



# THE ROLE OF METHODS IN TEACHING FOREIGN LANGUAGES

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## ABSTRACT

*This article is devoted how to organize lessons and what kind of methods are used during teaching process. We try to investigate more suitable methods for teaching.*

**KEYWORDS:** *Method, intensive teaching, suggestopedia, total physical response, comparative method, structural approach.*

## DISCUSSION

At the moment much work is being done to find new methods for teaching foreign languages and to test them in practice. As we know, the main focus in teaching foreign languages is to improve their speech. We should mention about what method is. Didactics interpret the term method in the sense of teacher's and students way of knowing, acquiring skills, forming a worldview in teachers and creating opportunities for learning. Methods of teaching a foreign language have been developed in the methodology, taking into account the characteristics of the subject. The introduction of methods in foreign language teaching dates back a long time. In the methodology of teaching a foreign language the term method has three meanings:

-the developing history of methodology-the method of translation, the correct method, the comparative method, the mixed method;

-teaching system;

-teacher and students interactive method of work acquaintance exercises and methods of application. At present time intensive teaching is widely-used among teachers. So a lot of researches have been done and are being done in our country and abroad to intensify the teaching of foreign languages. Nowadays intensive teaching is the most important method. Intensive teaching is the process of teaching students to perform speaking activity in a foreign language in a short period time. This is mainly done based on the students internal psychological capabilities and memory reserves. The following two characteristic features of intensive method teaching can be demonstrated:

-to study a certain amount of educational material in a short period of time and carry out speech activity in a corresponding foreign language;

-maximizing the use of all the resources of a person's memory and increasing the activity of students.

E.I. Passov, one of the well-known methodist scholars, says that the communicative approach used in modern foreign language teaching is a form of rapid learning based on speech situations.[1] If we look at the history of this method that intensive method first began to take shape in the early 20<sup>th</sup> century on the basis of the correct method. Professor E.I. Gez said that the right method created a favorable opportunity and basis for intensive foreign language teaching.[2]

Following methods are widely-applied during teaching process:[3]

*Translation method*-the philosophy behind this method is that the foreign language can be taught or learn through translation. Here each phrase or sentence of English is taught by translating it into mother tongue. The Grammar-translation method instructs students in grammar and provides vocabulary with direct translations to memorize.

*Mixed method*-the term mixed methods refers to an emergent methodology of research that advances the systematic integration or mixing of quantitative and qualitative data within a single investigation or sustained program of inquiry. Collecting and analyzing both quantitative (close-ended) and qualitative(open-ended).

*Comparative method*-is a technique for studying the development of languages by performing a feature-by-feature comparison of two or more languages with common descent from a shared ancestor. The



comparative method may be contrasted with the method of internal reconstruction in which the internal development of a single language is inferred by the analysis of features within that language.

*The Audio Lingual method*-otherwise known as the New Key Method or Army method is based on a behaviourist theory that things are able to be learned by constant reinforcement.

*The structural Approach*- as the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb “to be” prior to teaching the present continuous which requires using the auxiliary form of the verb ‘to be’.

*Suggestopedia*-this is a behaviourist theory and related to pseudoscience . This method relies on student’s belief about the methods effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

*Total physical response*-total physical response is known as TPR is an approach that follows the idea of “learning by doing”. Beginners will learn English through a series of repetitive actions such as “Stand up”, “Open your book”, “Close the door” and “Walk to the window and open it” . With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

*Communicative Language Teaching (CLT)*-the idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting , thanking, inviting, complaining and asking for directions to name but a few.

In conclusion, I’m going to say that the methods of teaching should be according to the needs and interests of learners. It should provide a group of related experiences and activities, arranged on an individual as well as group basis.

## REFERENCES

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