APPROACHES AND METHODS OF TEACHING ENGLISH

Annotation: In this article highlights of approaches and methods of teaching English: oral approach, situational language teaching and audio-speech method.

Key words: methods, English language, teaching, learning, education.

Approaches and methods of teaching English, as well as any foreign language, are constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of its study, as well as in response to the growing demand of educational institutions around the world for more effective educational programs. Why in the modern world English is regarded as an international language? It is obvious that to consider language as such, a necessary condition is its wide use. But if you look at the table of the most used languages in the world, English will be only in third place! The fact is that the number of people who speak English as a foreign language is constantly increasing in the world, and today there are fewer native speakers in the quantitative ratio than people who use English for intercultural communication.

Another factor affecting the use of English as a global language is that the use of English is geographically widespread, unlike other global languages such as Chinese (1,213,000,000 native speakers) and Spanish (329,000,000). This allows the use of English intercultural both within the same country and across political borders. Smith (1976) was perhaps the first to define the term "international language" — "an international language is a language used by people of different nationalities to communicate with each other." Working to expand and concretize the definition of "international language", Smith makes several important clarifications regarding the relationship of culture [5]:

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A. people who study the "international language", it is not necessary to adopt the cultural norms of native speakers of the language;

B. Possession of "the international language" denationalized;

C. The educational purpose of studying the "international language" is to enable learners to exchange their thoughts and culture with others. The term "second language" refers to the study of the language following the mother tongue. Despite the fact that the language is called the second, in fact, it can be the third, fourth or even tenth. The area of second language acquisition includes informal learning that occurs naturally and formal learning that takes place in classrooms.

The scientific literature provides a clear distinction between the terms "second language" and "foreign language": the Second language is typically the official or socially dominant language needed for learning, work and other standard purposes. We often study small groups of people or immigrants who speak a different language from birth. In this narrower sense, the term is opposed to the rest of the list. A foreign language is a language that is rarely used in the closest social environment to the learner, can be used in future travel or any other intercultural communication, is studied as a compulsory subject or course of choice, but without immediate practical application.

A library language is a language that primarily functions as a tool for further learning through reading, especially when books or journals in the desired field of study are not usually published in the student's native language. An auxiliary language is a language that students need to know for any official function in their immediate political environment or will need to communicate more widely, even though their first language meets all other requirements in their activities. Other languages with limited or highly specialized "second language" functions are referred to as special-purpose languages (such as French for hotel management, English for aviation technology, Spanish for agriculture, and many others), and their study usually focuses only on a small set of
functions and uses due to specialization [3]. In the question of describing the methods, the difference between the philosophy of language teaching at the level of theory and principles and a set of derived procedures of language teaching is basic. Trying to explain this difference, the American linguist Edward Anthony (Edward Anthony) in 1963 proposed a scheme in which he established three levels of conceptual representation and organization, called approach (approach), method (method) and technique (technique). The original model proposed by Anthony was supplemented by modern linguists. Thus, the method was theoretically related to the approach (approach), the organization is defined by the plan (design), and practically implemented in the process (procedure). The British linguists of the 1920s had a different view on the specific methods that should be used in teaching English, however, their General principles were related to the Oral approach in language teaching. By the 1950s, the Oral approach was officially recognized in the UK as an approach to teaching English.

One of the most prominent followers of the Oral approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing training materials based on the situational approach that was widely used in Australia, New Guinea and the Pacific. The main features of the situational approach are: language Learning begins with the spoken language. The material is first studied orally and then submitted in writing. Grammatical points are studied in such a way that easy forms should be studied before more complex ones. Reading and writing is taught when the basic lexical and grammatical base is already mastered. In the 1960s, the term "situational" began to be used increasingly in relation to the Oral approach [4]. The theory of situational language learning is based on a behaviorally conditioned theory based on learning through habit. She mostly refers to the process rather than the learning environment. The student is expected to apply the knowledge gained in the classroom to situations outside the classroom. The
objectives of this method is to teach practical knowledge of the four basic language skills, goals that share almost all methods of language teaching. But these skills are achieved through structure. Textbooks written on the basis of situational language learning continue to be widely used around the world. But because the principles of situational language learning, with their emphasis on oral practice, grammar, and sentence structures, align with the intuition of many practice-oriented teachers, the method remained widely popular in the 1980s. Past linguists have put forward many hypotheses concerning language learning, and therefore language teaching. Since scientists usually started the description of the language from the phonetic level and finished with the level of sentences, it was assumed that this sequence was acceptable for teaching. Since speech was considered basic and writing skills secondary, it was understood that language teaching should focus on language skills and that writing should be postponed to a certain period in the future. Since structure is what is essential and important in language, the initial practice should focus on mastering phonological and grammatical structures rather than on mastering vocabulary. From these approaches there were some principles of language teaching, which later became the psychological basis of the audio-speech method and influenced the formation of its methodology.

Learning listening, pronunciation, grammar and vocabulary are related to the development of fluency. Reading and writing skills can also be taught, but they depend on existing oral skills. Language, according to the theory of audio-speech approach, it is speech, but the speaking skills depend on the ability to accurately perceive and reproduce the main phonological features of the target language, the fluency of the use of speech key grammatical structures and knowledge sufficient to use these structures vocabulary. Since the audio-speech method is essentially an oral approach to language teaching, it is not surprising that the learning process includes comprehensive oral learning. The emphasis is
on spontaneity and accuracy of speech. There are many similarities between situational language learning and the audio-speech method.

The order in which language skills and competencies are presented, as well as the emphasis on accuracy that is achieved through exercises and practices based on basic sentence structures and models, suggest that the two methods have evolved from one another. However, in fact, the method of situational language teaching has evolved from the previous direct method (DirectMethod) and does not have close links with linguistics and behavioral psychology, which distinguish the method of audio-speech [5]. The common thing between the two methods is that both methods share the same views on the nature of language and language learning, despite the fact that these views, in fact, were formed from completely different traditions.

References:


