



Traditional Methods of Teaching Foreign Languages

Ruziyeva Komila
Yangiboevna

English teacher, Tashkent Institute of Architecture and Civil Engineering

ABSTRACT

The history of foreign language teaching methods knows numerous and varied attempts to find the most rational method of teaching foreign languages. The most ancient was the natural method, which was no different from the method by which a child is taught his native language. A foreign language was mastered by imitation of ready-made samples, by repeated repetition and reproduction of new material by analogy with the studied one.

Keywords:

Methods, technology, structure, recommendation.

The natural method, pursuing purely practical goals - teaching, above all, the ability to speak and read a light text - for a long time satisfied the needs of a society in which the productive knowledge of a foreign language was the privilege of its upper strata. With the emergence of schools and the introduction of a foreign language into them as a general educational subject, at first they also tried to teach the language by the natural method, but it was soon replaced by the translation method.

Direct teaching method. A method of teaching foreign languages that arose on the basis of the natural method. Psychologists and linguists (V. Fietor, O. Jespersen), as well as methodologists (Sh. Schweitzer, G. Wendt, E. Simono, etc.) took part in the development of the method, which received substantiation in the late 19th - early 20th centuries. Representatives of the method set themselves the goal - to teach students the practical knowledge of the language, at the initial stage - mainly its oral form. The selection of lexical material was regulated by the topics of communication, and from grammar it was proposed to study only what corresponded to the modern norm. The creators of the direct method of teaching widely recommended the use of induction, i.e., observation of the language

material and independent derivation by students of rules that should later be brought into the system.

The main merit of the representatives of the direct method of teaching lies in the appeal to the living spoken language, in the creation of a methodology for teaching oral speech, in the development of a system of phonetic exercises that allow you to effectively master the sound side of the language, in the use of visualization as a means of semantization of foreign language material. The use of TSO has led to the formation of modern variants of the direct method of teaching (audiovisual - teaching a language based on visual-auditory images in the form of frames of dia- and films, and audiolingual - involves the use of sound technology to form speech automatisms in response to speech stimuli presented in sound recordings). The direct method of teaching and the natural method are distinguished as follows: a) the study of new material in accordance with a specially developed plan with the direct method of teaching (as opposed to the natural method); b) the required number of rules designed to correct the material being studied with the direct method of teaching, which does not allow the natural method; c) the reasonable use of reading and writing, which contributes to the

consolidation of new material with the direct method of teaching, which is also not provided for by the natural method.

Indirect methods. Indirect methods are sharply distinguished depending on the purpose of training: the reproductive method (G. Palmer, L. Bloomfield and others) and the method of receptive language acquisition (M. West and others). Proponents of the indirect method are trying to replace learning the rules of traditional grammar with learning the structures of the language (Ch. Friz, R. Lado, etc.). They are trying to create a language environment through various technical means. One of the brightest representatives of this direction in the methodology of teaching a foreign language is G. Palmer - the author of more than 50 theoretical works, textbooks and manuals devoted to the problems of teaching English as a foreign language. He took part in the development of principles for the selection of vocabulary and was the author and co-author of minimum dictionaries. G. Palmer set purely practical tasks for the study of a foreign language - to teach students to be fluent in English (i.e. understand oral speech, speak, read and write), and the degree of language proficiency should be as close as possible to the knowledge of this language by its native speakers. G. Palmer determines the duration of the course, depending on the amount of material studied, from 2.5 to 6.5 years. G. Palmer rightly notes that it is impossible to start teaching a foreign language from the study of literary works. Therefore, the object of training should be a living spoken language, which serves as the basis not only for oral speech, but also for the ability to read. G. Palmer makes the following requirements for the content of texts: they must be interesting and entertaining, appropriate for the age of students; should contain only realities known to students; plot texts are preferable to descriptive ones, because more convenient for the development of oral speech skills. The researcher is one of the first to raise the question of the scientific selection of the dictionary. He divides the educational dictionary into two large groups: strictly selected, which he calls the microcosm (the microcosm), and elemental. The former is to be

systematically taught at the elementary and intermediate levels of education, while the latter is accumulated spontaneously at the advanced stage of education. The microcosm is a miniature of the entire language, limited in scope. Considering the term "word" (word) too indefinite, G. Palmer uses the term "lexicological unit" (lexicological unit). Considering the methodological principles of G. Palmer, one should single out those that are defining for his concept: activity and passivity; conscious and subconscious language learning; grade of difficulty. If we somewhat simplify the process of teaching a foreign language, proposed by G. Palmer, then it comes down to memorizing ready-made samples by imitation and constant repetition, followed by their reproduction in various combinations. In the process of memorization, listening to speech in a foreign language plays a very significant role. Exercises in listening to fluent foreign speech, regardless of whether students previously studied its components or not, according to G. Palmer, are one of the most effective (profitable) types of work throughout the course of language learning. G. Palmer sees their effectiveness in the fact that they provide an opportunity to exercise and develop the students' ability for direct, intuitive understanding (direct and subconscious understanding without mental analysis).

The ability to intuitively grasp foreign speech by ear can be both the final and intermediate learning goal, which can be followed by a conscious study (conscious and intelligent study) of the facts of the language. G. Palmer's method, as formulated in "The Scientific Study and Teaching of Languages", is the most thoughtful system of teaching reproductive language proficiency in foreign methods. The author has created a system of teaching aids for teaching English, as well as a teacher's book containing specific instructions for using his teaching aids. In addition, his system of exercises for the development of oral speech deserves attention. Particularly valuable are substitution tables, which are based on a structural approach to the language.

Audio-lingual method. The audio-lingual method of Ch. Friz, R. Lado is based on the

behavioral approach to learning and the structural direction in linguistics. The essence of the method is that the language is treated as a "behavior" that should be taught. In accordance with this method, the language should be presented in the form of units, small in volume and graded in difficulty, structures that students master by repeating, substituting, transforming, etc. As the ultimate goal of education, a comprehensive mastery of a foreign language is put forward, i.e. all types of oral and written communication. Considering language as a means of oral communication, Ch. Friz and R. Lado argue that, regardless of the ultimate goal, the basis of learning is oral speech. A significant place in the works of C. Friz and R. Lado is given to the sound side of the language - fluency of speech, intonation, rhythm, etc. They most fully outlined the methodology for working with structures. The audio-lingual method of Ch. Friz and R. Lado retains the main features of neo-directism: language determines our thinking, therefore, comparison and translation are unsuitable for teaching it; The best means for mastering a language is imitation, learning by analogy, and repeated repetition of what has been learned. The audio-lingual method has a number of disadvantages, the main of which are: the passivity of the students, the lack of initiative on the part of the teacher, the training of the language form without relying on the meaning of the phenomenon being studied, as well as the underestimation of the cognitive learning processes and the role of written speech. Audio-visual method. This method arose on the basis of the "army method". Using some provisions of the "army method" - the intensity of training, the creation of an artificial environment, etc. - the creators of the audio-visual method significantly modified it and tried to substantiate it with the data of linguistics and psychology.

References

1. Artikov J.A. English for specific purposes in the aviation. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/110>
2. Artikov J.A. Harlem renaissance Literature Langston Hughes. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/101>
3. Ganieva M.G. Developing diagnostic assessment, assessment for learning and assessment of learning competence via task based language teaching. Academicia Globe: Inderscience research, 2022. <https://agir.academiascience.org/index.php/agir/article/view/577>
4. Ganieva M.G. Harlem renaissance Literature Langston Hughes. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/101>
5. Isakulova B.Kh. Improving the methodology of teaching English to preschool children through didactic games (on the example of preparatory groups). Current research journal of pedagogics, 2022. <https://masterjournals.com/index.php/crjp/article/view/855>
6. Isakulova B.Kh. The important role of females in public sector and family welfare today. Philosophical Readings, 2022. <http://doi.org/10.5281/zenodo.5011436>
7. Khalikova L.U. Teaching professionally oriented foreign language vocabulary to students of non-linguistic specialties on the basis of an integrated course. ASEAN journal on science and technology for development, 2022. DOI10.5281/zenodo.6457513 <http://ajstfd.com/>
8. Khalikova L.U. The theoretical bases of foreign language is teaching english vocabulary. Международный научно-практический электронный журнал "Моя профессиональная карьера", 2021.
9. Kiyasova R.M. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/103>

10. Kiyasova R.M. English for specific purposes in the aviation. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/110>
11. Matyokubova Sh.F. Modern teaching methods in teaching languages. Interdisciplinary conference of young scholars in social science, 2021.
<http://www.openconference.us/index.php/ysc/article/view/8>
12. Matyokubova Sh.F. The theme of racial discrimination in “I, too” Langston Hughes. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/111>
13. Matyokubova Sh.F. Harlem renaissance in the USA. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/106>
14. Rakhmonova S.A. Tasks of translating technical material from English into Russian. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/114>
15. Rakhmonova S.A. Modern teaching methods and ways toward quality in education. Interdisciplinary conference of young scholars in social science, 2021.
<http://www.openconference.us/index.php/ysc/article/view/9>
16. Sidiqnazarova Z.M. Social problems raised in “Mother to son” Langston Hughes. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/112>
17. Shermatov B.E. Social problems raised in “Mother to son” Langston Hughes. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/112>
18. Shermatov B.E. Social problems raised in “The dream keeper” and “Mother to son” Langston Hughes. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/105>
19. Xusanova I.A. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/103>
20. Xusanova I.A. Harlem renaissance in the USA. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/106>
21. Xusanova I.A. Tasks of translating technical material from English into Russian. Peerian journal, 2022.
<https://peerianjournal.com/index.php/tpj/article/view/114>