
Working With Various Methods and Approaches

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Annotation: This article examines the diversity found in language teaching today, looking at traditional approaches to language teaching, communicative approaches, and innovative approaches.

Keywords: method, approach, chunks, communicative approaches, traditional approaches, innovative approaches.

Introduction.

"There is no single acceptable way to go about teaching language today." This quote from Diane Larsen-Freeman's writings on language teaching methodology sums up a major trend away from unity to diversity. There has been a growing realization that people learn in different ways, and that approaches which suit one person may not suit another. For example, some outgoing personalities love to experiment and can hardly wait for the chance to try speaking the new language. Others, more reserved, prefer to listen and understand before speaking. Some people find that studying the grammar is an important step for them in establishing a framework for their language learning¹. Others never study the rules, but find that putting themselves in situations where they have to communicate is enough to trigger their learning.

Against this backdrop, teachers of English have concluded that no single approach or method is appropriate for all learning styles. A good lesson will therefore be one in which you use a smorgasbord of activities taken from a variety of sources. By varying your technique, you will give students of all styles the chance to shine some of the time. With this thought in mind, you can begin to appraise the language learning approaches used in the country in which you serve. Each approach has something to offer. Your task is to identify and exploit those elements.

As you become more familiar with your job you will find that you learn to trust your instincts and your ability to judge when to switch techniques. At first you may need to read about methods and approaches, and you should look for opportunities to talk to experienced teachers about what they think of different methods². Then, gradually as you get to know your students, you will find that you can sense when a class is tired, or confused, or in need of quiet time, or particularly interested. And you will find that you know when to dip into your repertoire of approaches, games and exercises to find the appropriate activity which suits the mood of your students and which ensures they get the best out of every lesson.

The terms "method" and "approach" will be used interchangeably in this chapter. For example, the chapter refers to the Audiolingual Method and the Communicative Approach. A number of different ways of distinguishing between methods and approaches have been proposed by experts in the field but the distinctions usually blur. Both deal with theory of the nature of language and language learning; with syllabus, learning and teaching activities,

¹ Tomas Kraal. "The foreign language teaching methodology" Oxford University press. 1995.

² Kenneth A.Brufee, "Collaborative learning, some practical models" Oxford University press. 1999.

learner and teacher roles, and instructional materials; and with classroom techniques, practices, and behaviors.

APPROACH VERSUS METHOD	
Approach is the way in which something is approached	Method is the way I which something is done
Refers to the direction or angle	Refers to a process
Refers to the theoretical framework in general	Refers to step guidelines
Approach has to be decided before selecting the method	Method can be selected after deciding the approach

The approaches or methods are divided into:

- Traditional language teaching
- Grammar Translation Method
- Direct Method
- Audiolingual Method
- Communicative language teaching
- Communicative Approach
- Total Physical Response
- Natural Approach
- Competency-Based Approach
- Innovative language teaching
- Silent Way
- Community Language Learning
- Suggestopedia

Grammar- Translation and Audio- lingual Method. If students feel that they must know the rule for a certain features of grammar the teacher should try this adaptation of the Grammar Translation and Audio Lingual Method. They work through a set of audio lingual pattern drills which illustrate the feature³.

Direct and Audio Lingual Method. Conversation, dialogues or short narratives can be used to exercise the students' ability to guess meaning from context. They may be asked to listen to a tape recorder of a short passage and ask for guesses about the meaning of the words. Conversations and dialogues are also an excellent way to practice conversational formulas such as invitations, simple requests, compliments and others.

Communicative Approaches. One of the distinguishing features of communicative language teaching that is used in realistic ways. It means the students/ pupils use their English in real life tasks, for example taking a phone message from a friend or interpreting some news.

Total Physical Response. Meaning in the target language can often be conveyed through actions. Students can initially learn one part of the language rapidly by moving their bodies.

³ E.S. Polat, "New pedagogical and information technologies in the education system". Moscow, pp. 35-49, 2001.

The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners. It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used.

The Silent Way is an approach to teaching languages that is based on explicit ideas about how people learn, about the nature of language and about how foreign languages are best taught.

Suggestopedia. The originator of the Method is George Lozanov. He asserts that we set up psychological barriers to learning and we will be limited in our ability to learn we don't use the full mental powers that we ave. According to Lozanov and others, we may be using only five to ten percent of our mental capacity. In order to make better use of our mental reserves, the limitations we think we have need to be "de suggested", Suggestopedia, the application of the study the suggestion to pedagogy, has been developed to help students of learners eliminate the feeling that they cannot be successful and, thus to help them overcome the barriers to learning.⁴

Task-based Teaching (TBT) [and Task-based Learning (TBL)] is the approach that TESOL Advantage advocates as best practice when it come to English language teaching.

While TBT's basic principles are derived from CLT, there are some important differences. Critics of CLT have raised the following concerns:

1. Teachers can struggle with the non-specific requirements of CLT.
2. Teachers are often worried about giving up too much control during a CLT exercise.
3. Many learners have low intrinsic motivation to communicate in a foreign language and so struggle with CLT student-centric exercises.
4. Because CLT is a meaning-focused approach, learners may struggle with grammar issues.

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⁴ G.A. Berulava, M.N. Berulava, "Methodological basis for the development of higher education in the information society and the individual in the information educational space". // Pedagogy, № 4, pp. 11–18, 2010.