

LANGUAGE TEACHING METHODS AND APPROACHES

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Arolov Khusanboy Tursunmukhamadovich

E-mail: husan.arolov@mail.ru

*NamSU, Senior teacher of the department of foreign
Languages in specific and natural directions*

Annotation

This article focuses on approaches and methods for teaching languages. In general, an approach refers to a method of instruction that is predicated on particular notions on the functions of language and the acquisition of language. A technique outlines the precise steps that teachers should take in each class and is highly prescriptive.

Key words

approaches, methods, communication, develop, individual lessons.

It's possible to read histories of language instruction, especially English language instruction, that give the impression that all language instruction was utterly futile and disastrous prior to the introduction of the Communicative Approach in the 1970s. This is obviously untrue. People have always needed to learn other languages, and there is a wealth of data showing that successful language learning occurred long before the development of contemporary teaching techniques.

The Grammar Translation Method, introduced in the middle of the 19th century, is where most historical histories of English instruction begin. The majority of schools taught foreign languages in this manner. Studying Latin and Greek, two classical languages, had an impact on the methodology. Students received instruction in their first language, with an emphasis on written language rather than spoken language because it was seen to be more "correct" and superior.

Vocabulary was learned through translated lists of words.

The goal of grammar practice was to manipulate language at the sentence level. Developing students' proficiency in translating texts to and from L2 was the primary goal of language instruction. As late as the 1950s, many schools were still using this method. There were occasions when "conversation classes" were offered in addition to the regular reading, writing, and translation classes. There was opposition to grammar translation in private language schools, even

though it remained the primary method of language instruction in children's schools.

- Heness and Sauveur established a language school in the United States in the late 19th century, teaching French and German. They used an approach they dubbed the Natural Method because they believed it to be similar to how young children spontaneously pick up their first languages. Nevertheless, the method became more widely known as the Direct Method. According to Richards and Rogers (2001), the Natural/Direct Method's tenets are as follows: All classroom instruction was done in the target language; Only common vocabulary and phrases were taught.

- Oral communication abilities were developed through a meticulously graded progression centred on teacher-student Q&A sessions in small, focused classes.

- Inductive grammar instruction was used.

- Oral introductions of new teaching points were made.

- Concrete vocabulary was imparted via

In France and Germany, the Direct Method was first used at the turn of the 20th century. In the United States, Berlitz adopted this strategy and effectively marketed it through his network of language schools. The strategy was renamed the Berlitz Method by him, and Berlitz schools continue to employ it today.

Due to the Direct Method's widespread use, American language educators explored integrating it into the regular curriculum. However, it was believed that the teaching staff lacked the time and experience to adequately instruct speaking skills, and it was not thought that American pupils needed to be able to communicate in a foreign language.

Published in 1929, the Coleman Report examined language instruction in American schools. This suggested that the capacity to read in a foreign language should be the main goal of education in schools and institutions. With less focus on the other abilities and more on the ability to read texts in the foreign language, the Reading Method emerged as the most popular teaching strategy in American schools. L1 and L2 were employed in language learning environments. The Reform Movement emerged in Europe during the same period when the Direct Method was growing in acceptance. The International Phonetic Association, which created the International Phonetic Alphabet, was founded in 1886 by followers of this philosophy. The Association's goal was to enhance the instruction of foreign languages, and some of their pedagogical ideas are shared by the Direct Method. For example, they contended that pronunciation should be prioritized, grammar should be taught inductively, and teaching new vocabulary should not be done through translation. They also claimed that language instruction should focus more

on the study of spoken language than written language. Henry Sweet, a British linguist and Reform Movement supporter, thought that psychological research and language analysis would form the foundation of effective teaching strategies. This idea recognized two fundamental components—a conception of language and a conception of the process of learning—that underpin all methods of teaching languages. Though it's common for language instructors to be ignorant of their own

It was an adapted form of this Army Method that became the very widely practised teaching approach known as Audiolingualism. Audiolingualism emerged in the mid-1950s, primarily to provide English language teaching for foreign students studying in US universities.

As the term "audio" suggests, listening is the primary focus of this method. It is essentially a "listen-and-repeat" approach. Drilling is a major component of the PPP (Presentation-Practice-Production) process, which forms its basis. Just repeated exposure to the target forms is taught instead of explicit grammar instruction. It was thought that when students heard, repeated, and practiced a certain form manipulation enough times, it would become second nature. Modern technology and contemporary language and learning models (behaviorism and structuralism) can be seen as having influenced the approach. For example, the availability of tape recorders allowed for the establishment of "language laboratories," or classrooms furnished with booths that provided each student with a tape recorder and headphones.

The behaviorist model of SLA (second language acquisition) is the foundation of audiolingualism. Behaviorism, which originated with the views of psychologists like B. F. Skinner, asserts that learning occurs when information is divided into smaller units. Positive reinforcement is given to learners when they provide correct answers, and the main goal of instruction is to rewire the learner's behavior through association and repetition. The main goal of behaviorist educators is to make a behavior pattern automatic through repetition. The intention is to encourage learning and elicit the appropriate reaction. After reading about the many ELT techniques and strategies, you might be unsure about which one to use. There is no one-size-fits-all solution, is the response. Possibly the best guidance we can provide is to experiment with various concepts and

For example, you may find TPR methods work very well with groups of young learners, whereas university students respond better to the lexical approach. Business English students who must master certain skills may benefit from aspects of CBLT to ensure they have command of the target language before moving on. CLT works great with many groups of learners, but weaker or very shy students may also learn well with aspects of TBLL brought into the lessons.

A lot of contemporary course books also take an eclectic approach, combining a variety of techniques and approaches that the instructor can modify and/or add to based on the goals of the class and the students. To provide a balanced focus of diverse methods and methodologies as well as practice of the four skills, a class can, for instance, include a variety of exercises that use TPR, CLT, and the Lexical Approach. One may choose, as suggested by the Dogme method, to move further away from course texts as you gain more expertise and understanding in your teaching. However, they can offer a strong foundation at the beginning. Feel free to try out various strategies and give yourself permission to

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