USING INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article deals with pedagogical and methodological features of teaching foreign languages.

Keywords: Suggestopedia, Communicative language teaching (CLT), Immersion, The Lexical Syllabus, The audio-lingual method.

INTRODUCTION

In today's fast-paced world, science and technology are gaining momentum. Progress in every area is moving forward. In particular, science has undergone great changes and significant progress. Delivery of each subject to students using innovative teaching techniques is one of the main requirements of today's education. In particular, after the adoption of the Decree of the First President of the Republic of Uzbekistan Islam Abduganievich PD 1875 of December 13, 2012, the attention to teaching and learning foreign languages in our country increased. [1] A new stage in the teaching of foreign languages began in our country. The use of advanced pedagogical technologies, interactive, innovative and communicative media is required in the teaching of foreign languages. In our country, new methods and requirements for teaching foreign languages in accordance with the European Framework Recommendations (CEFR) have been developed. It has created textbooks for students of secondary schools and vocational colleges. In accordance with these requirements, the classrooms are equipped with stands and new information and communication technologies. The need for learning foreign languages is also increasing day by day. Foreign language is divided into four aspects (reading, reading, listening and understanding) and each of them is given specific insights and skills. [2]

MATERIALS AND METHODS

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and In lingual in the 1970s and

many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

The grammar–translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 1500s, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its short comings.[3]

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. [4]

RESULTS AND DISCUSSION

The structural approach This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia". Suggestopedia is a portmanteau of the words "suggestion" and "pedagogy". [5] A common misconception is to link "suggestion" to "hypnosis".

However, Lozanov intended it in the sense of offering or proposing, emphasising student choice.

Communicative language teaching (CLT). The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way. This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Community Language Learning. In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion. This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English. Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools. .

Task-based language learning. The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.(This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.) The Natural Approach This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes.[7] Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus. This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials. [6]

CONCLUSION

The quality in the classroom is based on planning lessons and courses, understanding learners, managing this lesson, knowing the subject, managing resources, assessing learning, interacting ICT, taking responsibility for professional development, using inclusive practices, promoting 21st century skills and understanding educational policies and practice.

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