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## APPROACHES TO LANGUAGE TEACHING

**Abstract:** The article is written considering scientific research methods and actuality.

As we know the teaching approaches have some interesting relationships with each other. They sometimes overlap, support, complement and even contradict each other.

Keep in mind that each activity may not fall only into one category. It may join to two or more of these categories. Don't become strict about how these approaches are used in the classroom, just be aware of what they are and how they are used best.

Of course, no single approach can answer all of every teacher's questions, so it depends on your interest to be open-minded enough to try all of them and begin to see which one works best in which situations. Many language teachers these days do not use one single approach. They may use one approach one week and different approach the next. Also, all learners have different learning styles and different ideas about how language should be learnt.

As you can see, the teaching approaches vary in how specific they are about views on language and language learning and their typical classroom practices. Some are more developed in different areas than others. They all do have their own merits. It's up to you, the teacher, to use the proper approach to get the job done. You should use them right and be the best teacher that you can be.

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### Introduction

An approach to language teaching may refer to our view of language and our view of how language learning takes place. Sometimes approaches also refer to the ways or methods of teaching that we use in the classroom. Would you like to be the teacher students turn to when they really want to learn? They are familiar with the tried and tested teaching approaches that have been in development since chalk was invented. How to differ the various approaches? As you can imagine, there are many different approaches to teaching.

These reflect people's different views on what language is made up of, how languages are learnt and what classroom practices effectively bring about learning. These approaches have had a great influence on English language teaching practices and materials. The approaches have overarching assumptions that they are based on. The different teaching approaches can be classified into four theoretical orientations: structural, cognitive psychological and functional.

- Structural approaches believe that language can be reduced to a learnable set of building blocks. There are rules, known as grammar and syntax, that govern how to combine these basic elements. These rules

can be memorized to achieve a high level of proficiency in a language. There is a predetermined sequence in which a language should be learned. Grammar textbooks are the most commonly used material in this category.

- The cognitive perspective in learning a language puts the learner smack in the center of everything. Cognitive approaches look to answer questions like: How does a language be effectively learned? How does one make a set of vocabulary, words memorable and get them embedded in the long-term memory?

**Main part:**

According to this approach, the techniques, strategies and even the sequence of lessons are learned and they can't be predetermined. Learning a language is a conscious, information-processing event.

- In psychological approach, language learning is seen through issues like learners' motivation, a location's conduciveness to learning, teacher-student relations, stress levels etc. Is the teacher supportive enough to the students? Or is the classroom dynamic facilitating or inhibiting the acquisition of the language? Many of the insights in this category are related to the social psychology.

- Functional approaches often emphasize the spoken language over the written language, and profess that language isn't a set of grammar rules but rather a tool for communication. This has tremendous implications for the types of activities or the materials used. It often makes use of PPP stages in lessons, or of communicative activities. Communication is the most important aspect of language. And meaning is communicated through functions, grammar, vocabulary, discourse and skills. Of course, the best

way to learn language is to use it in interaction, rather than to learn about it. Among classroom practices fluency is more important than accuracy. Classroom activities focus on fluency much more than accuracy. Authentic materials (examples of real language used for real communication) provide useful input for learners and are therefore often used in the classroom. In the classroom, learners become active users of the language; the teacher's role focuses particularly on setting up communicative activities, providing correction after fluency activities, inputting language when needed. Communication is essentially the rationale for the language and this approach seeks to develop those skills that enable students to meaningfully engage with each other. As the teacher, your responsibility is to give the students as much opportunity and receive meaningful communication as possible. For example, you can let students introduce themselves, share their hobbies using the target language. Instead of just presenting the language, you're giving them a task that can only be accomplished by using the target language.

Grammar-translation approach. Everybody knows a language is made up of grammatical rules. And a language is learnt by analyses and applying grammatical rules. Just think about the scene: A teacher stands in front of the class, telling her students to turn their textbooks to the grammar part 'Verbs and Tenses'. She writes the different ways of forming the past tense of verbs on the board. She lists the general rules, and this list is promptly followed by – you've guessed the exceptions to the rules, those special cases that make grammar so exciting. Classroom practices contain of studying grammatical rules presented through grammatical terms, then applying them in

exercises. This is the classic way of teaching language. It began as a method to teach Latin and Greek and was generalized to teach any second languages. The approach has strong structural underpinnings and the emphasis is on the correct use of grammar, regardless of the substance or context. In this it is important to work out what language means by applying rules and emphasis on grammatical accuracy. The grammar-translation Approach is best when the goal is for the students to read or to write the target language, as well as appreciate its literature. In Grammar translation method, accuracy is emphasized rather than fluency but it is now highly recommended that accuracy should come at the last and fluency should preferred first. If the learners are corrected on their mistakes from the beginning, they will become hesitant to speak in the target language. When they start to speak, their minds will become ready to look upon the grammatical rules that they are using, so in this way they will become unable to be fluent in language. We know in Grammar translation method, a sentence is the basic unit of the language. The learners are made able to memorize certain rules of grammar and certain vocabulary which they have to fit everywhere they find a chance to use them. Here, grammatical rules and vocabulary are memorized in modern ways of teaching a language, because people have different learning styles.

**Direct Approach.** It's a response to the Grammar translation school, and this time, rather than the written form, the emphasis is on the spoken language and the development of oral skills. Grammar isn't taught explicitly but is learned inductively by the students through repeated exposure to the spoken language. Activities like pantomiming, word-picture association, question answer

patterns, dialogues and role playing give the students the chance to figure out the rules for themselves. And good news for your students- there are no grammar drills or analyses of written sentences. As a teacher, you won't use the students' mother tongue to teach concepts, only the target language is used in the classroom. Listening and comprehension thus become central to this approach. There are no vocabulary lists to memorize, but there are a lot of words and phrases to listen and become more familiar with. All things considered, it would not be hard to understand why the Direct approach has also been called as 'Anti-grammatical Method' and 'Reform Method'.

**Reading approach.** This is a very specific approach designed for a specific type of language learner. The student that most appreciates this method probably never intends to interact with native speakers in the target language. The student requires only one linguistic skill: Reading comprehension. So you do away with pronunciation and dialogues. The little grammar that you teach must be oriented towards understanding a piece of reading. And vocabulary words are learned in context. You need to teach elements like conjunctions, which brings phrases and sentences together, and negation, which changes the meaning of a sentence. In the Reading approach, learning a language is used as a means to a higher end. This approach has both structural and functional underpinnings.

**Audio lingual approach.** In this category it is believed that a language can be reduced to a basic set of sounds. After combining them you have spoken words. Those words when phonetically joined, become phrases and later become sentences. Unlike the Reading approach, the Audio lingual approach gives higher priority to the spoken

form than the written form. Classes are generally held using the target language. Activities like role playing and dialogues are demonstrated to the students until they get the pronunciations and rhythm right. On the other hand, mistakes are corrected quickly but gently. The teacher directs and controls the language behavior of the students. Teacher is a good model of the target language, especially for pronunciation and other oral skills. And students are imitators of the teacher as perfect model of the target language or native speakers in the audio recordings. Everyday speech and oral skills are important. Perfect pronunciation is required. Language is primarily for Oral communication. Its goals are to enable students to speak and write in the target language, to make students able to use the target language automatically without stopping to think, to form new habits in this language.

While traditional methodologies such as the audio-lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom. The communicative approach, which was in vogue in the late 90s, is still widely considered as the latest advancement in modern language teaching. However, it has become clearly evident that the needs of modern students have outpaced teachers' and book publishers' best strategies.

- **Task-based approach.** Traditional curriculum design and class planning revolved around the topics considered useful for students. This meant students were to learn the grammar and vocabulary that educators thought students needed to know. 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 ESL teaching. The tasks include reading, searching the Internet, listening to taped materials, selecting important vocabulary to teach other students etc. Task-based teaching is a methodology associated with the communicative approach. This approach isolates individual skills and competencies in order to teach material students actually need to know to meet their goals and objectives. For this method to work, teachers must understand their students' need and expectations in order to design lessons that help their students succeed.

- Much like the task-based approach, the project-based approach is meant to address to students' real needs by adapting language to the skills and competencies they truly need personally or professionally. This approach begins by determining the one, global objective that the individual or groups or students have. For example, if you are teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. They have to work on the specific project. Then the teacher discussed the difficulties his students encountered in addition, to covering all the vocabulary and grammar needed to complete each section of the project.

- **Lexical syllabus.** While the previous two approaches focus heavily on skills and competencies that students need to develop, this approach focuses on what language students actually need to produce. In particular, the actual words that students need to understand in order to conduct specific tasks. The approach is based upon the core language that students need to know. Activities can range from the matching pictures and definitions to working with dialogues.

Presentation, Practice and Presentation (PPT) According to the view of language, grammatical structures and functions are

the most important aspect of language. The language is learnt by first seeing new language in a context which shows its meaning, practicing it in controlled condition, then using it in freer conditions which give the learner less language support. In this, lessons move from the presentation stage to the practice stage to the production stage. And the teacher provides examples and gives information and guides students. Typical activities are situational presentations and miming at the presentation stage, drills at the controlled practice stage, role-play and information gap activities at the production stage.

Content and Language Integrated Learning (CLIL). Here the language serves to communicate meaning. Language is learnt mainly through acquisition and through using it. Language does not need to be obviously focused on. All aspects of language help communicate meaning, e.g. skills, lexis, grammar, functions. Content and Language Integrated Learning is an innovative approach to foreign language learning based on the integration of the language

with content with a dual- focused learning environment.

### Conclusion

Content and Language Integrated Learning relates to the teaching of the content - based subject by means of a language which is not the mother tongue of the students the classroom. CLIL is normally implemented in non- language related subject, being Science, Arts, History, Math the common ones in Primary and Secondary education throughout Europe. In all cases, teachers need to master and command the language in which they are going to communicate with their students. In this regard, it's normally taken for granted that teachers and language specialist who are fluent in foreign language are able to teach contents through this language.

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## DİL TƏDRİS METODLARIXÜLASƏ

**Xülasə:** Məqalə elmi tədqiqat metodları və aktualıq nəzərə alınmaqla yazılmışdır. Bildiyimiz kimi tədris üsullarının bir-biri ilə bəzi maraqlı əlaqələri vardır. Onlar bəzən üst-üstə düşür, bir-birini dəstəkləyir, tamamlayır və hətta ziddiyyət təşkil edir.

Yadda saxlamaq lazımdır ki, hər bir fəaliyyət yalnız bir kateqoriyaya aid edilə bilməz. O iki və daha çox kateqoriyaya birləşə bilər. Bu üsulların sinifdə necə tətbiq olunduğuna sət yanışmayın, sadəcə onların nə olduqlarını və ən yaxşı şəkildə necə istifadə edildiklərini bilin. Əlbəttə ki, yalnız bir üsul hər müəllimin bütün suallarına cavab verə bilmir, beləliklə hamısını sınaq və hansı birinin hansı situasiyada ən yaxşı şəkildə işləndiyini görməyə başlamaq üçün



kifayət qədər açıq fikirli olmağınız sizin marağınızdan asılıdır. Hal hazırkı zamanda dil müəllimlərinin çoxu yalnız bir üsuldən istifadə etmir. Onlar bir üsuldən bir həftə, digər üsuldən növbəti dəfə istifadə edə bilirlər. Həmçinin, bütün öyrənənlərin fərqli öyrənmə yolları və dilin necə öyrənilməsi haqqında müxtəlif fikirləri var.

Gördüyünüz kimi tədris üsulları dil və dil öyrənmə, eləcə də səciyyəvi sinif təcrübələri ilə bağlı baxışların nə dərəcədə uyğun olması ilə fərqlənir.

Bəziləri müxtəlif sahələrdə digərlərinə nisbətən daha çox inkişaf edib. Onların hamısının öz mahiyyəti var. Bir işi etmək üçün xüsusi üsuldən istifadə etmək səndən asılıdır, müəllim. Sən onları düzgün istifadə etməli və bacardığın kimi ən yaxşı müəllim olmalısan.

**Açar sözlər:** dil, tədris üsulları, ünsiyyət bacarıqları, öyrənənlər.

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### МЕТОДЫ ПРЕПОДАВАНИЯ ЯЗЫКА

**Резюме:** Статья написана с учетом методов научных исследований и актуальности. Как мы знаем что подходы к обучению имеют интересные отношения друг с другом. Иногда они перекрывают, поддерживают, дополняют друг друга.

Имейте в виду что, каждое действие не может быть отнесено только к одной категории. Это может присоединиться к двум или более из этих категорий. Не становитесь строгими о том, как эти подходы используются в классе, просто знайте, что они из себя представляют и как их лучше всего использовать.

Конечно, ни один подход к обучению не может ответить на все вопросы каждого учителя, поэтому зависит от ваших интересов быть достаточно открытым, чтобы попробовать все из них и начать понимать, какой из них лучше всего работает в какой ситуации. Многие преподаватели языка в наши дни не используют только один метод обучения. Они могут использовать один подход в одну неделю, а другой – в следующий. Кроме того, у всех учащихся разные стили обучения и разные представления о том, как следует изучать язык.

Как видите, подходы к обучению различаются в зависимости от того, насколько они специфичны в отношении взглядов на язык и изучения языка и их типичной практики в классе. Некоторые более развиты в разных областях, чем другие. У всех есть свои достоинства. Это зависит от вас, учитель, чтобы использовать правильный метод выполнить работу. Вы должны использовать их правильно, и быть лучшим учителем, каким вы можете быть.

**Ключевые слова:** язык, методы обучения, навыки обучения, учащиеся

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