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Language learning methods and their differences

Geldiyeva Khursandoy

Tashkent State University named after Alisher Navoi
University of Uzbek Language and Literature
Faculty of Translation Theory and Practice
305-group student
xursanoygeldiyeva@gmail.com

Abstract. There are several ways to learn a language today. Over time, various new and effective methods of language teaching are being discovered. Methods of language teaching also depend on the period and requirements. For example, in the past, language teaching was often based on grammar, that is, the theoretical grammatical part of the language was taught. They also prepare for a foreign language test for admission to higher education institutions. In the tests, questions were asked on foreign language grammar and entrants were prepared for grammar. Later, the shortcomings of this method became apparent: the student had only theoretical knowledge, could not speak the language he learned, could not express his opinion, could not use the new words he learned, failed to develop writing or reading skills and can pronounce new words correctly. These shortcomings are not immediately apparent, meaning that no single method has been developed to teach them simultaneously. Besides. Over the years, various methods have been developed, their successes and shortcomings have been studied, and effective methods of language teaching have been formed day by day.

Key words: language teaching, method, grammar, conversation, theory, dictionaries, correct writing, correct pronunciation, foreign language.

Introduction

A person who knows a language other than his native language gets to know another nation, its culture, and makes many friends. The concepts of "method", "methodology" and "technology" are widely used in pedagogical activity. However, it is possible to formulate a clear definition of concepts by analyzing the literature and summarizing the data. creates a unique teaching method that serves to achieve. In today's language market, the main offer is based on consumer demand. Today, language teaching has become more functional and integrated, and learning foreign languages, especially English, has become more relevant.

Several methods are currently offered to students studying English. One of them is the basic method. To do this, you need to read at least 2-3 years, study grammar in depth. This method is mainly used in the training of professional translators. Based on it, language is studied as a real and complete means of communication. At present, the fundamental method has not changed its



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purpose, but many other methods have entered the field of competition with the fundamental method. The most important thing in the learning process is how accurate the information.

Material and methods

A university student should not only excel in reading, writing and translating in English, but should also see English in the context of another folk culture. That's what an English teacher should focus on when teaching a language. In addition to the textbook, Headway Pronunciation is also included to improve pronunciation. In today's rapidly evolving world, another popular method of teaching English is the "intensive method". It is not possible to learn English intensively in 2 weeks, but hard-working, self-employed students learn the language easily in 3 months. They can encourage the student to learn the language faster. to help students acquire independent knowledge. In addition to the methods of language learning seen above, there are several basic methods.

The grammar translation method is a method of teaching foreign languages derived from the classical 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 target language, and to further students' general intellectual development.

Why would I use this method?

GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method.

Tests of grammar rules and of translations are easy to construct.

Class activities or learning games are rarely necessary, as students are translating text to another language directly. Teachers who are not fluent in English (but fluent in the other language that the students primarily use) can teach English using this approach, as the emphasis is not on the spoken word but on translations [<https://sites.google.com/site/theamazing>]

Results

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue.

Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.

This method intends for students to learn how to communicate in the target language



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This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue. [https://en.wikipedia.org/wiki/Direct_method]

Reading approach or reading method was first devised for English learners in India and French or German learners in the United States of America who have not the time to master the “active” or oral use of the language. It has also been advocated in England for pupils of inferior language-learning ability. Reading approach is like GTM (Grammar Translation Method) since it also stressed on written skills. Only the grammar necessary for reading comprehension and fluency is taught. But, it was flexible approach as far as the teaching is concerned.

Listening is one of the four basic skills of learning a foreign language listening, reading and writing. Students are taught from the time they enter the junior class while in high school, there are some problems in vocational school Students should listen to the recording.

The audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to break down the troublesome sentences into smaller part. Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.

Using contrastive The Audio-lingual Method, also known as the aural-oral, Functional skills, new key or American method of language teaching was considered a “scientific” approach to language teaching. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which is based on the aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy [<https://media.neliti.com/media/publications>].

The Oral Approach or Situational Language Teaching is an approach developed by British applied linguists between the 1930s and the 1960s. While it is unknown for many teachers, it had a big influence on language courses till the 1980s. Textbooks such as *Streamline English* (Hartley and Viney 1979) was designed following the SLT approach principles.

The Oral Approach or Situational Language Teaching is based on a structural view of language. Speech, structures and a focus on a set of basic vocabulary items are seen as the basis of language teaching. This was a view similar to that held by American structuralists, such as Fries. However, what distinguishes the situational Language Teaching approach is its emphasis on the presentation of structures in situations [<https://www.myenglishpages.com/blog>].

Discussion

Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our retention of material and understanding will increase. When we are aware of these mental actions, monitor them and control our learning processes it is called metacognition.



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The mind actively processes information from our senses (touch, taste etc.). Between stimulus and response are complex mental processes, which can be studied scientifically.

Humans can be seen as data processing systems.

The workings of a computer and the human mind are alike – they encode and store information, and they have outputs [<https://www.tutor2u.net/psychology>].

Affective Humanistic Approach The humanistic perspective focuses on the positive image of what it means to be human. Human nature is viewed as basically good, and humanistic theorists focus on methods that allow fulfillment of potential.

Student-centred teaching.

social personal development.

Provide opportunity for success.

Discovery learning.

Respects student's feelings and aspirations.

Right to self-determination [<https://prezi.com/myttnuj3ouh-/affective>]

The comprehension approach, unlike other forms of language learning, involves the process of learning a new language by understanding the meaning of words and phrases in the language. Other methods that can be used as part of a language learning process include the process of learning letters, symbols, and other images of language before understanding the meaning of words. The difference between the comprehension approach and other scientific approaches to learning a new language is that the comprehension approach is another measure of learning a new language. The comprehension approach typically involves a silent period in which the reader tries to master the different meanings of the words that make up the target language. How long the silence period lasts depends on the student's comprehension and general cognitive abilities, as the fast learner is able to master the basic concepts of the new language faster than others. In times of silence, the new language learner tries to understand as much as possible what words mean and how to pronounce them. The disadvantages of this approach are that some people who are not very self-confident may decide to wait until they fully understand language concepts, including correct pronunciation, before trying to speak the language. This may be because you don't want to mispronounce words or misuse language when you're trying to speak.

Communicative language teaching (CLT) or communicative approach (CA) is an approach that emphasizes the means and ultimate goal of learning to interact in language teaching. In an environment that uses communication, students learn and practice the target language using "real texts" (written in target language as well as language learning) that interact with each other and with the teacher. in class and out of class.

Students talk to partners about their personal experiences, and teachers teach topics outside the scope of traditional grammar to develop language skills in all types of situations. This method also encourages students to add their personal experiences to the language learning environment and to focus on the learning experience in addition to learning the target language. According to the CLT, the goal of language education is the ability to communicate in the target language. This differs from previous views on grammatical competence.



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The CLT also places the teacher as an assistant, not a teacher. In addition, the approach is a non-methodological system that does not use a series of textbooks to teach the target language, but focuses on developing oral and nonverbal skills before reading and writing.

Conclusion

In short, language learning is the most effective and beneficial for a person. There is also the idea that language is called human. I can say that the more languages a person knows, the more friends he makes, shares, exchanges ideas, learns about other peoples' cultures and expands his worldview. Learning a language is not an easy task, it is difficult and time consuming. It should be noted that language learning is becoming easier day by day. The main reason for this is the variety of methods and practices that facilitate language learning. Today, language is learned quickly and efficiently through a variety of methods. People who know the language know this, so we have to study many languages diligently.

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