

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

DEDUCTIVE AND INDUCTIVE TEACHING ENGLISH AS A SECOND LANGUAGE.

Khamroeva Sanobar Hasan qizi

The Teacher of History and Philology Department Asia International University
Bukhara, Uzbekistan

Email: hamroyevabuxduinyaz@gmail.com

Annotation: This article discusses about deductive and inductive teaching english as a second language in educational settings. It explores the benefits of it and it's effective sides for teaching. The author presents arguments supporting the process, overview real-world language use in curricula and highlights the impact of it for overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of meaning-focused language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on isolated language forms such as grammar and vocabulary and form-focused language instruction that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax

Keywords: Structural dissimilarity, Deductive Teaching in ESL, Inductive Teaching in ESL, SLA, LAD, Generalization.

ДЕДУКТИВНОЕ И ИНДУКТИВНОЕ ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ.

Аннотация: В этой статье обсуждается дедуктивное и индуктивное обучение английскому языку как второму языку в образовательных учреждениях. В нем исследуются его преимущества и эффективные стороны для обучения. Автор представляет аргументы в поддержку этого процесса, делает обзор использования реального языка в учебных программах и подчеркивает его влияние на общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он отстаивает важность обучения языку, ориентированного на смысл, который относится к подходу в преподавании и

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

изучении языка, который отдает приоритет передаче значения, а не явному фокусу на изолированных языковых формах, таких как грамматика и словарный запас, и обучению языку, ориентированному на форму, которое относится к к подходу в преподавании и изучении языка, который подчеркивает явный акцент на лингвистических формах, таких как грамматика, словарный запас, произношение и синтаксис.

Ключевые слова: структурное несходство, дедуктивное обучение ESL, индуктивное обучение ESL, SLA, LAD, обобщение.

INGLIZ TILINI IKKINCHI TILI SIFATIDA DEDUKTIV VA INDUKTIV O'QITISH.

Annotatsiya: Ushbu maqolada ingliz tilini ta'lim muassasalarida ikkinchi til sifatida deduktiv va induktiv o'qitish haqida so'z boradi. Bu uning afzalliklari va o'qitish uchun samarali tomonlarini o'rganadi. Muallif jarayonni qo'llab-quvvatlovchi dalillarni taqdim etadi, o'quv dasturlarida real tildan foydalanishni ko'rib chiqadi va uning umumiy akademik muvaffaqiyatga ta'sirini ta'kidlaydi. Bundan tashqari, maqolada yuzaga kelishi mumkin bo'lgan qiyinchiliklar e'tirof etilgan va ularni bartaraf etish bo'yicha takliflar berilgan. Umuman olganda, u tilni o'rgatish va o'rganishda tilni o'rgatish va o'rganishda grammatik va lug'at kabi alohida til shakllariga aniq e'tibor qaratishdan ko'ra ma'noni etkazishga ustuvor ahamiyat beradigan yondashuvni nazarda tutuvchi ma'noga yo'naltirilgan til o'qitishning ahamiyatini yoqlaydi. tilni o'rgatish va o'rganishda grammatika, lug'at, talaffuz va sintaksis kabi til shakllariga aniq e'tibor qaratishni ta'kidlaydigan yondashuvga.

Kalit so'zlar: Strukturaviy o'xshashlik, ESLda deduktiv o'qitish, ESLda induktiv o'qitish, SLA, LAD, umumlashtirish.

INTRODUCTION

Deductive and inductive teaching are two approaches used in language instruction, including teaching English as a second language (ESL) or foreign language. Here's an overview of both methods and how they can be applied in teaching ESL will be discussed. Deductive teaching involves presenting learners with a rule, generalization, or language concept first, followed by specific examples and practice activities to reinforce the rule. Inductive teaching involves presenting

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

learners with specific examples, experiences, or language use first, leading to the generalization or understanding of a rule or concept.

Background Information

SLA stands for Second Language Acquisition, which refers to the process through which people learn a language in addition to their native language(s). It's a complex and dynamic process influenced by various factors such as age, motivation, exposure, and individual learning strategies. SLA typically involves several stages, including the initial exposure to the language, the development of basic language skills such as vocabulary and grammar, and the eventual attainment of fluency and proficiency. Input, or exposure to the language, plays a crucial role in SLA. This can come from various sources such as conversations, reading materials, media, and language classes. Interaction with native speakers and other learners also facilitates language acquisition by providing opportunities for meaningful communication. Every learner is unique, and factors such as age, aptitude, personality, and prior language learning experience can influence the rate and success of SLA. For example, younger learners often acquire languages more easily and quickly than adults, while motivation and learning strategies can significantly impact progress. Researchers have proposed various theoretical models to explain SLA, including behaviorist theories, which focus on imitation and reinforcement, cognitive theories, which emphasize the role of mental processes such as memory and problem-solving, and sociocultural theories, which highlight the importance of social interaction and cultural context in language learning. Understanding principles of SLA can inform language teaching practices. Effective instruction often involves providing comprehensible input, creating opportunities for meaningful communication, scaffolding learning tasks, promoting learner autonomy, and integrating language skills in authentic contexts. Errors are a natural part of the language learning process and can provide valuable insights into learners' current stage of development and areas that require further instruction or practice. Error analysis helps teachers tailor their instruction to address learners' specific needs. Overall, SLA is a fascinating and complex field of study that continues to evolve as researchers explore new insights into how people learn second languages. Understanding the principles of SLA can inform language teaching practices and help educators support learners on their language learning journey. "LAD" typically stands for Language Acquisition Device, a concept proposed by linguist Noam Chomsky in the 1960s as part of his

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

theory of Universal Grammar. The Language Acquisition Device is a hypothetical innate mental mechanism that Chomsky suggested humans are born with, which enables them to acquire language naturally and rapidly. Chomsky argued that humans are biologically predisposed to acquire language and that the ability to learn language is encoded in the structure of the brain. According to Chomsky's theory of Universal Grammar, the LAD contains a set of linguistic principles and rules that are common to all human languages. These universal principles serve as the foundation upon which specific languages are built. The LAD is believed to facilitate the rapid and efficient acquisition of language during early childhood. It allows children to internalize the rules and structures of their native language(s) without the need for explicit instruction. Chomsky's theory also suggests that there is a critical period, typically during early childhood, during which the Language Acquisition Device is most active and language acquisition is optimal. After this critical period, language learning becomes more difficult. While the concept of the Language Acquisition Device has been influential in the field of linguistics and language acquisition, it has also faced criticism and debate. Some researchers argue that language learning is influenced by a combination of innate abilities, environmental factors, and social interactions, rather than a dedicated language-specific mechanism. The concept of the Language Acquisition Device has contributed to our understanding of how humans acquire language, but it remains a topic of ongoing research and discussion in the field of linguistics and cognitive science.

Deductive teaching in ESL (English as a Second Language) involves presenting learners with a rule or a generalization first, followed by examples and practice exercises. This approach assumes that learners have the ability to understand and apply rules logically. Here's how deductive teaching might work in an ESL context:

1. Presenting the Rule: The teacher introduces a grammatical rule or concept, such as the present perfect tense or conditional sentences. This could be done through explanation, visual aids, or examples.
2. Providing Examples: After presenting the rule, the teacher offers examples that illustrate how the rule is applied in different contexts. These examples help learners understand the rule in action.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

3. Guided Practice: Learners engage in activities or exercises that allow them to practice applying the rule with guidance and support from the teacher. This could include completing sentences, constructing dialogues, or other structured tasks.

4. Independent Practice: Finally, learners are given opportunities to apply the rule independently, through activities such as writing assignments, discussions, or role-plays.

Deductive teaching can be effective for learners who prefer structured instruction and benefit from understanding the underlying principles behind language rules. However, it's important for teachers to supplement deductive instruction with other approaches, such as inductive teaching, communicative activities, and real-life language use, to ensure a well-rounded learning experience.

Inductive teaching in ESL takes a different approach compared to deductive teaching. Instead of starting with a rule or generalization, inductive teaching begins with examples and observations, leading learners to discover the underlying rule or pattern themselves. Here's how inductive teaching might unfold in an ESL classroom:

1. Presenting Examples: The teacher provides learners with a set of examples or texts that contain the target language structures or vocabulary items. These examples could be sentences, paragraphs, dialogues, or authentic texts.

2. Analysis and Observation: Learners are encouraged to analyze the examples and identify patterns or commonalities on their own. They may work individually, in pairs, or in small groups to discuss their observations and findings.

3. Generalization: Based on their analysis and discussion, learners collaboratively come up with rules or generalizations about the language structures or vocabulary they've observed. The teacher guides this process and facilitates discussions to ensure accurate understanding.

4. Practice and Application: After identifying the language rule or pattern, learners engage in practice activities that reinforce their understanding and allow them to apply the newly acquired knowledge. These activities could include gap-fill exercises, role-plays, communicative tasks, or writing assignments.

5. Feedback and Reinforcement: Throughout the process, the teacher provides feedback and reinforcement to help learners solidify their understanding of the language rule and correct any misconceptions.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

Inductive teaching encourages active engagement and critical thinking skills as learners are actively involved in the process of discovering language patterns themselves. It can also foster a deeper understanding of language structures and promote learner autonomy. However, it may require more time and scaffolding compared to deductive teaching, especially for learners who are less experienced or confident. Generalization refers to the process of deriving general principles or rules from specific examples or instances. In various fields, including mathematics, science, psychology, and linguistics, generalization is a fundamental cognitive process that enables individuals to make sense of the world and apply their knowledge to new situations. Generalization involves abstracting commonalities or patterns from a set of specific examples. By identifying similarities among different instances, individuals can create more abstract representations or concepts that capture the essence of those instances. Generalization often involves inductive reasoning, where individuals make predictions or draw conclusions based on observed patterns or evidence. Inductive reasoning moves from specific observations to broader generalizations. Generalizations allow individuals to apply their knowledge or principles to new situations that share similarities with those they have encountered before. This process enables flexibility and adaptability in problem-solving and decision-making. While generalization is a useful cognitive tool, it can also lead to errors if applied too broadly. Overgeneralization occurs when individuals apply a general rule or principle to situations where it does not accurately apply, leading to faulty conclusions or judgments. Generalization plays a crucial role in learning and education by helping learners extract fundamental concepts and principles from specific examples. Teachers often use generalization as a strategy to help students understand abstract concepts and apply their knowledge across different contexts. Despite its usefulness, generalization has limitations. Not all instances fit neatly into general categories or rules, and there may be exceptions or variations that challenge generalizations. Additionally, generalizations can be culturally or contextually bound, meaning they may not apply universally across different cultures or situations. Finally, generalization is a powerful cognitive process that allows individuals to derive general principles from specific examples, facilitating learning, problem-solving, and decision-making in various domains of life. However, it's essential to recognize its limitations and be mindful of the context in which generalizations are applied.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

Advantages and disadvantages of inductive and deductive approaches in language teaching.

INDUCTIVE APPROACH	DEDUCTIVE APPROACH
The focus is on the learners and the use of language is over rules.	Students are passive. They are just listeners.
Learner autonomy is encouraged since learners can find out rules themselves, which is a significant skill. Students are active.	(more) Effective for adults
(more) Effective for young learners at low levels	Goes from easy to difficult
Complex rules and terminology are introduced at first	The rules are introduced first and then students use them.
The rules are introduced after using them, so the students discover the rules themselves.	Teacher-centred
Learner-centred	This instruction makes students more passive.
This instruction encourages more communication	Old and not something different from previous learning experiences
Something new and radical	Teacher can control the level of input language, it's more controllable
The learners may make incorrect assumptions for forming rules	More efficient use of a time
Requires more time	Better with syllabus structures

REFERENCES

1. Noam Chomsky and his theory of language acquisition. Examine his theories of universal grammar, innate language, and critical developmental stages. Updated: 11/21/2023

2. Khalilova, K. (2023). *GROUPING ACTIVITIES FOR ENGLISH LESSONS: FOSTERING COLLABORATION AND LANGUAGE DEVELOPMENT*. Modern Science and Research, 2(10), 69–74.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

3. Khalilova, K. (2024). *CREATING A SUPPORTIVE AND INCLUSIVE CLASSROOM ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS*. Modern Science and Research, 3(1), 251–258.

4. Kamola, K. (2023). *THE IMPORTANCE OF TEACHING ENGLISH AS A SECOND LANGUAGE*.

5. Khalilova, K. (2024). *INCORPORATING CULTURAL AWARENESS AND SENSITIVITY IN TEACHING ENGLISH*. Modern Science and Research, 3(2).

6. 1. Orifjonovich, O. A. . (2024). The Importance of Film Annotations in Analyzing Cinema Discourse. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(3), 252–257. Retrieved from <https://inovatus.es/index.php/ejine/article/view/2711>

7. 2. Ollomurodov, A. (2024). TRANSLATION FEATURES AND RESEARCH OF METAPHORS IN MODERN LINGUISTICS. *MODERN SCIENCE AND RESEARCH*, 3(2), 821–828.

8. 3. Orifjonovich, O. A. (2024). ZAMONAVIY TILSHUNOSLIKDA METAFORALARNING TARJIMA XUSUSIYATLARI VA TADQIQI.

9. 4. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2022). KONSEPTUAL METAFORALARNING LINGVOMADANIY HAMDA KOGNITIV XUSUSIYATLARI VA TIL TARAQQIYOTIDA TUTGAN ORNI. *Scientific Impulse*, 1(3), 594-600.

10. 5. Orifjonovich, O. A. (2023). INGLIZ VA OZBEK TILIDAGI KONSEPTUAL METAFORALAR TARJIMASINING QIYOSIY TAHLILI.

11. 6. Ollomurodov Arjunbek Orifjonovich. (2023). Metaphoric Analysis of “The Kite Runner” by Khaled Hosseini. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(10), 573–578. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2175>

12. 7. Ollomurodov , A. (2024). REFLECTION OF HUMAN PSYCHOLOGICAL AND EMOTIONAL STATE IN LITERARY DISCOURSE. *Modern Science and Research*, 3(1), 600–606.

13. 8. Orifjonovich, O. A. (2024). INSON PSIXOLOGIK-EMOTSIONAL HOLATINING BADIY DISKURSDA AKS ETTIRILISHI.

14. 9. Ollomurodov Arjunbek Orifjonovich. (2023). LANGUAGE AND SOCIETY IN CINEMATIC DISCOURSE. *International Journal Of Literature And Languages*, 3(12), 44–50. <https://doi.org/10.37547/ijll/Volume03Issue12-09>

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

15. 10. Ollomurodov, A. (2023). COMPARATIVE ANALYSIS OF THE TRANSLATION OF CONCEPTUAL METAPHORS IN UZBEK AND ENGLISH. *Modern Science and Research*, 2(12), 608-614.

16. 11. Orifjonovich, O. A. (2023). The Main Features of Conceptual Metaphors in Modern Linguistics. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(9), 365-371.

17. 12. Ollomurodov, A. (2023). CINEMA DISCOURSE ANALYSIS AND THEORETICAL FOUNDATIONS IN LINGUISTICS. *Modern Science and Research*, 2(10), 500-505.

18. 13. Ollomurodov, A. (2023). MULTIDISCIPLINARY AND INTERDISCIPLINARY STUDY OF METAPHOR. *Modern Science and Research*, 2(9), 136-139.

19. 14. Orifjonovich, O. A. (2023). METAFORANING KO'P TARMOQLI VA FANLARARO O'RGANILISHI.

20. 15. Orifjonovich, O. A. (2023). KINODISKURS LINGVISTIK SISTEMANING BIR QISMI SIFATIDA. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIIY TADQIQOTLAR JURNALI, 2(23), 208-211.

21. 16. Orifjonovich, O. A. (2023). Cognitive-Discursive Approach to the Analysis Of Film Discourse. *International Journal Of Literature And Languages*, 3(10), 25-31.

22. 17. Sulaymonovna, Q. N., Tashpulatovna, K. M., & Orifjonovich, O. A. (2023). COGNITIVE AND LINGUOCULTURAL CHARACTERISTICS OF. *VOLUME*, 3, 30-35.

23. 18. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2023). XOLID HUSAYNIYNING ASARLARI TARJIMALARIDA KONSEPTUAL METAFORALAR TALQINI VA.

24. 19. Sulaymonovna, Q. N., Tashpulatovna, K. M., & Orifjonovich, O. A. (2023). COGNITIVE AND LINGUOCULTURAL CHARACTERISTICS OF METAPHORS. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(3), 849-854.

25. 20. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2023, May). XOLID HUSAYNIYNING ASARLARI TARJIMALARIDA KONSEPTUAL METAFORALAR TALQINI VA TAHLILI. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 147-150).

26. 21. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2022). KONSEPTUAL METAFORALARNING LINGVOMADANIY HAMDA KOGNITIV XUSUSIYATLARI VA TIL TARAQQIYOTIDA TUTGAN ORNI. *Scientific Impulse*, 1 (3), 594-600.