

APPROACHES TO TEACHING FOREIGN LANGUAGES: EXPLORING METHODS AND TECHNIQUES

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ABSTRACT

This article serves as a comprehensive resource for language teachers, offering insights into different language teaching methods and their applications. It highlights the importance of adapting instructional approaches to meet the diverse needs of students and provides a valuable reference for educators seeking effective language teaching techniques.

Key words: *differentiated approach, the outdated education system, new methods, teaching English, non-traditional content, effective teaching methods, increasing interest in the subject.*

ANNOTATSIYA

Ushbu maqola til o'qituvchilari uchun keng qamrovli manba bo'lib xizmat qiladi va turli tillarni o'rgatish usullari va ularning qo'llanilishi haqida tushuncha beradi. U o'quvchilarning turli ehtiyojlarini qondirish uchun ta'lim usullarini moslashtirish muhimligini ta'kidlaydi va samarali til o'rgatish usullarini izlayotgan o'qituvchilar uchun qimmatli ma'lumotnoma beradi.

Kalit so'zlar: *tabaqalashtirilgan yondashuv, eskirgan ta'lim tizimi, yangi metodlar, ingliz tilini o'qitish, noan'anaviy mazmun, samarali o'qitish usullari, fanga qiziqishni oshirish.*

АННОТАЦИЯ

Эта статья служит комплексным ресурсом для учителей языка и дает представление о различных методах преподавания языка и их применении. В нем подчеркивается важность адаптации методов обучения для удовлетворения разнообразных потребностей учащихся и предоставляется ценный справочник для учителей, которые ищут эффективные методы преподавания языка.

Ключевые слова: *дифференцированный подход, устаревшая система образования, новые методы, преподавание английского языка, нетрадиционное содержание, эффективные методы обучения, повышение интереса к предмету.*

INTRODUCTION

All contemporary approaches to teaching foreign languages can be broadly categorized into two main groups: those based on intuitive assimilation during communication (referred to as "communicative" methods), and those emphasizing conscious assimilation of language rules, vocabulary, and grammar (known as traditional methods). The challenge of effectively teaching foreign languages is more pressing today than ever before. L.V. Shcherba, a renowned Russian linguist and academician, believed that there is no one-size-fits-all or universal method. Each method possesses valuable elements that should be utilized, but in history, it is rare to find instances where new methods completely solve existing problems. The effectiveness of a method is influenced by the significant differences among individual students, including their natural attributes, cognitive and linguistic abilities, personal traits, contextual factors, interests, and social status. Additionally, the qualities, strengths, and weaknesses of the teacher also impact the implementation of a method. Considering these factors is crucial for fostering effective interaction in the learning process.

Method and approach are similar concepts, but there are notable distinctions. An approach refers to the overall manner of dealing with something, while a method involves the specific processes or steps taken to address a task or issue. Throughout history, there have been approximately 30 popular approaches to language learning, with around 10 widely recognized ones such as task-based learning, the communicative approach, grammar-translation, and the audio-lingual approach. Currently, the communicative approach is particularly popular.

Determining the best method for teaching English language is challenging as it depends on factors such as the age and proficiency level of the students, as well as the content being taught. Many teachers find that a combination of the communicative approach, audio-lingual approach, and task-based teaching yields positive results in most cases. Being familiar with various language learning techniques, including ESL teaching methods, allows instructors to adapt their instructional approaches flexibly to suit different situations.

DISCUSSION AND RESULTS

Task-Based Language Teaching (TBL) involves students completing real-world tasks using the target language. This method promotes fluency by enhancing learners' confidence through task completion and minimizing direct error correction. Tasks fall into three categories: information gap, reasoning gap, and opinion gap activities. Examples of classroom tasks practiced in task-based learning include presentations

on assigned topics, conducting interviews, creating posters, and delivering short presentations on current events.

Communicative Language Teaching (CLT) is currently one of the most popular approaches to language teaching. It emphasizes interaction and communication to effectively teach a second language. Students engage in everyday situations they are likely to encounter in the target language, such as introductory conversations, making suggestions, giving invitations, expressing complaints, or discussing time and location. CLT instructors act as facilitators, aiming to develop students' ability to communicate in the target language rather than focusing solely on grammar mastery. Role-play, interviews, group work, opinion sharing, and communicative games are commonly incorporated activities.

Audio-Lingual Approach encourages students to develop language learning habits through pattern drills and dialogues. This approach prioritizes listening and speaking skills before reading and writing, utilizing the target language exclusively in the classroom. The dialogues in this method involve repetition, inflection, replacement, and restatement, helping students practice and memorize language structures. Some online language learning programs follow the audio-lingual approach, making it a viable option for remote and independent language learning.

When teaching speaking skills, the Audio-Lingual Method can be employed to address common challenges, such as students' lack of engagement and motivation. It focuses on pronunciation, vocabulary, grammar, fluency, and comprehension through dialogues. Unlike the Direct Method, the Audio-Lingual Method places a stronger emphasis on grammatical sentence patterns and is grounded in linguistics and physiology.

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