

TEACHING ENGLISH WITH TRADITIONAL METHODS

Melikulova Madina Khikmatovna

Teacher of Termez Institute of Engineering and Technology

<https://doi.org/10.5281/zenodo.8026964>

Abstract: this article is about creating a new teaching approach that is as similar to the natural process of language acquisition as possible by drawing on what we see as the most noteworthy aspects of the existing approaches.

Key words: methods, teaching English, techniques, program, second language

It can be difficult to teach English. However, it is essential to master other languages in our more globalized society. We should thus ask ourselves the following questions as aspiring teachers: How should I teach English to my students? How can they learn in the most effective way? English is currently one of the most significant and expanding courses in our elementary schools, and it is included in our curricula. Additionally, a lot of schools are implementing bilingual programs. Despite the fact that there is a ton of regulation dictating how educators must act and how they must combine various methods and techniques, it is up to the educators to organize and create the courses.

Suggestopedia

This approach was created by the educator-psychiatrist from Bulgaria, Georgi Lozano v. The approach is based on "Suggestology".

Despite the fact that Suggestopedia may be obsolete now, several aspects of the strategy still hold true. The strategy was founded on the idea that positive suggestion would increase the learner's receptivity and, as a result, somewhat boost learning. According to Lozanov, the best condition for learning is one that is calm but concentrated. Music, a calm and pleasant setting, and a tight relationship between the teacher and the student—almost like a parent-child relationship—are all used in suggestopedia to help students achieve this relaxed state. The technique is heavily reliant on music in particular. In contrast to other strategies and techniques, suggestopedia lacks a clear-cut philosophy of language.

Although Suggestopedia does not employ language-teaching materials, the learning environment is so vital that it is necessary to quickly list its key components. The classroom's look (bright and happy), the furnishings (reclining chairs arranged in a circle), and the music all make up the environment (the indirect support materials).

This is not to imply, however, that some aspects of the method cannot be adopted and included in the more eclectic method of language instruction that is currently in use. It may be pleasant and energizing to utilize music as an accompaniment to some tasks as well as in the background. It's certainly not a terrible thing to pay attention to elements like furniture, lighting, and décor. The use of dialogue is not without precedent. Most significantly, motivation can only benefit from concepts that foster learning environments where students are awake and responsive. It's disputed if listening to classical music and reading dialogues are the ideal ways to achieve these conditions, but there's no denying that Suggestopedia has sparked some intriguing discussions on memory and learning.

The Audio-Lingual Audio-Visual Method

The requirement for people to have strong oral and auditory command of a foreign language during and after World War II led to the development of the Audio-lingual Method. This

technique is mentioned in several 1960s literature. Between 1961 and 1963, Moulton created its clear-cut guiding ideas (Stern, 2001).

It shares a tight relationship with repetition and habit building in behaviorism. This approach suggests a learning process centered on vocal communication and listening rather than writing and reading. The information provided is focused mostly on conversations and activities as key teaching strategies. Although it is not as strictly prohibited as it is in the direct approach, this technique does not advocate using the mother language in the classroom or on instructional materials.

Short dialogues are used to convey the lessons, which are arranged according to grammatical structure. Students often listen to various conversations frequently and concentrate on imitating the pronunciation and grammatical patterns in these exchanges. Emphasis is placed on simple and vigorous practice. Through repetition and imitation, it is hoped to make language acquisition a manageable endeavor rather than a mental load. As specialized learning strategies, the Audio-lingual Method has added memorization of dialogues and imitation repetition. It is a reading of learning through the lens of stimulus and reaction.

This method's major goals are to increase oral language skills through a diverse vocabulary and to equip students with the ability to use newly learned language in conversation.

Total physical response

James Asher created the Total Physical Response approach in 1960 (Richards & Rodgers, 2001). It is based on the psychological hypothesis that the link of movement activities with language acquisition stimulates memory.

It alludes to the synergy of voice and movement. It is founded on the idea that language acquisition via movement and physical exercise. According to this source, directives or directions directed directly to students cause bodily reactions before verbal ones. The approach encourages enjoyable movements, relieves tension, and uplifts the student's spirits, all of which support learning.

This is implied according to the following three principles:

1. During the early stages of language learning, the kid develops listening skills before speaking abilities. Children may comprehend complicated expressions at this age that they are unable to mimic or make on their own.
2. Children learn oral understanding because they are ready to physically comply with spoken language in the form of commands.
3. After acquiring listening skills, speech development occurs relatively simply and spontaneously. TPR's main goal is to simply teach people how to talk, not how to speak eloquently or with certain skills. Activities created with this technique employ imperatives and commands.

Conclusion

They encourage pupils to move and take action. Role-playing and games that simulate events that can arise in common settings like restaurants, stores, or homes are among the additional class activities. Students' main responsibilities when using the Total Physical Response Method are to listen and respond. They pay close attention, and when the teacher gives instructions, they physically comply. The instructor takes an active part in the activity and serves as its facilitator. The choice of what to teach, what resources to use, and how to employ them is made by the instructor.

References:

1. Richards, J. y Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. New York: Cambridge University Press.
2. Stern, H.H. (2001). Fundamental Concepts of Language Teaching. New York: Oxford University Press.
3. Munavvar Bahodirovna Fayzullayeva. Information and communication technologies in English lessons. "Экономика и социум" №5(96) 2022 www.iupr.ru. 1-6pp.