language not as a living, communicative tool, but as an academic object. As a result, the level of application of the language learned by this method in real-life situations was extremely low. For this very reason, from the beginning of the 20th century, this method began to be criticized. From a psychological and pedagogical point of view, this method did not stimulate the speech activity of students, limited the possibilities of creativity and independent thinking.

Nevertheless, the grammatical-translational method is still used as an important methodological tool in some contexts, in particular, in academic lyceums or philological faculties. In particular, in such areas as linguistic analysis, contrastive grammar, and translation theory, this method has retained its significance. However, against the backdrop of modern linguodidactic principles, its place is assessed more as an auxiliary, theoretical, and additional methodological tool.

At the end of the 19th and beginning of the 20th centuries, a radical turn took place in the methodology of language learning. By this time, the boundaries of the grammatical-translational method began to become clear: although students knew the rules of language well, they had difficulty applying them in real life. Against this backdrop, new methods emerged - direct and audio-linguistic approaches. Their emergence was closely connected with scientific discoveries in the fields of psychology, linguistics, and pedagogy.

The direct method (Direct Method), developed mainly in Europe in the second half of the 19th century, signified a radical change in the grammatical-translational style. One of the founders of this method was the German pedagogue Franke, who emphasized the need to teach the language in a natural way. According to it, language learning should be conducted not using the native language, but only through the language being studied. The lessons were based on communication, the teacher explained each word directly in context, and visual aids (pictures, actions) were widely used. The main emphasis was on oral speech - especially pronunciation, phonetics, and listening comprehension. Grammar is presented only in an inductive way, that is, in a form in which the student himself assimilates the rule. Translation was not used

at all in this method, which opened the way to teaching language as a means of life and natural communication.

By the 20th century, in particular in the USA, the audio-lingual method (Audio-Lingual Method) was formed as a modernized form of the direct method. This method was developed as a result of special language programs of the American army during the Second World War and is based more on structural linguistics and behavioral psychology. In the audio-linguistic method, the main focus was on the formation of the student's automatic reflexes: language constructions were mastered through constant repetition, memorization of dialogues, listening to audio recordings, and repeated practice. Students repeat the teacher's speech, form speech in simulated situations, and try to automate the speech structure. In this method, grammar is not explicitly explained, but is directly assimilated through structure. Listening and speaking are considered priorities, while writing and reading are secondary.

These two methods provided important achievements in foreign language learning: increased attention to oral speech, decreased dependence on the native language, and phonetic aspects were studied in depth. However, each of them had certain limitations. The direct method required high professional training from the teacher, while it was necessary to create contexts that always corresponded to the intellectual level of the students. The audio-linguistic method, however, often led to mechanical memorization, limiting the possibilities of creativity and free communication.

At the same time, these methods laid the foundation for the further development of the communicative approach. In the process of language teaching, they focused not on grammar, but on communication as the main

element. This led to the principle of forming the student not only as a cognizer, but also as an active participant in speech.

The communicative approach is recognized as a true methodological revolution in the history of foreign language teaching. By the 60s and 70s of the 20th century, when the existing methods - in particular, grammatical-translational, direct, and audio-linguistic methods - began to openly reveal their boundaries, it became obvious that students, even memorizing grammar and repeating dialogues, could not communicate effectively in real life. In such conditions, a new paradigm emerged - the communicative approach. This approach is based on the idea that the ability to use the language is more important than the student's knowledge of it.

The methodological foundations of the communicative approach were developed by Dell Hymes, Michael Halliday, David Wilkins, Littlewood, who emphasized question-and-answer interaction, and others. They interpreted language not only as a structural system, but also as a means of communicative activity. Therefore, in this method, the main attention is paid to the functional aspects of language - that is, to express speech intentions such as requesting information, expressing opinion, refusing, giving advice. Despite the importance of grammatical correctness, content and the effectiveness of communication were put first.

The peculiarity of this method is that it views the student not as a passive recipient, but as an active participant, an initiator of communication. In the process of lessons, game exercises, communication situations, role-playing, discussion, project assignments, and teamwork are widely used. This increases the student's personal motivation and strengthens the sense of belonging to the language. In the communicative approach, the main element of the lesson is the

creation of a speech situation close to real life, which transforms language from abstract knowledge into a means of life.

Another important aspect of the method is the integration of skills. Listening, speaking, reading, and writing skills are formed in a holistic context, inseparable from each other. This integration serves the systematic assimilation of the language. Also, in this approach, the assessment system has been changed: the emphasis is on observing the process, not the result, recognition of intermediate achievements, and formative assessment.

With the help of this method, the process of language learning transitions from artificial language to natural language. The student strives to express their thoughts freely and meaningfully in real communication, not by translating a text or memorizing the structure in the lesson. This prepares them for life situations: booking a hotel, talking at the airport, conducting scientific presentations, conducting professional correspondence.

With the emergence of the communicative approach, the entire paradigm of foreign language teaching has changed. This has now become a multi-layered educational model, which includes not only linguistic knowledge, but also pragmatic competence, sociolinguistics, intercultural communication, and even psychological training. For this very reason, the communicative approach entered history not only as the most successful methodology of its time, but also as the basis of the principles of modern language teaching. Today, all modern methods, such as CLIL, task-based learning, blended learning, flipped classroom, are actually advanced forms of a communicative approach.

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