METHODS OF TEACHING FOREIGN LANGUAGES FOR EFL LEARNERS

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ABSTRACT

This article talks about the methodology of teaching foreign languages in Uzbekistan. The author, relying on philological data and written sources, studied the existing peculiarities on the subject, which made clarifications on the basis of existing scientific literature. The article presented four methods of learning foreign languages: the grammar and translation method, the direct method, the audiolingual method, and the communicative method. Each method has been described in terms of its characteristics and approaches to language teaching. Opinions from linguists have been included to offer a critical view on each method. The grammar and translation method emphasizes reading and writing, the direct method focuses on oral communication and natural language acquisition, the audiolingual method values repetition and memorization, while the communicative method values meaningful communication and social interaction. From the presentation of the methods and the opinions of linguists, it was possible to understand the implications of each method in the teaching of foreign languages.

Introduction

The Direct Method instruction is conducted exclusively using the target language. The student cannot utilize their native language. Grammar rules are neglected in favor of focusing on correct pronunciation. The approach involves a gradual advancement through interactive question and answer exercises, starting with identifying everyday items like doors, pencils, and floors.

It offers an encouraging introduction by allowing learners to practice a new language right away. Grammar-translation Learning primarily consists of translating between the target language and the native language. One must commit grammar rules to memory and memorize extensive lists of vocabulary. There is minimal focus on improving speaking skills.

The Audio-lingual method is based on the idea that acquiring habits is essential in language learning. Dialogue practice is very common in various situations. The new language is learned by first hearing it and practicing it a lot before it is seen in its written form. The

structural approach views language as a collection of grammatical rules that must be learned sequentially, one at a time. For instance, the verb "to be" is taught and practiced prior to learning the present continuous tense, where "to be" is used as an auxiliary. The basis of the Suggestopedia method is that language acquisition requires a receptive learner without any mental barriers. Different techniques are recommended to students to make language learning seem simple, which helps eliminate mental barriers to learning.

Total Physical Response (TPR) involves the learner responding to basic commands like "Stand up," "Close your book," and "Go to the window and open it." The technique emphasizes the significance of understanding through listening.

Main part

The main goal of Communicative Language Teaching (CLT) is for the learner to be able to communicate in a suitable and effective manner in different real-life scenarios. The material covered in CLT courses includes actions like inviting, suggesting, complaining, as well as concepts such as expressing time, quantity, and location. The Silent Way gets its name from the teacher's goal of speaking minimally so the learner can take charge of their own speech. The native language is not utilized. The Silent Way is a method of learning through discovery that was developed by Caleb Gattegno in the early 1970s. The teacher is often quiet, allowing space for the students to delve into the language. They have the responsibility of their own learning and are given encouragement to engage with others. The teacher's job is to provide hints, not demonstrate the language. The Community Language Learning approach focuses on establishing strong personal connections between the teacher and student in order to prevent obstacles in the learning process. The teacher translates a lot of spoken language in the native language for the student to repeat. Being fully involved in something is very similar to the situation at our school. ESL students are completely surrounded by the English language during the entire school day and are required to grasp topics such as math, science, humanities, and more solely in English.

In task-based language learning, the main emphasis is on completing tasks that are engaging to the learners. Students utilize their existing language abilities to finish the task with minimal error correction. The tasks are encompassed within a central subject that is explored over several weeks. In ecology lessons, students participate in various activities leading up to a poster presentation for their classmates. The activities involve reading, browsing the web, listening to recorded content, choosing key vocabulary to instruct classmates, and more.

The Natural Approach, advocated by Professor S. Krashen, emphasizes the parallels in acquiring the first and second languages. Mistakes are not corrected. Students learn by being exposed to language that they can understand or that is made understandable to them. The Lexical Syllabus is derived from a computer analysis of language to determine the most frequently used words and their different usages, making them the most beneficial for learners. The syllabus instructs these words in the general order of how often they are used, and there is a strong focus on using real materials.

Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed

by its member(s). The term was popularized by Alex Faicknev Osborn in the 1953 book Applied Imagination. Osborn claimed that brainstorming was more effective than individuals working alone in generating ideas, although more recent research has questioned this conclusion. Today, the term is used as a catch all for all group ideation sessions. Brainstorming encourages creativity and generates many ideas quickly. It can be used for solving a specific problem, answering a question, introducing a new subject, raising interest, and surveying knowledge and attitudes.

Most brainstorming sessions follow this procedure

1.   Introduce a question, problem, or topic both orally and in writing on chart paper;

2.   Invite participants to respond with as many ideas or suggestions as possible, ideally in single words or short phrases. Encourage everyone to participate but do not proceed in any set order;

3.   Explain that until the brainstorm is complete, no one may repeat or comment on any response;

4.   Record every response on chart paper. Often, the most creative or outrageous suggestions are the most useful and interesting;

5.   Afterward, prioritize, analyze, or use the list to generate discussion or problem solving. Projects are independent investigations that permit participants to explore topics in depth and to share their findings with others.

Some ideas for research projects:

•   Assist individuals in clearly and specifically defining their topics, possibly in the form of questions (e.g. "How do refugees experience treatment upon border arrival?" or "Are there advancements in women's human rights in my community?").

•   Clarify project objectives, limits, and due dates; recommend research tools and methods.

•   Specify the method by which outcomes can be showcased (e.g., written report, show, artistic interpretation, poster, or web page);

•   Provide a comprehensive assessment by including both factual observations and personal opinions from the participant.

•   Offer a platform for participants to share their findings openly for the benefit of others to acquire knowledge from their research. Jigsaw technique fosters teamwork and allows participants to educate each other. Split a topic into multiple subcategories (such as various viewpoints on capital punishment) and allocate each subcategory to separate small teams (e.g., 5 groups consisting of 5 individuals each). Every team collaborates to gain a deeper understanding of their specific area of the subject (e.g., conduct research, engage in discussions, review handouts).

After the first group has gathered information, create new groups with one representative from each original group. Every member of the newly formed group must then take on the task of presenting their own information or perspective on the sub-topic, resulting in a comprehensive coverage of various aspects of the main topic.

Role play involves practicing interactions and testing various approaches to learn how to effectively deal with a situation. Engaging in role play allows students to practice various scenarios related to sexual health in a secure environment, ultimately helping them build

skills and confidence. This method has been shown to enhance self-efficacy and positively influence student conduct. Role play involves thorough preparation to establish a framework that promotes positive sexual behavior by practicing fundamental skills, such as negotiating abstinence. Engaging in role plays during the course has resulted in increased satisfaction with usefulness and enhanced teaching effectiveness. Benefits of role playing include allowing students to take on different character roles, leading to a better understanding of diverse perspectives.

• Allows for a safe exploration of solutions and an opportunity to practice sexual health skills.

• Tends to motivate students to learn.

• Promotes and develops critical and creative thinking, attitudes, values, and interpersonal and social skills.

Problem-solving is a process—an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-theses, testing those predictions, and arriving at satisfactory solutions.

Problem-solving involves three basic functions:

1. Searching information
2. Generating new knowledge
3. Making decisions

Problem-solving is an essential component of the curriculum and should be emphasized. It assumes that students are capable of taking responsibility for their own learning and can independently address problems, conflicts, explore options, and prioritize critical thinking within the curriculum. It allows students to apply their newfound knowledge in practical, real-world tasks and helps them to work at more advanced levels of problem solving. Students need to comprehend the essence of a problem and its objectives. Motivate students to articulate a problem using their own language.

1. Describe any barriers. > Identify various solutions. > Create visual images. > Guesstimate. > Use manipulative. > Work backward. > Look for a pattern. > Create a systematic list.

Creating lists is commonly done to outline a strategy for identifying and resolving issues. Motivate students to write down their thoughts in lists to discover consistencies, trends, or likenesses among problem components.

2. Give a solution a try. While strategizing or using a mix of strategies, students must remember to maintain precise and current records of their ideas, actions, and methods. Keeping track of the information gathered, the anticipated outcomes, and the methods employed is a crucial aspect of problem solving. Iterate through a chosen approach or mix of approaches until it becomes apparent that adjustments are necessary or the results are unsuitable. Monitor closely the steps taken as part of a solution as students become better problem-solvers and feel free to discard potential strategies. Even though students may want to quickly solve a problem, it is important to remind them to take their time and evaluate their progress. > Don't hesitate to set a problem aside and return to it later. For instance, it is uncommon for scientists to find a solution at their initial attempt when tackling a problem.

Students should also be at ease with taking a break from a problem and coming back to it at a later time.

3. Assess the outcomes. Students must have many chances to evaluate their problem-solving abilities and the solutions they come up with as a result. Often, students rely too much on teachers to assess their performance in the classroom. Self-evaluation can be challenging. It includes taking risks, confidence, and a certain degree of autonomy. However, it can be efficiently encouraged by prompting students with questions like "How do you feel about the progress you have made up to this point?" "Are you content with the outcomes you achieved?" and "What makes you think this is the fitting solution to the issue?"

Conclusion

In conclusion, this article presented four methods of foreign language learning, along with opinions from linguists on their use in language teaching. Each method has its own advantages and disadvantages, and it is important for foreign language teachers to be aware of these characteristics when choosing a method for their students. In addition, the methods should not be seen as mutually exclusive, but rather as complementary. It is possible to combine different teaching methods and strategies to achieve the desired learning objectives. The most appropriate method will depend on the learning context and the needs of the students. Ultimately, the primary goal of foreign language teaching should be effective and meaningful communication, and methods should be used flexibly and adaptably to achieve this goal.

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