



METHODOLOGIES OF LANGUAGE TEACHING: THEIR MERITS AND DEMERITS

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Abstract:

The most important of all the factors that ensure a successful language learning is knowledge of teaching methods. In the article it is stressed that application of modern methods and approaches in the process of teaching, knowledge of not only of the plus sides but also minuses of the methods being utilized can considerably contribute both to teacher's performance as well as students' growth in overall adequate mastery of the language they learn

Keywords: method; approach; total physical response method; communicative method of teaching/learning; task-based language learning method

One of the requirements of professional training of specialists at present has become knowledge of a foreign language. This, in its turn, lays a greater responsibility on a foreign language teacher. He should be aware of the variety of existing methods of teaching so that on the basis of *шeы* knowledge search for new ways and means to improve the quality of conveying knowledge to students. Awareness of the methodology can provide conditions to determine the most optimal ways to organize the learning process, to determine most effective techniques and means of teaching which eventually can increase the effectiveness of teaching.

The word 'method' primarily means way or manner of doing something. It is an international language unit, penetrated into all European languages through the Latin 'methodus' from the Greek 'methodos' consisting of 2 elements 'hodos' denoting 'way' and the prefix 'meta' having the meaning of 'with' or 'after', which makes us see that it had already the meaning of the presser-day word. The English word 'method' has two meanings. Firstly, it designates a way of doing something and the second is a study dealing with different ways of teaching any language, in general, and a foreign language, in particular.

Foreign language method is an applied, not a purely, scientific notion, since it is the scientific study not of language or of definite languages, but of the ways and means which can be used in teaching in order to facilitate, accelerate and generally make effective the assimilation by the learners of foreign languages as used by the native speakers and as scientifically studied and systematized in linguistics.



Nowadays, the methodology of teaching English as a foreign language should go hand in hand with changes embracing all spheres of life in modern society. In addition to this, it should view the educational process as the one that relies on educational needs and interests of students that is characterized by a high degree of individualization. In order to keep up with the times, teachers and students must meet the educational requirements of modern society. In this regard, teachers and lecturers need to apply different teaching methods, and students need to acquire as many learning skills as possible. Because of the above reasons there can't be one universal method of teaching foreign languages. The basic organizational form of the work in schools is the lesson conducted with various methods of instruction.

In the given article we consider some of them with the discussion of their advantages and shortcomings

One of the important language learning approaches is task based learning (further TBL), which is identified by many specialists as the mechanism targeted at developing both cognitive and communication skills of language learners.

It must be confessed that there are many teachers who think that any activity that they assign to their students is based on the usage of the approach under discussion. But it is not so. Acquaintance with the related materials including the book under the title: *Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan* [1], makes it clear that there are certain criteria on which task based technique can be referred to as such. These requirements are as follows: meaning communicated in the task should be primary; it is obligatory for the task to have a certain goal which needs to be worked towards; in addition to this, task completion has some priority; and, finally, implementation of the task must have a real-world relationship.

What is of prime importance is, that task based learning is learner centered which presupposes learners' active participation and this is a priority in the conditions when enhancing the development of communicative competence and all its possible aspects in foreign language learners is acknowledged as most relevant.

Together with the above mentioned plus sides of the application of the approach, there are weak points of it as well. The latter include the following ones: needs and interests of those studying the language may be neglected; it may really happen so that the suggested task is of interest only for some students in the group but for others it may be of no interest at all; it is a well known fact that a usual class does not present an even picture in the sense of level of knowledge; classrooms also differ in preferences to this or that learning style; learners of the same class have different background, etc.; all this creates certain barriers in successful implementation of the given task.

Another very interesting, creative and exciting method is the one identified as (total physical response method (further TPR)).

The essence of the method is to memorize new words, phrases and lexical constructions using gestures, pantomime and games. For example, for the word bicycle, children depict the object



itself and actions with it. In this way students can learn a huge number of words by memorizing them associatively.

For the word to be kept in memory a child needs to correlate this word with its image - an object, a picture or a gesture, which is what TPR helps the learner with.

The basic rule of TPR: one can't understand what one hasn't done himself.

In the classroom, students are not passive listeners, they are actively involved in the educational process: they repeat words, phrases with different intonations, movements, come up with their own games, dance. Verbs of motion are thus learned successfully. With such type of memorization, visual-figurative thinking is involved and it is not required to give additional explanations or parallels with the native language, it is enough to remember the word and gesture or picture that characterizes it.

There are many positive sides of this method because with its help it is possible to:

a) working out vocabulary related to movements (walk, run, jump, turn) and body parts (foot, face, hand, head, neck, ear); b) activating tense constructions (Every day I go to school, I read books, I play football); c) learning classroom expressions and commands (Close your notebooks, stand up, go to the blackboard); d) dramatizing stories and fairy tales;

But together with these positive sides it has disadvantages the main of which is that it is physically difficult to conduct the entire lesson or part of it in motion, invent movements, charge everyone. Another disadvantage of the method is that it is practically impossible to use it when studying grammar.

The third approach I would like to dwell on is the communicative approach. The latter is currently widespread throughout the world, and is one of the main methods of teaching foreign languages. Its main goal is to teach to communicate freely in the language, to behave adequately in various situations of communication. The method is guided by a number of principles. The main of which are as follows: 1. When using the communicative method of teaching English from the very first lesson, the student immediately begins to speak it. This helps to quickly get rid of tightness and the language barrier, and, as a result, has a positive effect on vocabulary; 2. During the training on the communicative method, only monolingual dictionaries (explaining English words in English) are used; 3. In classes where the teacher uses a communicative methodology, authentic materials on current topics (audio, press, video and interactive) are used. 4. No L1 is used; 5. All grammar is studied in context, that is, the student understands from the context how a particular word or phrase / grammatical construction is used

Advantages of the communicative method:

1. It is the communicative method that best develops the ability to communicate competently and fluently, do not hesitate to speak English and avoid awkward pauses in speech. 2. Nearly 80% of the lesson time is devoted to conversational practice. 3. The communicative technique simulates the English language environment without the need to travel to another country; 4. The communicative teaching methodology can be supplemented with game elements - role-



playing games, skits; 5. The impossibility of using one's native language teaches one to express any thought even within a limited vocabulary. This is one of the most effective limitations of the communicative method of teaching English.

Disadvantages of the communicative method

Like any method of learning a foreign language, the communicative method has its drawbacks:

1. The main disadvantage is that it is rather difficult for a beginner to learn a foreign language to delve into the difficult grammatical elements presented immediately in a foreign language;
2. The complete rejection of the native language can cause stress for unprepared students;
3. A teacher who uses a communicative teaching methodology cannot devote enough time and attention to each pair group during the lesson.

In conclusion, teachers who are going to use the above mentioned methods should firstly think for what purposes, how and under what conditions they should utilize different tools, techniques, methods and approaches in their everyday teaching process. They should weigh all the pros and cons of the method they are going to use; and, thus, foresee not only benefits but also various difficulties that may arise and in this way make them think of possible ways to remove them before they start their class.

Literature:

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