



DIFFERENT APPROACHES TO SECOND LANGUAGE IN THE PROCESS OF TEACHING

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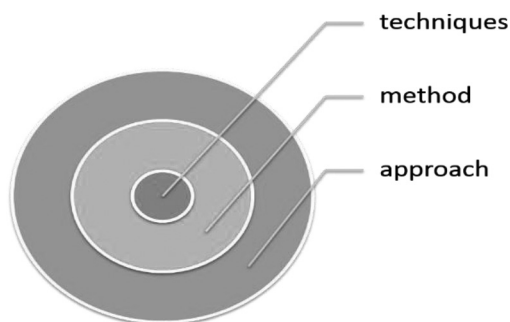
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Introduction. The spread of English in the era of globalization has led to a growing need for good communication skills in English. Hence, there is a strong demand for an appropriate teaching methodology. Language teaching has gone through many changes in terms of methodologies used.

Approach is described as “*theories about the nature of language and language learning that serve as the source of practices and principles in language teaching*” [3].

Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method) and different methods make use of different kinds of classroom activities (the techniques) [2].

According to Richards and Rodgers [4], method/methodology refers to “the level at which theory is put into practice and at which choices are



1-picture. Language teaching



made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented” and design features include:

- what the objectives of a method are;
- how language content is selected and organized within the method;
- the types of learning tasks and teaching activities the method advocates;
- the roles of learners;
- the roles of teachers and the role of instructional materials

Thus, teachers should learn each one of them in details and decide which one fits well into the context they work. They can benefit from various approaches by employing different techniques. The solution to make the right decision is to:

- assess student needs;
- examine instructional constraints;
- determine the attitudes and learning styles of the learners;
- identify the discourse genres, speech activities, and text types that learners will learn;
- specify how the learners will be evaluated

LITERATURE ANALYSIS

According to a historical view the following approaches are used in Language Teaching [2]:

FROM TRADITIONAL APPROACHES TO THE “POST-METHOD” ERA

- Traditional approaches (up to the late 1960s)
 - Grammar translation
 - Audiolingualism
 - Direct method
 - Cognitive approach
- Classic communicative language teaching (1970s to 1990s)
 - Communicative competence
 - Notional-functional syllabus
 - Natural approach
- Current communicative language teaching (late 1990s to present)
 - Grammar-Translation Approach is an extension of the approach used to teach classical languages to the teaching of modern languages.
 - Direct Approach came out a reaction to grammar-translation approach since it fails to enhance communicative skills of the foreign language learners.
 - Reading Approach is a reaction to the problems experienced in implementing the Direct Approach; reading was viewed as the most usable skill to have in a foreign language since not many people traveled abroad at that time; also, few teachers could use their foreign language well enough to use a direct approach effectively in class.

- Audiolingualism is a reaction to the Reading-Approach and its lack of emphasis on oral skills. This approach became dominant in the United States during the 1940s, 1950s, and 1960s. It draws from the Reform Movement and the Direct Approach but adds features from Structural linguistics and behavioral psychology.
- Oral-Situational approach is a reaction to the Reading Approach and its lack of emphasis on oral skills. This approach was dominant in Britain during the 1940s, 1950s. and 1960s.
- Cognitive approach is a reaction to the behaviorist features of the Audio-lingual Approach; influenced by cognitive psychology and Chomskyan linguistics.
- Affective-Humanistic approach is a reaction to the general lack of affective considerations in both Audiolingualism and the Cognitive Approach. It emphasized the value of developing the learner's whole personality, the socialization of an individual in a group, creative activities with music, arts, etc. It was further developed in community language teaching. The method was based on counseling techniques. In lay terms, counseling is giving support to another person. It was described as humanistic with self-fulfillment and secured self-esteem of the learners.
- The Natural approach put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The following hypotheses were at the foundation of the Natural approach: the acquisition/learning hypothesis (only natural-like acquisition can result in mastering the language while «learning» helps getting knowledge about the language), the monitor hypothesis (explicit knowledge has only one function, that of monitoring correctness of the utterance), the natural order hypothesis (the acquisition of grammar structures proceeds in a predictable order), the input hypothesis (the relationship between the input and language acquisition shows that learners need comprehensible input), the affective filter hypothesis (learners with high motivation, self-confidence, low anxiety generally do better in language acquisition).
- Comprehension approach is an outgrowth of research in first language acquisition that led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition.
- Communicative approach is an outgrowth of the work of linguists who view language first and foremost as a system for communication.

First, the traditional approaches, which focus on the mastery of grammar and then the communicative language teaching CLT, emerged.

Research methodology.



However, none of the approaches can be referred as “the best” since they are quite prescriptive and lack of flexibility. The way towards communicative teaching has been a long and controversial one with advances and setbacks. The focus of attention has gradually shifted from the language as a systematic code to the language as a means of communication with the search for an effective method of instruction and consideration of the learner’s personality.

Methods of traditional language teaching include [5]:

- Grammar-translation approach
- Direct approach
- Reading approach
- Audio-lingual method
- Analyzes and results.

Grammar translation method included detailed analysis of grammar rules, translating sentences and texts into and out of the target language, memorizing rules and manipulating morphology and syntax, reading and writing.

Direct method encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Oral approach or situational language teaching was based on selection and organization of the “situations”. “Situations” were organized with the use of concrete things and pictures. They were used to introduce the new grammar structures.

Audio-lingual method applied the principles of structural linguistics to language teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

The “Teacher-Centered” approach is one of the most widely used teaching methods in traditional teaching [1]. The teacher is mainly on imparting knowledge, and students are only playing the role of listening most time who hardly participates in the teaching process. By adopting this teaching method, teachers can have ensure class time and content management. However, for students, this teaching method limits their innovative thinking to a certain extent, and students are more likely to be distracted in class. It will become difficult for them to concentrate on the whole class when they lose interests.

The “Teacher-Centered” approach is intended to help students understand the basic concepts of the subject and their interrelationships, which can help developing students’ innovations. Students can gain understanding by listening to lectures with very few opportunities to participate in classroom teaching. Traditional classroom teaching is known as the “Five-Step Method”:

- organizing teaching



- reviewing the old lesson
- explaining the new lesson
- consolidating the new lesson
- assigning homework

Conclusion. The traditional teaching mode is a kind of classroom teaching form which uses the traditional teaching means to complete the specific teaching content. It is characterized by teachers dictating, writing on the blackboard, students listening and taking notes. Teachers can understand students' mastery of knowledge according to students' timely feedback information, and adjust teaching strategies accordingly to achieve the expected teaching objectives. Therefore, the traditional classroom teaching is "Teacher-Centered", in which students only need to follow teachers to passively accept knowledge, but it is difficult for them to have the opportunity to put forward their views and collaborates with other classmates. Traditional education mainly focuses on students' academic performance (i.e., their scores), in which the teacher is the main body of the class, and the students are passively listening. Under this circumstance, most students will not propose their own opinions in class. The underlying logic of traditional education is the believe of teaching as a process in which the teacher impacts knowledge, provides skill training for students, develop students' intelligence, cultivate students' ability and becomes students' moral character.

Literature:

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РЕЗЮМЕ

Maqolada kommunikativ yondashuvdan keskin farq qiluvchi til o'rgatishning turli yondashuvlari haqida so'z boradi. Ushbu yondashuvlar o'quvchilarning kundalik hayotlarida maqsadli tildan foydalanishni tartibga soluvchi qoidalarga urg'u bergan.

РЕЗЮМЕ

В статье говорится о различных подходах к обучению языку, резко контрастирующих с коммуникативным подходом. Эти подходы подчеркивают правила, регулирующие использование целевого языка, практически не создавая условий для того, чтобы учащиеся фактически использовали этот язык для общения по вопросам, связанным с их повседневной жизнью.

SUMMARY

The article discusses about the different approaches to language teaching contrasts sharply with the communicative approach. These approaches emphasizes the rules guiding the use of the target language, creating little or no provision for students to actually use this language to communicate on matters related to their daily life experiences.