

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 02 Volume: 82

Published: 29.02.2020 <http://T-Science.org>

QR – Issue



QR – Article



Mukaddas Nurullaevna Hikmatova

Bukhara State University

Chief of the Department of “Humanitarian sciences”

+998 91 400 55 55

mukadnur@mail.ru

PROBLEMS OF LEARNING LANGUAGES IN THE HERITAGE OF THE SCIENTIST - ENCYCLOPEDIST Y. A. KOMENSKY

Abstract: *Y. A. Komensky tirelessly promoted the need for active development, distribution and study of languages as one of the most important conditions for human progress. He warned that languages should be studied in order to gain knowledge and communicate it to others, for mutual communication. “If you even knew your native language perfectly, and besides that, foreign languages and others, and even all the languages of the world, after all, if you lack understanding of the things that underlie words, you would be no more like a parrot, not a sage at all.”*

Key words: pedagogical activity, didactic goals, democratization, rules, laws, dramatization.

Language: English

Citation: Hikmatova, M. N. (2020). Problems of learning languages in the heritage of the scientist - encyclopedist Y. A. Komensky. *ISJ Theoretical & Applied Science*, 02 (82), 87-91.

Soi: <http://s-o-i.org/1.1/TAS-02-82-16> **Doi:**  <https://dx.doi.org/10.15863/TAS>

Scopus ASCC: 3310.

Introduction

The outstanding Czech encyclopedic scientist Y. A. Komensky is known as the founder of pedagogy, the science he considers in the widest age framework, as a theory of human education. His research activities included issues of philosophy, sociology, technology, psychology, economics, etc. Y. A. Komensky throughout his life was engaged in pedagogical activity. He was a teacher and school leader and compiled school textbooks. He was the author of scientific works on education and upbringing and was the organizer of educational institutions. The most famous is his famous “Great Didactics”. But many of the works of Y. A. Komensky, such as the “Maternal School”, “The Newest Method of Languages”, “The General Council on the Correction of Human Affairs” were little known. In his “natural” or “mechanical” method Y. A. Komensky saw a threefold goal, three components of learning: “knowledge, activity, speech, i.e. to know everything correctly, to know how to do everything good and what is necessary, to be able to communicate to another.” Hence, one should constantly “form” the mind, hands, language. The last component of this triad is the “education” of the language, the problem of studying the native and

“other foreign” languages occupy a large place in the legacy of Y. A. Komensky.

Literature review

Thoughts on the meaning of language in people's lives, on its development and functioning, on the correlation and interconnection of words and things, on the teaching of oral and written speech are found in almost all the works of the scientist. A number of works are specifically devoted to the problem of language. This is, first of all, “Panglottia” (universal language culture), which is the fifth part of the “General Council on the correction of human affairs”; “The latest method of languages”; “On the skillful use of books - the first tool for the development of natural talents.”

Y. A. Komensky tirelessly promoted the need for active development, distribution and study of languages as one of the most important conditions for human progress. He warned that languages should be studied in order to gain knowledge and communicate it to others, for mutual communication. “If you even knew your native language perfectly, and besides that, foreign languages and others, and even all the languages of the world, after all, if you lack

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

understanding of the things that underlie words, you would be no more like a parrot, not a sage at all.”

It is useless to study many languages, Y. A. Komensky considered, since time is taken to study the world around us, and it is impossible to learn all languages. In determining the nomenclature of the languages studied, as well as the degree of completeness and perfection of mastering them, one should proceed from the requirements of necessity. The necessary languages are: for personal life - the native language, for languages, education, international communication and cooperation in the field of activities with developed countries, foreign languages are needed.

For the study of scientific works, the necessary language is English, German, French and other languages, for doctors - Latin. The author of the "General Council ..." in search of ways to correct imperfections in humanity thought a lot about overcoming language barriers between peoples and proposed a plan for introducing monoglotia, a single world language: simple, understandable, perfect. He developed the principles of its creation based on existing languages. (As you know, attempts to develop a new international language have been made repeatedly, and the widespread use of an artificial language, such as Esperanto, is in great doubt.) However, his approaches are of interest not only for gaining a single language, but also for a deeper understanding of the laws of development and functioning of languages. In the history of pedagogical thought from ancient times to the present day, ambiguous views on the order of learning languages. For example, one of the predecessors of Y. A. Komensky, M. F. Quintilian, advised to start teaching a child from a foreign language, since his language will be acquired in the process of everyday communication; then he suggested moving to the mother tongue and learning both languages in parallel. K. D. Ushinsky insisted on learning first of all his native language. But what was the position of Y. A. Komensky?

Discussion

He had no doubt about this. He strongly stood for the primary study of his native language. "Each language needs to be studied separately. First, of course, the native language, then the one that needs to be used in the locality of the native language, that is, the language of the neighboring people, and then English, German, French, etc. - always one after another, and not together, otherwise one language will interfere with another." The study of foreign languages should be based on the indispensable reliance on the native language. Moreover, the native language is the basis of all education. Therefore, it should be studied, perhaps more fully and thoroughly: in childhood - "learn to speak haphazardly", in the adolescent - correctly, in the youth - gracefully, in the

mature - expressively. Y. A. Komensky linked not only didactic goals, but also the democratization of public education, the ability for all "born people" to enter real science with a focus on primary and thorough study of their native language. The idea of the priority of the mother tongue in teaching was consistently upheld and developed by K. D. Ushinsky, I. S. Gogebashvili, I. Y. Yakovlev and other progressive educators. Let us highlight some of the most important ideas for studying foreign languages that were proposed by Y. A. Komensky:

1. "The study of languages should go hand in hand with the study of things, especially in youth ...", that is, the study of words should take place along with an understanding of the essence of things themselves and of the reality that are reflected in the words. This requirement follows from the scientist's ideas about the process of human cognition, about the interconnection of language, thinking and the environment. He claims that "the beginning of knowledge, necessarily, always follows from sensations (after all, there is nothing in the mind that previously would not have been in sensations). Therefore, one should begin training not with a verbal interpretation of things, but with real observation of them. And only after getting acquainted with the thing itself, let it be discussed, clarifying the matter more comprehensively."

Criticizing scholasticism, senseless cramming, and verbalism in the schools of that time, Y. A. Komensky reasoned as follows about the relationship of "thing" and the word: "A thing is an essence, and a word is something random, a thing is a body, and a word is clothes, a thing is grain, and a word is bark and husk. Therefore, both must be provided to the human mind at the same time, but first, a thing as an object of not only knowledge, but also speech." "Things in themselves are what they are, even if no reason and no word touched them, but reason and word revolve only around things and depend on them, and used without things, assuming such a stupid and ridiculous attempt, they either turn into nothing, or become a meaningless sound." Therefore, in training, "the following three elements must always be combined: things, so that sensory perception of things precedes then their understanding follows, and finally, the name joins." Although in these arguments there is a certain exaggeration of the role of sensory perception in cognition, on the whole this approach can be recognized as correct, especially in connection with overcoming scholasticism and formalism. This epistemological and didactic approach by Y. A. Komensky transfers to the teaching of "foreign" languages, ancient and modern. This is perfectly realized in his world-famous textbook "The World of Sensual Things in Pictures," written in 1650-1654 and published in 1658. "The world in pictures," as the author notes in the introduction, "contains a brief overview of the whole world and the whole language."

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

On the one hand, it is a kind of encyclopedia that provides basic and necessary information about a person and the world around him. On the other hand, the textbook serves to study the native and foreign languages. The titles of some of its 150 articles give an idea of the diversity of the “material” content of the book: “God”, “Water”, “Earth”, “Metals”, “Vegetables”, “Cattle”, “Man”, “Agriculture”, “Carpenter” “,” Machines “,” Painting “,” Swimming “,” Typography “,” Book “,” Court “,” Globe “,” Humanity “,” Philosophy “,” Medicine “,” Warrior “,” State and country “,” Christianity “.

Each article is given a picture (image), on which its individual parts and details are marked with numbers. In texts in the native and foreign languages in brackets after the words the corresponding part numbers and details are indicated. In the methodological introduction it is recommended not only to consider only the drawings, but also to show the reader real objects. The textbook was destined for a great life. Up to now, it has been reprinted many times in many languages of the world. There are a large number of additions, corrections, imitations, among which there are parallel texts of articles in three, four and five languages.

2. “It is better to learn each language not by the rules, but in practice, that is, as often as possible listening, reading, re-reading, rewriting, trying to imitate written and verbal. However, the rules must support and reinforce the practice.” The secrets of quick and reliable success are inherent in our own activities, as we become skilled through practice, the scientist claimed.

The main flaw of schooling in foreign languages Y. A. Komensky saw in the gap between the study of grammar and language practice. As a result, students of a foreign language can only say “something”, and in most cases it is not without the help of their “crutches” - grammars and dictionaries. Meanwhile, cooks in the kitchen, artisans, ministers during the wagon train in the process of communication quickly learn a foreign language, or even two or three. What conclusion follows from this? Strengthen the language practice (conversation, reading, writing, listening, translations, etc.), “so that each student learns everything by himself, with his own feelings, tries to pronounce and do everything, and begins to apply everything. With my students I always develop independence in observation, in speech, in practice and in application ...” He emphasis on strengthening practice, with the goal of overcoming formalism, scholasticism, and poor learning outcomes in no way means underestimating the theory. The point is that the unity of the three substances must be observed - “mind, tongue and hand”, “combination, always and in everything, of example, instruction and exercise, for without examples there is no ease of learning, without instructions - solidity, without practice - strength “. “They can encourage examples, explain the

rules, and reinforce the practical application.” Rules, laws, theoretical conclusions should be concise, understandable, truthful, not burdened by exceptions (although in grammars due to deviations in languages one cannot do without them). “Rules should be grammatical, not philosophical, ” i.e. without fractional identification of causes and relationships, the origin of words, phrases, combinations, etc.

3. Learns to write - practicing in writing, to speak - practicing in speech. “Since only exercise makes people skilled, we demand that students in all groups practice in practice: in reading and writing, in repetition and debate, in translations of direct and reverse, in disputes and recitation, etc.” The Great Didactics gives a variant of collective exercises when translating from one language to another: when everyone completes the translation, one student is invited to challenge someone to the competition; after reading the translation out loud, the adversary must indicate errors; then other students criticize; the named opponent submits his translation for evaluation; if necessary, the teacher makes instructions, and all students make adjustments to their translations. In the same way, work is being done with the following pairs of students. Exercises should be constantly complicated, continue until the task is completed. “The first exercises in a new language should revolve around previously known subjects.”

4. “A new language is being studied gradually, namely: first, the student learns to understand it (this is the easiest), then write (this gives time for preliminary reflection) and, finally, say what is the most difficult.” This requirement is consistent with his principles of consistency and feasibility of learning: to go from easy to difficult, from simple to complex, from close to distant; the previous paves the way for the next, and the next is based on the previous; cognitive forces and capabilities of the learner are gradually increasing; material and methods of action are proposed that are appropriate to the student’s strength at a given time.

5. “No language should be learned from grammar, and each language should be studied from the works of suitable authors”, since exemplary works and skillfully prepared dictionaries provide reliable language material, words, grammar adds only form, word-formation laws, the order of their arrangement and combination.

6. To differentiate and individualize training in accordance with the age, abilities and level of development of students. Y. A. Komensky shows that the main thing in the peculiarities of teaching children’s languages is orientation primarily on feelings, young people on using examples, adults on identifying causes. It reveals the features of educational work with students zealous, quick-witted, successfully advancing, slow, negligent, incongruous, careless, underachieving, etc.

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

7. "The norm for drawing up the rules of a new language should be a language previously studied, so that only the difference between one and the other is shown." Y. A. Komensky considers it a serious drawback when the rules of the language being studied are given in the same language. In the same way, a big mistake is made when students of all nationalities are taught according to the same grammar rules, and at the same time, the features of each mother tongue are not taken into account.

8. "The teacher and student speak the same language." It is bad when students and teachers are foreigners and lack a common means of mutual understanding. They are forced to communicate using signs and conjectures.

9. When teaching languages to widely use the method of comparison. It is especially important to compare the words and grammatical forms of the new language with their native or other well-known language. It is important to find a common and difference in grammatical forms and words within the language being studied.

10. In teaching languages to use dramatization. In the theory and practice of Y. A. Komensky, theatrical action occupied a special place as a means of developing speech, increasing interest in language learning, stimulating liveliness and activity. As a teacher and principal of the school, he widely used stage plays, theatrical performances both in separate lessons and in generalizing and repetitive stages at the end of the semester and at the end of the school year, conducted in the presence of parents and the general public. For this purpose, Y. A. Komensky himself wrote a number of plays on educational material were successfully put on by students. Unfortunately, in our time, dramatization for educational purposes is not used enough.

Conclusion

Many of the productive ideas of Y. A. Komensky organically entered into pedagogy and into modern methods of teaching foreign languages. However, when rereading the lines of the works of the great teacher, you always find something new or famous, suggesting useful thoughts.

References:

1. Akhmedova, M., & Baqoyeva, M. (2019). Analysis of "Spirituality" Category and its Structure in the English Language. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
2. Kholikova, N. N., & Saidov, K. S. (2019). Observation and Analysis of the Peculiarities of English and Uzbek Detective Genre (in the Examples of J.H.Chase's Works. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
3. Kadirova, N. S., & Akhmedova, Sh.N. (2019). Style and skill: critic's artistic ability. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
4. Sohibova, Z., & Quvvatova, D. (2019). Symbolic description of the year seasons in Uzbek poetry. *International Journal of Innovative Technology and Exploring Engineering*, Volume-8 Issue-9S3, July 2019, 363-367. (ISSN: 2278-3075 Website:www.ijitee.org).
5. Komilov, N. (1968). Our translation traditions. *Shark star*, Issue 8, pp. 15-21.
6. Salomov, G.T. (1964). Some Facts About Translation History. *Uzbek Language and Literature*, Tashkent, Issue 3, pp.21-27.
7. Sane, M. Y. (2000). Studying Style in Simultaneous Interpretation. *Meta*, № 453, pp. 520–547.
8. Liu, M., et al. (2004). Working memory and expertise in simultaneous interpreting. *Interpreting*, 6:1, p. 27.
9. Li, Ch. (2010). Coping Strategies for Fast Delivery in Simultaneous Interpretation. *Specialised Translation*, Issue 13, pp. 19-25.
10. Kalina, S. (1991). *Discourse Processing and Interpreting Strategies — An Approach to the Teaching of Interpreting*. In Teaching Translation and Interpreting: Training, Talent and Experience. Papers from the First Language International Conference, Elsinore, Denmark, 31 May - 2 June 1991. Cay Dollerup & Anne Loddegard (Ed.). (pp.251-257). Amsterdam/Philadelphia: John Benjamins.
11. Campos, V.P., et al. (2009). Main problems of language and communication in Interpretation.

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Memorias del v foro de estudios en lenguas internacional, № 05, pp.481-491.

12. Baktin, M. (2008). *Speech Disfluencies in Simultaneous Interpretation.* (p.12). Selected

Papers of the CETRA Research Seminar in Translation Studies.

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350
