
The Main Role of Deductive Methods in Learning Foreign Languages

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Annotation: Learning foreign languages is very important today. Modern teaching methods entering the education system are aimed at training advanced multilingual staff in the future. It should be noted that the effectiveness of inductive and deductive methods of teaching a foreign language is obvious. This article details the key role of deductive reasoning in foreign language teaching.

Keywords: foreign language, second language, education system, deductive method, inductive method, student psychology, etc.

Today, the main focus is on the student, his personality and his unique inner world. Therefore, the main goal of the modern teacher is to choose the methods and forms of organization of educational activities that best meet the stated goal of personal development of students. In recent years, the issue of using new information technologies in schools has been on the rise. It is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to master the foreign language.

The task of the teacher is to create conditions for each student to practice the language, to choose such teaching methods that allow each student to demonstrate their activism and creativity. The task of the teacher is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, use of new information technologies, Internet resources help to implement a person-centered approach to the learning process, to individualize and differentiate teaching, taking into account children's abilities, their level of learning. 'he says. Forms of working with computer training programs in foreign language classes include: vocabulary learning; practice pronunciation; teaching dialogic and monologic speech; teaching writing; develop grammatical phenomena. The possibilities of using Internet resources are huge. The Global Internet provides students and teachers anywhere in the world with access to any information they need: regional geographic materials, news from young people's lives, articles from newspapers and magazines, and more. A number of didactic problems can be solved in English using the Internet in the classroom: the formation of reading skills and competencies using global network materials; improving students' writing skills; replenish students' vocabulary; shaping students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technology to broaden the horizons of school students, to establish and maintain business relationships and connections with their peers in English-speaking countries. Students can take part in online tests, quizzes,

competitions, Olympiads, correspondence with their peers in other countries, conversations, video conferences, etc. Students can learn about a problem they are currently working on in a project.

The meaningful foundations of mass computerization are related to the fact that the modern computer is an effective means of optimizing mental working conditions, in general, any form of it. There is one peculiarity of the computer, which is determined by its use as a tool for teaching others and as an aid in the acquisition of knowledge, which is its inanimate object. The machine can be in a “friendly” relationship with the user and sometimes “supports” it, but it never shows signs of anger and doesn’t let you feel bored. In this sense, the use of computers is probably the most useful in individualizing certain aspects of teaching. The main goal of learning a foreign language in school is the formation of communicative competence, all other goals (education, training, development) are realized in the process of achieving this main goal. The communicative approach involves the teaching of communication and the formation of the ability to interact across cultures, which is the basis of Internet activity. Beyond communication, the Internet makes no sense - it is an international multinational, intercultural society whose lives are based on the electronic communication of millions of people around the world who speak at the same time - it depends on the number and size of participants. The biggest conversation. To teach him a foreign language, we create a real model of communication.

At present, priority is given to communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy of education and humanity. These principles allow the development of intercultural competence as an integral part of communicative ability. The ultimate goal of foreign language teaching is to teach free orientation and the ability to respond adequately in a variety of situations in a foreign language environment, i. communication. Today, new methods of using Internet resources are opposed to teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations that encourage material learning and develop adequate behavior (i.e., the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to fix this error. A communicative approach is a strategy that simulates communication aimed at consciously understanding the material and the ways to work with it, creating a psychological and linguistic readiness for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. The communicative task should invite students to discuss a problem or question, where students not only share information but also evaluate it. The main criterion that allows us to distinguish this approach from other types of learning activities is that students independently choose linguistic units to form their opinions. The use of the Internet in a communicative approach is very well encouraged: its purpose is to motivate students to learn a foreign language by accumulating and expanding their knowledge and experience.

One of the technologies that provides student-centered learning is the project approach as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, explicit, written and Internet projects. In real practice, it is often necessary to deal with research projects, mixed projects that are creative, practice-oriented, and informative. Project work is a multifaceted approach to language learning that includes reading, listening, speaking, and grammar. The project method helps to develop students’ active independent thinking and directs them to collaborative research. In my opinion, project-based teaching teaches children to collaborate, while learning to collaborate fosters moral values such as the ability to help and empathize, shapes creativity, and activates students. In general, the inseparability of teaching and

learning is observed in the project teaching process. The project method develops students' communication skills, communication culture, the ability to form ideas concisely and easily, tolerance of communication partners, the ability to obtain information from various sources, processing using modern computer technology, contributes to the emergence of natural needs creates a vibrant language environment.

The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy. With the development of pedagogical technologies and their integration into the educational process, as well as the rapid exchange and improvement of information technology, everyone has the opportunity to strengthen their professional training and skills. The introduction of advanced pedagogical technologies in the educational process is one of the tasks of the National Program of Personnel Training. Today, innovative pedagogical technologies and interactive methods are widely used in education, especially in foreign language teaching. The application of innovative pedagogical technologies in foreign language education - the orientation of the individual in accordance with the requirements of society, the organization of education on the basis of these requirements to create favorable conditions for its manifestation and development. Another distinctive feature of pedagogical innovative technologies is the priority of student activities, the fact that the student or pupil is a key figure in the educational process. The correct formation of knowledge, lexical, grammatical, pronunciation concepts in the educational process, the correct structure of the system of knowledge in the mind of the student, the ability to self-control are part of innovative pedagogical technologies. Today, the most effective teaching methods in the educational process, guaranteed to achieve the goals set by teachers, form the basis for students to develop the ability to think independently, make free decisions, solve their problems, get out of different situations without difficulty. such teaching methods capable of preparing are the most advanced feature of pedagogical technology.

Learning foreign languages grows your brain. Studies have shown the cognitive benefits of learning another language, no matter how old you are. These studies have shown that bilingual people have larger brains, better memory, are more creative, problem-solving, and so on. These advantages not only make it easier to learn more languages, but also to learn everything. The ability to quickly switch tasks is especially important in today's busy multitasking world. Bilingual tasks can be exchanged much faster than their monolingual counterparts and perform many other tasks at the same time. When you learn a foreign language, travel becomes cheaper and easier. Of course, many people enjoy traveling. Knowing the language will be of great benefit to you when you go abroad. When you go for a simple meal, you can easily explain the dish you want. You can also ask for directions from the locals around you without difficulty. If you take a guide with you, you will be very expensive. Learning a foreign language opens the world to finding work. It is no secret that learning a foreign language can improve employment prospects. More than ever, companies are operating in a few, often dozens, of countries around the world, but they can't do it without hiring people who understand at least one foreign language. Even in small local companies, the ability to speak a second language is more likely to set you apart from other employers.

It opens up opportunities to make new friends while learning a foreign language. Meeting new and exciting people and developing lifelong friendships are definitely goals worth pursuing, and learning another language is a surefire way to speed up the process. Language

helps us express our feelings, desires, and connect with other people around us, and forms meaningful relationships. Learning a foreign language encourages you to think more openly. Learning a foreign language and assimilating into an entirely new culture and worldview is the surest way to become an open-minded, understanding, tolerant person, and it is absolutely priceless. Seeing the world from a different perspective and understanding where you and others came from is a fantastic, eye-opening experience. Learning foreign languages helps you better understand your own language and culture. Learning a foreign language actually attracts you to reverse psychology and allows you to better understand your native language and culture. This is one of the most unexpected advantages of learning a foreign language. You will become more aware not only of the cultural traditions, but also of the grammar, vocabulary, and pronunciation styles of your first language. This probably explains why the listening, reading, and writing skills that a foreign language gives to former monolinguals have improved. The advantages of learning a foreign language are the ability to adapt to succeed in almost every aspect of your life. Learning a foreign language is very important and there are countless such reasons for learning a foreign language. Learning a foreign language helps to overcome language barriers and connects people at a deeper level of mutual understanding.

Today, more and more attention is paid to man as a person — his consciousness, spirituality, culture, morality, as well as highly developed intellect and intellectual potential. Accordingly, there is no doubt that it is extremely important, the urgent need for such training of the younger generation, in which the educated intellectuals who have a basic knowledge of the sciences, a common culture, the skills to independently and flexibly think, initiative, creatively solve vital and professional issues would complete their high school. In schools, there should be a constant search, the goal of which is to find new forms and methods that allow the work on education, development and education of students to be merged into a single process at all stages of education. A team of school teachers needs to implement a concept that involves the need to provide students with a solid knowledge of the program material while simultaneously implementing a multidimensional development and the formation of the personality of each trainee, taking into account his individual abilities and capabilities. The ways and means of implementing these principles should be to a significant extent creative, non-traditional and at the same time effective. English course to master the most commonly used vocabulary within the topic, to get an idea of the main grammatical categories, to master reading techniques, to understand by listening to a foreign speech, to learn the basic vocabulary allows you to master. information about the language country being studied, writing skills. Considering the age-related psychological and physiological characteristics of children, it is necessary to choose the methods, forms, teaching aids and types of lessons. In modern didactics, organizational forms of education are divided into frontal, group and individual forms. With frontal learning, the teacher manages the learning and cognitive activities of the entire class working on a single task. It organizes student collaboration and sets the same pace of work for everyone. The pedagogical effectiveness of frontal work depends in many ways on the ability of the teacher to consider the whole class and at the same time not to neglect the work of each student. If a teacher is able to create a creative team work environment that retains the attention and activity of school students, its effectiveness will increase. However, frontal work is not designed to take into account their individual differences. It is designed for the average student, so some students will lag behind the set work speed, while others will be bored.

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and

hence is more learner-centred. In contrast to deductive approach, in the inductive approach represents a different style of teaching where the new grammatical structures or rules are presented to the students in a real language context. The students learn the use of the structure through practice of the language in context, and later they realize the rules from the practical examples. It means from specific to general. For example, if the structure to be represented is the preposition the teacher would begin the lesson by showing a picture of flat and saying, “This is my room and it is comfortable. There is a book on the table, there are six chairs near the table.” The teacher would then provide many examples using students and items from the classroom, hotels, living rooms or anything within the normal daily life of the students, to create an understanding of the use of the structure. After each of the various examples students practice the structures meaningfully in small groups or pairs. Fluency is emphasized than accuracy. Because according to Bob Adamson, The deductive method is often criticized because:

- a) It teaches grammar in an isolated way;
- b) Little attention is paid to memory;
- c) Practice is often mechanical.

It's a good opportunity in order to improve the learner's communicative skills. With this approach, the teacher role is to provide meaningful contexts to encourage demonstration of the rule. As Benjamin Franklin mentioned: “Tell me, then I forget, teach me then I remember, involve me and I learn”. (Rebecca L. Oxford p. 9) Yes, if we involve our learners to learn the language through different types of activities, they'll learn with a great interest. As we know practice makes perfect. You can explicitly confirm the rules the students have discovered. You will not have told them these rules, you will merely guided the class towards them. So it also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts. The use of the inductive approach has been noted for its success in classrooms world-wide, but its disadvantage is that it's sometimes difficult or students who expect a more traditional style of teaching to induce the long rules from context and that it is more time consuming. Except that, with the help of this method students will improve their transferable skills, which they use in a real life situation, such as:

- communicative skill
- problem solving skills
- decision making skills
- time management skill
- autonomy skill
- critical thinking skills
- presentation skills
- Leadership skills.

During the lesson, teacher should use some of these skills in their activity, in order to wide learners' horizons. For example, organizing different communicative activities, such as role play, simulation, chain story, information gap activities, jigsaw reading and so on. Approaches to teaching are always improving, or, maybe we should say changing. When there is momentum behind a new, innovative or highly-supported methodology many of us get behind it and begin to implement it, as best we can at least. Teachers are particularly prone to “buy-in” when we see colleagues (real or virtual) having some level of success with

a new methodology.

In recent years, a student-centered approach to modern language policy, including in the field of foreign languages, has been introduced. The main principles of this approach are to focus on the development of the student's personality as an active subject of learning activities and to involve him in the process of lifelong learning, self-development and self-improvement. is a comprehensive preparation. Therefore, the following can be considered as the main principles of a student-centered approach (teaching). Student-centered education should ensure the development of the student's personality and self-improvement based on the identification of the individual characteristics of the student. The learning process of student-centered learning provides each student with his or her abilities, inclinations, interests, ability to express himself or herself in learning activities, behaviors, and more. The assessment of student-centered learning takes into account not only the level of knowledge, skills and abilities acquired, but also the formation of a particular intellect (its properties, qualities, manifestations). Student-centered education is a means of intellectual and moral development of the individual - the main goal of basic school education. Thus, a foreign language lesson is the most appropriate form of organizing the learning activities of school students, and the main part of the teacher's work with students in the classroom is the acquisition of certain knowledge, skills and abilities.

The wave of communicative language teaching is currently, and rightfully, the foreign language teaching methodology that is supported by the foreign language teaching community. This has helped put the teaching focus on guiding students toward authentically communicating rather than simply learning about the details of the language. One of the biggest debates or challenges among the communicative language teaching community is the topic of grammar instruction. There are lots of questions and concerns around this. Should we teach grammar? Should we only provide examples of language structure through comprehensible input? What is the “right” way to teach or expose students to grammar structures in a second language? Implicit or explicit grammar instruction? Some researchers in language acquisition and teachers claim that grammar should be taught explicitly, as rules. Others point to the teaching of grammar implicitly, suggesting that students acquire language structure only through meaningful exposure in context. As a result they create their own “language rules” implicitly rather than having the rules taught explicitly. Let’s make sure we have a solid understanding of the two approaches to language instruction.

- a) Deductive instruction is a “top-down” approach, meaning that the teacher starts with a grammar rule with specific examples, and the rule is learned through practice.
- b) Inductive instruction is a “bottom-up” approach, meaning that the teacher provides examples of the structure in context and students make observations, detect patterns, formulate hypothesis, and draw conclusions. PACE Model is an example of this approach.

Deductive learning is a more instructor-centered approach to education. Concepts and generalizations are introduced first to learners, followed by specific examples and activities to support learning. Lessons are generally conducted in lecture form with minimal dialogue between educators and their learners. Deductive learning refers to a method of teaching that may be more suitable in introductory level courses who need a clear foundation from which to begin with a new language item. Learners who are accustomed to a more traditional approach to learning and therefore lack the training to find rules themselves may struggle with this method. Teaching grammar in foreign language classes has always been a main issue which is discussed among language teachers. Each language has unique grammar and native speakers acquire their mother tongue without learning the grammar rules. This is the

reason that approaches to teaching grammar are debated.

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied. According to Thornbury's three basic principles a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson. A deductive and an inductive approach basically differentiate in lesson procedures, learner roles, teacher roles and usage of metalanguage in the teaching process. A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples. In contrast to this an inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason teaching process begins with a text, audio or visual in a context. Secondly learners work on the material to find the rules themselves. In the final stage, they give their own examples.

In a deductive approach learners are passive recipients when teacher elicits the rule on the board. However, in an inductive approach they are active as they are responsible for exploring the rules themselves. That is to say, while the process of learning is experiential in inductive approach it is more traditional and descriptive in deductive approach. According to Thornbury, the class where students involve in the lesson actively is quite reasonable since it provides more comfortable and motivating environment for them. He also remarks that an inductive teaching supply more profound knowledge of language as learners study cognitively in order to discover the rules. It has been pointed out that when learners take place in the learning process actively so as to discover the rules they develop their autonomy which makes them good language learner. Additionally it has been suggested that when grammar is presented deductively it will be easier for learners to understand the written or spoken form of language as learners aware of the rules. For example, when learners reads a text with present continuous they are able to comprehend the text deeply since they have known the rule of present continuous tense. Also it is remarked that it is unnecessary to apply inductive approach if the grammar rules are quite simple, but complex grammar items should be taught inductively in order to demonstrate usage of the rules in sentences clearly.

One another significant difference is the role of the teacher. In a deductive teaching teacher is the authority in the classroom. The main role of teacher is to present the new grammar item to the learners. Second role is to prepare exercises for the students. Teacher is the organiser and controller of the classroom. Conversely in an inductive teaching teacher behaves as a guide and helper while students study the grammar rules themselves. It appears that while deductive approach is teacher-centered and traditional, inductive approach is student-centered. In a deductive approach when the grammar item is presented with metalanguage such as, name of the tense, subject or object is often used. On the other hand in an inductive approach since students discover the rules terminology of language is not used. Moreover learner's conscious awareness raises by means of metalanguage. Consciousness-raising is defined as "helping to raise students' awareness about grammatical features". It is also identified as "... the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language". It has been argued by Brown that to raise learners' consciousness awareness by using terminology during learning process might be confusing for learners as it

leads to focus on these particular terms rather than understanding the rules and use the language properly. In addition to this it has been pointed out that a deductive approach makes language too descriptive by using language terminology. This leads to the perception that language is only a tool for making descriptions. That is to say, while grammar is learnt consciously in deductive approach, it is learnt subconsciously in inductive approach. Therefore, it seems that an inductive approach is more natural and parallel to the language acquisition process.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy. To illustrate this, Brown remarks that adult learners tend to deal with the rules when they use target language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate for adult learners and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand young learners are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

It has been known that comparison of these two approaches is the topic which has commonly discussed among language teachers but there is no certain answer for the question that which is more useful in teaching grammar. The reason why there is no definite response for this question is the diversity in teaching and learning settings. Today one another issue discussed by language teachers is the applicability of combination of deductive and inductive approaches in one grammar session. Each method is based on different teaching approaches, For example, while grammar translation method is based upon deductive teaching, direct method relies on inductive teaching. According to Andrews, the audio-lingual method could be considered as a method where the grammar is taught both deductively and inductively. To illustrate this, in the audio-lingual method drills are used the basis of learning process. Pupils are engaged with drills until they learn by heart them. During this process they are not provided any information about grammar structures. However, the main objective of this method is to be able to speak accurately in target language. Thus, in spite of the fact that drills are taught inductively, learners need to memorise grammar items in order to speak accurately. According to Brown “ There may be some occasional moments, of course, when a deductive approach -or a blend between the two- is indeed more appropriate”. For example, to teach the simple past tense, the teacher begins a conversation with a student. The teacher asks students to tell his last summer holiday. Student answers by using simple present tense as he has no information about past tense. Later, teacher corrects him by using past tense. Then, student repeats the correct sentence. After that teacher writes the past forms of some verbs on the board to make learners practice. In this process grammar is taught by using a deductive and an inductive approaches at the same time. It is deductive by the aspect of writing the past forms of the verbs on the board. It is also inductive since students practice the past tense by giving their own examples. Furthermore, it has been stated that it is highly probable to teach grammar by combination of deductive and inductive teaching. It is more intensifier for as pupils' attention is both directed to grammar rules and meaning at the same time.

Some would argue deductive reasoning is an important life skill. It allows you to take information from two or more statements and draw a logically sound conclusion. Deductive reasoning moves from generalities to specific conclusions. Perhaps the biggest stipulation is that the statements upon which the conclusion is drawn need to be true. If they're accurate,

then the conclusion stands to be sound and accurate. Let's explore some deductive reasoning examples. See if you would've drawn the same conclusions yourself. Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested. Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions. These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language. Both approaches are commonplace in published materials. Some course books may adhere to one approach or the other as series style, whereas some may be more flexible and employ both approaches according to what the language being taught lends itself to. Most inductive learning presented in course books is guided or scaffolded. In other words, exercises and questions guide the learner to work out the grammar rule. The following course book extracts illustrate the two different approaches. The subsequent practice exercises are similar in both course books.

First and foremost, it is perhaps the nature of the language being taught that determines if an inductive approach is possible. Inductive learning is an option for language with salient features and consistency and simplicity of use and form. The basic forms of comparative adjectives, as shown above, is an example of this. Conversely, teaching the finer points of the use of articles (a/an, the) inductively, for example, would most probably be problematic. The metalinguistic tools that the learners will need to accomplish the task is also a factor.

However, the learner-centred nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of 'noticing' in the student and enhance learner autonomy and motivation. On the other hand, inductive learning can be more time- and energy-consuming and more demanding of the teacher and the learner. It is also possible that during the process, the learner may arrive at an incorrect inference or produce an incorrect or incomplete rule. Also, an inductive approach may frustrate learners whose personal learning style and/or past learning experience is more in line with being taught via a more teacher-centred and deductive approach.

A deductive approach is more teacher-centered learning where the points of English grammar are explicitly stated to the students and then tested. Once the grammar is introduced and explained, students usually complete grammar exercises to become familiar with the pattern. This is a method that has been commonly used in English classrooms in the west. For example, a teacher writes examples of simple present and simple past sentences on the board. The teacher then proceeds to explain the differences between present and past in English. Once the lecture is complete, worksheets are handed out and students are asked to convert simple sentences from present to past. Although a little less effective than inductive teaching when used in TESOL, benefits to the deductive approach are:

- Time in the classroom is spent only on the language principle.
- Most material can be easily taught this way.
- It encourages faster learning of material

There are clear differences to the inductive approach and deductive approach in TESOL.

Inductive tends to be more efficient in the long run, but deductive is less time consuming. Much depends on the teacher and the students. You might try and compare both of these approaches at certain points in your teaching to see which is more effective for your students.

When it comes to the peculiarities of learning a foreign language at a young age, we need to teach foreign languages perfectly in order to prepare young people to become full-fledged professionals. Today, our demand for foreign languages is growing day by day. Knowledge of a foreign language is required for any profession. For, as our ancestors said, "A man who knows the language knows." We study the history of any language first. At the same time, of course, we are interested in which country this language is the mother tongue and the customs and various holidays of this country. This interest will increase our desire to learn the language. Nowadays, everyone knows at least 2 foreign languages. And this is a great contribution to the development of our country. Our President is doing a lot to make our young generation better professionals than us. First of all, English language classes are held 3 times a week in all secondary schools, starting from primary school, with the aim of increasing the interest of the younger generation in the language. The teaching method in the primary grades also consists of unusual methods. That is, a variety of games, fun exercises and other methods. This requires a high level of pedagogical skills from teachers. We can't start our grammar lessons in elementary school. Because grammar makes it difficult for elementary school students to learn a language, and they face a variety of challenges. We need to be the first in elementary school to teach a variety of new words using simple fun pictures. Then we have to slowly teach grammar by explaining different rules. Of course, learning and teaching a language is not an easy task. We must first build students' self-confidence. We need to support them in their difficult learning of the language and help them achieve their goals. At present, various training courses are open in our country. It helps to increase children's knowledge. The most important factor for success in learning any foreign language is the ability and desire. You don't have to be afraid of talent because everyone has it.

People need to learn a second language because of globalization. For the last 20 years connections have been becoming inevitable among nations, states, organizations and countries which create a huge need for knowing another language or more multilingualism. People need to use international languages in areas such as trade, tourism, international relations between governments, technology, science and media. Therefore, many countries such as Japan, and China frame education policies to teach at least one foreign language at primary and secondary school level. Language education may take place as a general school subject or in a specialized school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used: still others have a small following but offer useful insights. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, it may also be influenced by the aptitude and enthusiasm of the students. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, search online or within books for lesson plans. When deciding what teaching method to use a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A

variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

The effectiveness of teaching method varies from person to person and also from activity to activity. Teaching by making students do, read, listen all have the transfer of information as their goal, but the information is transferred in very different ways in each case. Each has its benefits. In my own opinion, teaching by letting students do is the method that works best for me. Teaching by making students do works because it gives a learner first-hand experience. Other methods are more passive; you are either listening to a conversation or trying to pay attention to words on a page. However, teaching by making students do means actually participating in the activity. Can you imagine teaching how to play a musical instrument from a book? As the saying goes, practice makes perfect. Frankly, I can't think of a way that better ensures one has truly learned than by seeing and doing. In contrast, reading makes learning less easy to visualize. Not only has that, learning by reading often required extra research, such as looking up unfamiliar words. Also, you might not be a good reader, or you might be teaching in a second language. If so, you might find it hard to concentrate or become frustrated by the slow pace. So while reading is fun and useful for many people, for others it may not be the best way. Learning a new language cannot be a passive experience; get your students involved utilizing games and role-playing. Grammar exercises can be turned into participatory games that encourage students to think on their feet. Role-playing is essential for recreating real-world scenarios in which students would use their language skills. If your students are a bit younger, using rewards can help foster participation and engagement. To effectively learn a new language, students need to be as engaged as possible even when outside of the classroom. Give your students the tools to practice beyond textbook homework by assigning exercises that require interacting with real people. For example, if you're teaching Italian, encourage your students to visit the local Italian restaurant or cafe to order something in Italian. The idea is to expose your students to how language is used in the real world, while giving them examples of practical application.

It's not enough to simply teach speaking; students must understand the meaning behind the language. Unveiling the culture from which the target language originates is essential in helping the student appreciate the true depth of the words being taught. But culture should not encompass only traditional history but also that of the modern. Use the news to demonstrate the important issues of the day in the target language's country. Political updates are also invaluable, as it provides a connection between the target language's country and the students' home country. The problem most language students have after learning in the classroom is the inability to communicate effectively in the country of the language. We each know at least one person who studied many years of a language in high school, only to find him or herself incapable of ordering a coffee when it comes down to it. Often, this is because the student isn't taught to think and speak in a real-world environment. In the classroom, words are often enunciated, sentences are complete, and the pacing of speech is often slower. Get your students ready for the real world by using television, film, and radio broadcasts. While novices will not come close to understanding what's being said on such mediums, they'll at least get a hint of how the language flows, how gestures are used, and how quickly native speakers converse.

The major aim of grammar teaching is to make students aware of how language is constructed and how to produce accurate sentences both verbally and written. The common goal of deductive and inductive approaches is to teach grammar but in different ways. While in the former the teaching process is descriptive and traditional in the former, the latter is totally experiential. Learner-centered approaches are more desirable in these days for the reason that pupils learn more effectively when they actively participate the lesson. Therefore

it is obviously seen that an inductive approach is more ideal. Nevertheless, it is not always possible to use this approach in all classrooms due to some reasons. For example, in an inductive approach students work in pairs or small groups to find the grammar rules but when the number of students is high it is hard for teacher to control learners while they work on the rules. Additionally, it has been argued by Brown that it is feasible to increase the success of teaching and learning both deductive and inductive approaches by choosing the right approach by taking into account the learner profile and teaching setting. It is understood that there is no certain result for usefulness of these two teaching approaches. It is also indicated that “There is no necessary or logical connection between an inductive and deductive approach to teaching and any particular grammar model. One may believe that the learning of the grammar is fundamentally an inductive process, and yet believe that the most adequate accounts of the grammar of a language are for example, transformational”. Therefore it is seen that it depends upon people’s personal choices or their learning style as well. In general, the main goal of learning English is to raise the quality to a higher level. According to the teacher's activity what innovation should emerge? First of all, it simply describes the material and provide students with ready-made conclusions and generalizations rather than giving their attention to the object of study find a problem or, if possible, place the students themselves in the facility encourages independent thinking of the problem, creating a problematic situation mobilizing their attention, activating thinking, indifference to education to overcome, to observe lessons carefully, to imagine, to remember should teach. That's all there is to learning English provides modern content.

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