



METHODS OF LEARNING A FOREIGN LANGUAGE.

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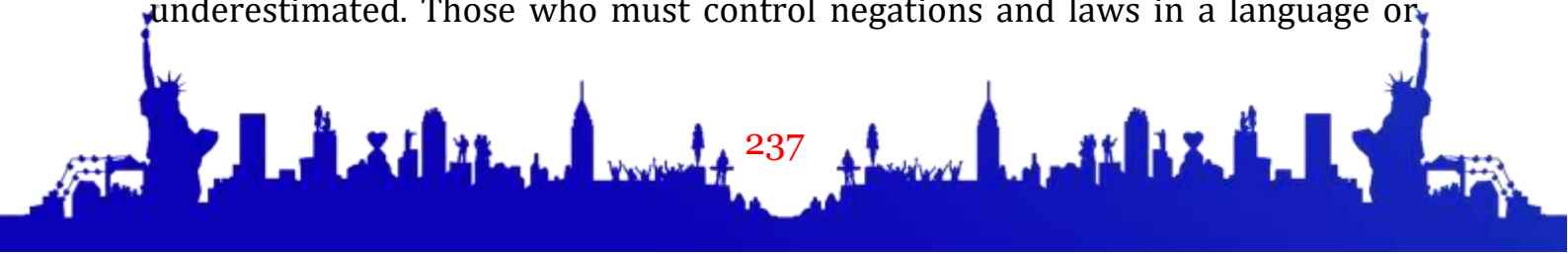
Annotation: We know that nowadays the need to learn a language is increasing. This article talks about teaching English, its modern methods and teaching methodology.

Keywords: Language education, teaching method, grammatical explanation, grammatical rule, teacher asking.

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.

Studying a language

Those who do not want to just speak and understand a language, but also want to write and talk in this language in a grammatically correct manner, can not avoid doing a studying a language. Studying a language is very time consuming and is usually offered full-time. Of course you can also study a language part time. But the additional burden on your professional and family life should not be underestimated. Those who must control negotiations and laws in a language or





those who want to earn money with the language, can not avoid studying a language.

Grammar-translation

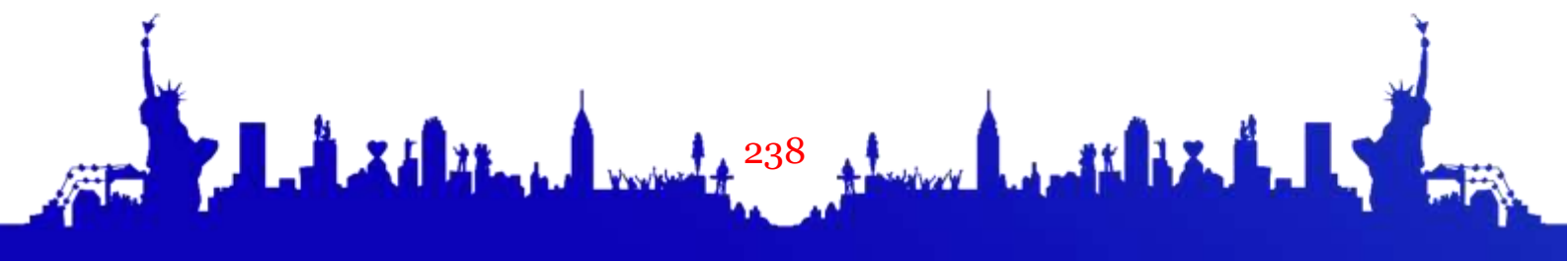
You also learned more complicated grammatical constructions through these readings and translations. Alas, you never learned to speak, although, to be fair, it would be hard to practice speaking when there are no more native speakers of these languages. For the longest time, this was also the approach used for teaching modern foreign languages. An instructor in a teacher-centered classroom would explain a grammatical rule in the native language, translation exercises would follow, perhaps preceded by some fill-in-the-blank or verb conjugation or noun declension work. Speaking, when it occurred, was in the context of completing these exercises orally and might consist of only a word or a phrase. There was no attempt at “real” communication.

How might a grammar-translation classroom be set up. You give your students a brief passage in the target language; you provide some new vocabulary and give your students time to try to translate the passage. There would be some new material included in the passage, perhaps a new case, a new verb tense or a more complex grammatical construction. You explain the material to your students as you work through the passage with them. After, you give your students a series of translation sentences or a brief paragraph in the native language, and they translate it into the target language for homework.

Direct

The direct method, also known as the natural approach, is in many ways the opposite of the grammar-translation method. In this classroom, the native language is strictly forbidden, and grammar (grammatical explanation) is de-emphasized in favor of induction, where students are supposed to figure out rules for themselves. Students are encouraged to speak at all times, making this the ultimate in student-centered classrooms.

In theory, students would learn the foreign language naturally, as they learned their native language as a child, and automatic responses to questions would become instinctive. The focus would always be on natural language, and habit formation was the key to learning. When students made mistakes, teachers would gently correct them. When they used the language correctly, they were praised. In this way, students were supposed to be able to determine a grammatical rule for themselves.





While the ideas were interesting, in practice this was a short-lived theory due to the proven lack of success of teaching L2 grammar through induction and schools not being able to provide a fully immersed environment.

What might a direct method or natural approach activity be? It could be as simple as a teacher asking questions, with the students answering, either followed by correction or praise. It could be an instructor reading a passage aloud, giving it to her students, and then having them read it aloud, so that through repetition and correction, students would understand in the same way that children learn patterns through having their parents read to them. Or it could be asking students to write a paragraph in their own words, again with correction or praise to follow.

Audio-lingual

The theory behind audio-lingualism is that language learning requires learning habits. Repetition is the mother of all learning. This methodology emphasizes drill work in order to make answers to questions instinctive and automatic. New forms are first heard by students, with written forms coming only after extensive drilling. The language used for these drills is based on what is required for practicing the specific form; it might or might not be natural.

An example of an audio-lingual activity is a substitution drill. The instructor might start with a basic sentence, such as "I see the ball," after which she holds up a series of pictures through which students substitute "ball" with each new picture. Another possibility is a transformation drill, where the instructor says, "I read a book," which the students change into, "I don't read a book."

Immersion

Full Immersion is difficult to achieve in a foreign language classroom, unless you are teaching that foreign language in the country where the language is spoken, and your students are studying all topics in the target language. This would mean your students are truly immersed in the language as well as the culture for twenty-four hours a day.

For example, ESL students have an immersion experience if they are studying in an Anglophone country. In addition to studying English, they either work or study other subjects in English for a complete experience. Attempts at this methodology can be seen in foreign language immersion schools, which are becoming popular in certain school districts in the United States, and in bilingual education settings. The challenge with the former structure is that, as soon as the student leaves the school setting, he or she is once again surrounded by the native language.





An incredible way to help bring language immersion both to your classroom and to your students outside of school is with FluentU's online immersion program. FluentU takes authentic videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language lessons. Every word is carefully annotated so that learners have plenty of support (if they need it). You can even click on a word to see how it's used in other videos across the site. Perhaps the most interesting part of FluentU is its “learn mode,” which takes videos and turns them into language learning lessons. The lessons are fully personalized, so the student's learning history is taken into account when presenting questions. FluentU's algorithm sets students up for success by teaching them based on what they already know.

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