

## TEACHING METHODS

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### **Anatatsiya:**

There are many ways for students to learn. Students should be able to choose a suitable and useful method. Whatever method he chooses, his interest in learning grows

For a starting point both students and instructors find it difficult to create a loving and friendly atmosphere and a classroom procedure. That is why individuals have to be aware of some teaching skills, experiments, useful techniques, different diverse approaches, and some particular and significant ways of teaching language for AFL and ASL students. In this case students should be very optimistic and available for using and teaching a foreign language in order to make students cognitive and mental skills effectively. On the one hand, according to several intelligents and scientists' research we can clearly say that we have different and distinctive types of methods that are related to the certain points. To start with I can clearly point out that we have direct and indirect methods of teaching language for foreign students as their native language another one. Specifically language are divided into several subgroups according to their origins.

The psychological factor is no less important because speech activity and the information it carries largely depends on the following circumstances: whether the learner works willingly, with interest,

independently; which skill is practiced, whether the tasks are heuristic by nature; whether the learner can use obtained experience; whether the skills acquired at other subjects are applicable in this lesson, etc. The goal of education is to develop individuals who adhere to definite moral principles, value knowledge and learning, can and will be able to think and find out things for themselves.

Learning, as we know, is a function of the total involvement and is the result of interactive process with students and teachers having an influence on the outcomes of such interaction.

Classroom language experiences should be functional. Language use and study should fulfill purposes that are meaningful and obvious to pupils. Repeated interaction with classical literature also increases pupils' sensitivity to social, cultural dynamics and to the emotional needs of others. The teacher's role and attitude should be consistent with educational goals. "Consistency" here is one of trusting, i.e. respecting students' opinions and desires towards fairness. The "consistency" here is between having a rule and applying it in the same manner with all people including one's own.

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach

gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

A method is a set of procedures for Anthony. It spells out rather precisely in a step-by-step manner how to teach a second or foreign language. Examples of methods are the Silent Way, Community Language Learning, and Suggestopedia. A method is more specific than an approach but less specific than a technique. Anthony's methods are typically compatible with one (or sometimes two) approaches. It also includes learning and teaching activities and spells out the roles of teachers and learners. Finally, it includes instructional materials along with their form, function, and role in the teaching-learning process. The term procedure for Richards and Rodgers refers to techniques, practices, behaviors, and equipment observable in the classroom. The interactional patterns and the strategies used by teachers and students are also part of their procedural component.

**Pre-twentieth-century trends:** A survey of key approaches Prior to the twentieth century, language teaching methodology vacillated between two types of approaches: getting learners to use a language (i.e., to speak and understand it) and getting learners to analyze a language (i.e., to learn its grammatical rules). Both the classical Greek and medieval Latin periods were characterized by an emphasis on teaching people to use foreign languages. The classical languages, first Greek and then Latin, were used as lingua francas (i.e., languages used for communication among people speaking different first languages).

**The grammar-translation approach.** By the beginning of the nineteenth century, the systematic study of the grammar of classical Latin and of classical texts had once again taken hold in schools and universities throughout Europe. The analytical grammar-translation approach became firmly entrenched as a way to teach not only Latin but also, by extension, the vernaculars that had become modern languages as well. Grammartranslation was perhaps best codified in the work of Karl Ploetz (1819–1881), a German scholar who had a tremendous influence on the language teaching profession during his lifetime and afterward. The following is a synthesis of the key elements of the grammar-translation approach (Kelly, 1969)

**The direct method.** The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

**The reading approach.** In the early decades of the twentieth century, the Modern Language Association of America, based on the Coleman Report (Coleman, 1929), endorsed the reading approach to language teaching. The report's authors felt that, given the skills and limitations

of most language teachers, all that one could reasonably expect was for students to come away from the study of a foreign language being able to read the target language, with emphasis on some of the great works of literature and philosophy that had been produced in that language. As reflected in the work of Michael West (1941) and others, this approach held sway in North America until the late 1930s and early 1940s.

**TOTAL-PHYSICAL RESPONSE** Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. When TPR is applied in the classroom, a teacher is required to provide a model. The model has three vital features: 1) grasping the spoken language must come prior to speaking, 2) comprehension is developed through body movement, and 3) the period of listening period helps a learner to be ready to speak.

A traditional approach to learning by heart and a lot of people attempt to learn languages by learning set sentences, dialogues, and texts by heart. Learning by heart is likely to be most useful in learning things which are fixed and limited, and it is often found to be a useful way of mastering certain fixed items in a language, such as numerals or irregular past tense forms. The problem with learning by heart as a strategy for learning the whole of a language is that language is not something which is limited and finite; using a language involves understanding and producing an infinite variety of sentences. Having learned only a dialogue wouldn't be useful for language practice for pragmatic aims. Learning set sentences by heart may enable us to give a few fixed responses, but it is not likely to prepare us for this great variety of language acquisition what we need to understand and use. It seems clear that language is not something that we can «learn» in the same way that we might learn a poem or a set of instructions; it is not a body of knowledge but a set of skills, so 'learning a language' must mean learning to use those skills

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