

DISCUSSING DIFFERENT MEHODS OF TEACHING AND LEARNING

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Abstract: This article will discuss various kinds of teaching and learning methods and approaches considering their historically origin and giving alternative examples of them.

Key words: grammar-translation, direct, audio-lingual, silent way, communicative language teaching, communicative language learning, suggestopedia.

Teaching and learning a foreign language has changed around for many centuries, and over the centuries. Various influences have affected to language teaching. Reasons for learning language have been different in various periods.

In some periods, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These divergences influenced how language was taught in different eras. Also, theories about the nature of language and the nature of learning have changed. However, many of the present issues in language teaching have been considered off and on throughout history.

The history of the consideration of foreign language teaching goes back at least to the ancient Greeks. They were interested in what they could learn about the mind and the will through language learning. The Romans were probably the first to study a foreign language formally. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of the Greeks. [1, 78]

The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17th and 19th centuries, a time when thought about language teaching crystallized in Europe. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The sentences that were translated or written by the students were examples of grammatical points and usually had little relationship to the real world. This method came to be known as the grammar-translation method.

The grammar-translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s, and it continues to be widely used in some parts of the world, even today. Eventually, it was thought that foreign language learning would help

students grow intellectually. It was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway. [2, 201]

Direct method in language learning was short-lived and, only a generation later, gave place to the direct method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the direct method were as follows:

- Classroom instruction was conducted in the target language;
- There was an inductive approach to grammar;
- Only everyday vocabulary was taught;
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. [4, 160]

The characteristics of the Audio-Lingual Method: [6, 176]

- Dependence on mimicry and memorisation of set phrases;
- Teaching structural patterns by means of repetitive drills;
- No grammatical explanation;
- Learning vocabulary in context;
- Use of tapes and visual aids;
- Focus on pronunciation;
- Immediate reinforcement of correct responses.

The Silent Way rested on cognitive rather than affective arguments, and was characterised by a problem-solving approach to learning. Gattegno held that it is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent and must disabuse himself of the tendency to explain everything to them. Linguist Noam Chomsky argued that language acquisition could not possibly take place through habit formation since people create and understand utterances

they have never heard before. Chomsky proposed instead that speakers have a knowledge of underlying abstract rules, which allow them to understand and create novel utterances.

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. What this looks like in the classroom may depend on how the tenets are interpreted and applied:

- Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes;
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques;
- Using the language in unrehearsed contexts. [7, 230]

Some "new methods," including the Silent Way, Suggestopedia, and Community Language Learning, have gained followings, and these reflect some of the above trends. In addition, there has been disillusionment with the whole methods debate, partly due to inconclusiveness of research on methods, and calls for a deeper understanding of the process of language learning itself. Finally, there has been a greater stress on authenticity in language learning, meaning that the activities involved in language learning reflect real-world uses of the language. [5, 67]

In conclusion, over the centuries, many changes have taken place in language learning, and yet there is evidence that considerations related to language learning have come up again and again through history. No doubt the search for a greater understanding of language learning, and more effective language teaching, will continue. [3, 291]

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