



## METHODS OF LANGUAGE TEACHING

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**Annotatsiya:** *Ushbu maqola til o'qitishning turli metodlari va ularning o'quv jarayoniga ta'sirini o'rganadi. Unda an'anaviy va zamonaviy yondashuvlar, jumladan, Grammar-Translation Method (Grammatika-tarjima metodi), Direct Method (To'g'ridan-to'g'ri metod), Audio-Lingual Method (Audio-lingval metod) hamda Communicative Language Teaching (Kommunikativ til o'qitish) haqida umumiy ma'lumot beriladi. Tadqiqot har bir metodning asosiy tamoyillari, afzalliklari va cheklovlarini yoritib, ularning o'quvchilarda lingvistik kompetensiyani rivojlantirishdagi rolini ta'kidlaydi. Shuningdek, maqolada o'quvchi markazli yondashuvlarning ahamiyati va zamonaviy sinf muhitida interaktiv usullarni qo'llash masalalariga alohida e'tibor qaratilgan. Bundan tashqari, o'qituvchilar turli metodlarni qanday qilib samarali tarzda uyg'unlashtirib, o'quvchilarning turli ehtiyojlarini qondirishlari mumkinligi muhokama qilinadi. Natijalar shuni ko'rsatadiki, hech bir metod universal darajada samarali emas, balki muvaffaqiyatli til o'qitish moslashuvchanlik, kontekst va o'quvchilarning maqsadlariga bog'liq.*

**Kalit so'zlar:** *o'quv jarayoni, yondashuvlar, lingvistik kompetensiya, interaktiv usullar.*

**Аннотация:** *Данная статья рассматривает различные методы преподавания языков и их влияние на процесс обучения. В ней представлен обзор традиционных и современных подходов, включая грамматико-переводной метод, прямой метод, аудиolingвальный метод и*



коммуникативное обучение языку. В исследовании освещаются основные принципы, преимущества и ограничения каждого метода, подчеркивается их роль в развитии языковой компетенции обучающихся. Особое внимание уделяется значению ориентированных на учащегося подходов и интеграции интерактивных методов в современных классах. В статье также рассматривается, как преподаватели могут эффективно сочетать различные методы для удовлетворения разнообразных потребностей учащихся. Результаты показывают, что ни один метод не является универсально эффективным, и успешное преподавание языка зависит от гибкости, контекста и целей обучающихся.

**Ключевые слова:** учебный процесс, подходы, языковая компетенция, интерактивные методы.

**Annotation:** This article explores various methods of language teaching and their impact on the learning process. It provides an overview of traditional and modern approaches, including the Grammar-Translation Method, Direct Method, Audio-Lingual Method, and Communicative Language Teaching. The study highlights the main principles, advantages, and limitations of each method, emphasizing their role in developing learners' linguistic competence. Special attention is given to the importance of learner-centered approaches and the integration of interactive techniques in contemporary classrooms. The article also discusses how teachers can effectively combine different methods to meet the diverse needs of students. The findings suggest that no single method is universally effective, and successful language teaching depends on flexibility, context, and the learners' goals.

**Key words:** learning process, approaches, linguistic competence, interactive techniques.

Language teaching has undergone significant transformations over the years, reflecting changes in educational theories, psychological perspectives, and societal needs. As globalization continues to connect people from different linguistic and cultural backgrounds, the importance of effective language teaching has become



more evident than ever. Learning a foreign language is no longer limited to mastering grammar rules and vocabulary; it also involves developing communicative competence, cultural awareness, and the ability to use language in real-life situations. Therefore, selecting appropriate teaching methods plays a crucial role in achieving these goals.

Throughout history, various methods of language teaching have been developed, each based on different assumptions about how languages are learned. Early approaches, such as the Grammar-Translation Method, focused primarily on reading and writing skills, emphasizing accuracy and the study of grammatical structures. In contrast, later methods like the Direct Method and the Audio-Lingual Method aimed to improve speaking and listening skills through immersion and repetition. More recently, Communicative Language Teaching has gained prominence, promoting interaction, meaningful communication, and student-centered learning environments.

## **Grammar Translation Method**

The origination of the Grammar Translation Method (GTM) dates back to the late nineteenth and early twentieth century as a classical method of teaching a foreign language. Once, it was especially used for teaching the classical Latin and Greek languages. At that time, it was believed that body and mind were two different entities, and the mind consisted of three parts: the will, emotions and intellect. It was believed if the intellect was sharpened enough, it could control the will and emotions. Thus, it was believed that learning classical literature of Greeks and Romans and mathematics was necessary for mental discipline. Besides this, the goal of teaching Latin and Greek was not to develop the learner's ability to speak. It was rather the aim to develop logical thinking and intellectual capacities in order to improve the standard of the learner's native language (Asl 18). Moreover, in the early twentieth century, GTM was used to help students read and appreciate foreign language literature. It was also expected by GTM that the study of target language grammar would help learners in terms of better familiarity with their native language grammar in order to help them write and speak better. Finally, it was even believed that foreign



language learning would even help learners grow intellectually (Freeman and Anderson 32).

## **Direct Method**

Like GTM, the Direct Method (DM) is also a classical method. The method came into practice when GTM was not very effective in preparing students to use target language for communication (Freeman 23). The language teaching reforms in the nineteenth century, especially in Europe, were a fundamental change from grammar-translation to the DM (Kumari 56). The proposed reforms went through various labels and names such as “reform method,” “natural method,” “psychological method,” “phonetic method,” but the most important term used for was the DM . The DM has one basic rule: no translation is allowed. The name derives from the fact that meaning in the target language is directly conveyed through demonstration and visual aids (Freeman 22). This leads us to understand that Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the student’s mother tongue if meaning was conveyed directly through demonstration and action (Richards and Rodgers 9). The DM was introduced and officially approved in Germany and France, and it became widely practiced in the commercial schools of the United States by Sauveur and Maximilian Berlitz, since Berlitz never called it a DM but rather the Bertlitz Method (Richards and Rodgers 9).

## **Audi-Lingual Method**

The Audio-Lingual Method (ALM) is historically called the Army Method, The Michigan Method and New Key. The Army Method is the outcome when the United States of America participated in the Second World War. During the war, the American authorities realised the need for interpreters of various languages for the purpose of communication in order to know the languages of their allies and enemies (Brown 32). Thus, the Army Specialized Training Program was established in 1942. To take practical measures, 54 American universities, in addition to Michigan University, were involved in the program by the beginning of 1943. The very objective of the army method was to train army personnel to achieve conversational proficiency in various languages, which was not the only objective of the



conventional foreign language courses at the US institutions (Richards and Rodgers 44). The lasted only for two years, but received considerable attention in the popular press and the academic community. Therefore, the Army Method along with its suitability in regular language programs was discussed. Hence, linguists who developed the ASTP program were not interested in its suitability for regular language learning because an Army method like the DM has intensive contact with the target language rather than from any well-developed methodological basis.

## **Communicative Language Teaching**

Communicative Language Teaching (CLT) is a reaction to the classical methods when linguists felt that students did not know how to use the target language communicatively. The CLT approach was developed by Robert Langs in the early 1970s and soon gained popularity and has been adopted at the elementary, middle, secondary and postsecondary levels. CLT, according to Kumaravadivelu, is “... the driving force that shapes the planning, implementation, and evaluation of English language teaching programs in most parts of the world”. The emergence of CLT occurred when the field of language teaching was looking for a change since traditional language syllabuses such as grammatical and situational syllabuses failed to develop learners’ ability to use language for communication, so linguists attempted to design a syllabus that could accomplish the communicative goals of language teaching.

Wilkins’s notional syllabus had a significant impact on the development of CLT. In order to facilitate the communicative ability of learners, Wilkins included communication functions such as requests, denials, offers, complaints, etc. into the notional syllabus. The notional syllabus is superior to the grammatical syllabus because it develops the communicative competence and sustains the motivation of learners. It is further superior to the situational syllabus because it covers all kinds of language functions regardless of limitations. Here, the scope of CLT can be linked to the emergence of many independent European countries, where education became one of the activities of the Council of Europe. It encouraged conferences on language



teaching and the publication of books and monographs to develop alternative methods different from the ALM and Situational Language Teaching (Kumari 86).

The goal of CLT is to develop the communicative competence of learners, while the GTM develops the grammatical competence of learners. Grammatical competence is the subject matter of many grammatical books, which initially present the rules of grammar on one page and their exercises on the other. The unit of analysis and practice is the sentence. Besides this, grammatical competence is an important aspect of language learning, but it does not involve what is important for communication.

In conclusion, the analysis of various methods of language teaching demonstrates that each approach offers valuable insights and tools for developing learners' linguistic competence. Traditional methods such as the Grammar-Translation Method and Audio-Lingual Method provide a strong foundation in grammar and accuracy, while modern approaches like the Direct Method and Communicative Language Teaching emphasize fluency, interaction, and real-life communication. However, no single method can fully address all aspects of language learning or meet the diverse needs of learners. Therefore, effective language teaching requires a flexible and eclectic approach, where teachers thoughtfully combine different methods and techniques based on the learning context, students' proficiency levels, and educational goals. The integration of learner-centered and interactive strategies plays a crucial role in enhancing motivation, engagement, and overall learning outcomes. Ultimately, the success of language teaching depends not only on the chosen method but also on the teacher's ability to adapt, innovate, and create a supportive learning environment.

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