



DIRECT METHOD OF TEACHING FOREIGN LANGUAGES FOR STUDENTS

R.J.Nasimova

Support teacher: Abdullaeva Nargiza Erkinovna

Student of the Faculty of Foreign Philology, Department of Foreign Language and Literature.

Annotation. *The article describes the process of development of the direct method of teaching foreign languages and analyzes the main characteristic features of its modern stage.*

Annotatsiya. *Maqolada chet tillarini o'qitishning to'g'ridan-to'g'ri usulini shakllantirish jarayonlari o'zgartiriladi va uning rivojlanishidagi zamonaviy hodisalarning asosiy xususiyatlari ochib beriladi.*

Аннотация. *В статье рассматривается процесс становления прямого метода обучения иностранным языкам и раскрываются основные особенности современного этапа его развития.*

Key words: *history of the methodology, natural method, phonemic contrasts, stages, goals, audio-visual method, educational structures, reverse, commercial correspondence, M. Berlitz method.*

The history of the methodology of teaching foreign languages has gone through several stages in its development: translation, grammar-translation, mixed, and finally, starting from the 60s of the XIX century, the direct, or natural method, which has become relatively widespread.

The process of mastering the native language by children is taken as the basis of the direct method, therefore, when teaching adults using the direct method, an absolute exclusion of the students' native language is provided. Each lesson is conducted with an oral lead, while using basically the same means and teaching methods.

Representatives of natural methods consider the goal of teaching a foreign language to be teaching oral speech, emphasizing, in addition, the need for cultural acquaintance of students with the country of the language being studied. They pay great attention to grammar and especially to phonetics. The basis of language learning is the intuitive assimilation of a connected phrase on the principle of imitation, i.e. language is learned intuitively, through imitation and rote repetition.

The development of the direct method (DM) is represented by several stages: PM of the reform period (1882-1914), the prerogative of whose adherents is the formulation of the correct pronunciation and the teaching of oral speech. The use of the native language is only in extreme cases; PM of the interwar period (1918-1939), based on the principles of behaviorism and using data from ethnolinguistics; the modern period of the development of the PM, synthesizing the achievements of the previous two stages of the development of the PM.

In general, when building their methodological systems for teaching a language, non-directives tend to follow the "field" descriptive work carried out by linguists of this



direction when describing a new language: a) phonemic contrasts are first analyzed; b) then syntactic structures are highlighted; c) finally, a description of the syntactic organization of the given language is derived on the basis of structural analysis. Proponents of modern PM believe that when teaching foreign languages, mnemonic processes prevail over mental processes, and the learning itself comes down to the acquisition of certain skills that require mechanical repetition (reinforcement).

The prerequisite for the creation of modern modifications of the PM in Germany, the USA and France was the economic development of these countries after the Second World War and a certain social order.

The goals of learning new foreign languages in all these countries are essentially the same: the practical acquisition of a language for a conversation with a foreigner and to familiarize students with the country of the language being studied, with its culture, art, etc.

In general, the recommendations of modern Western European adherents of the PM on the organization of the educational process do not differ significantly from the developments of methodologists of past periods of its development and boil down to the following:

- oral speech is much more important than written;
- phonetics should be given unremitting attention;
- all educational material should be studied on models (grammar in the first place);
- when selecting training exercises at any level, it is necessary to take into account the peculiarities of the native language of students, while the native language should be resorted to in exceptional cases;
- the practical goals of learning a language require multiple repetitions of the material being learned, with the obligatory observance of the structure and situationality characteristic of native speakers of a given language;
- without abandoning the use of visual aids recommended by straight-lineists since the time of the reform, it is necessary to use audio-lingual and other modern technical means as much as possible;
- for effective language learning, the most careful selection of all language material to be memorized should be carried out.

Perhaps one of the most striking examples of modern AM can be the so-called French audio-visual method (AVM). The basic principles of AVM are reduced to the following three provisions:

- the material is introduced and semantized with simultaneous auditory-visual perception. Given that each sounding phrase corresponds to a visual image of a certain situation, ABM supporters use the image as the main element, which, in their opinion, is a segment of reality and should be voiced in a foreign language at the time of its consideration;
- the main educational material is dialogues, all other educational materials are auxiliary. Emphasizing the importance of this provision, the French Methodists declare



that the dialogue makes it possible "from the inside" to consider all the features of the people speaking the language being studied, to apply the expressions most characteristic of it, to study the language on the basis of natural situationality (the latter is also characteristic of the PM of past periods, when the language was studied on the basis of artificially dramatized texts);

- the student must memorize the material by repeating the structures of the language, which should not be decomposed into their components, but trained "globally", i.e. entirely.

Direct method of teaching foreign languages

However, educational structures, according to AVM supporters, should not completely change the usual learning of the language in general and grammar, in particular, while American methodologists seek to completely "reverse" traditional language learning based on memorization of its models. It was in the United States that teaching foreign languages with the help of PM has become a profitable business.

The main provisions of the methodology of non-straight forwardists are most clearly outlined by the American M. Berlitz and are as follows: a direct association of perception (perception) and thought with foreign speech and sounds is necessary; only a foreign language is constantly used in the classroom. According to M. Berlitz, these goals can be achieved by teaching specific vocabulary by demonstrating objects; abstract - with the help of mental associations; grammar - with the help of examples and visual aids. The main features of the M. Berlitz method:

- classes are held exclusively in the target language;
- only the vocabulary that is necessary in everyday life is studied;
- speaking and listening are taught using sequential speech patterns and the exchange of questions and answers between the teacher and students;
- grammar is not explained separately, but is presented exclusively inductively;
- new words are explained with the help of demonstration of visual aids, facial expressions and gestures, but never - with the help of translation;
- the number of students in the group is small and classes are held for 3-4 hours a day.

M. Berlitz completely excluded the native language from the educational process, believing that difficulties in learning a foreign language and grammar are created only by translating and comparing the meaning of words and forms in two languages. The full term of study in his schools covers four courses, of which the first three aim to teach students all types of speech activity - speaking, reading and writing, and the fourth is of a specialized nature - the study of commercial correspondence, literature, etc.

The M. Berlitz method was a great success among wealthy highly motivated clients, but attempts to introduce it in high school did not bring the desired results, because it does not take into account the realities of school education and does not have a strict methodological basis. In addition, the direct method has a number of disadvantages: not all teachers who are native speakers are professional enough to adhere to methodological principles, and, in addition, they often have to go into lengthy explanations in cases where



it would be much more efficient to give a short explanation in their native language. students. Among its other shortcomings, one should also note the high cost of education, the need for special TCO and long-term classes, the lack of fundamental teaching methods, the dependence of the success of the educational process almost exclusively on the experience and personality of the teacher. The direct method of teaching foreign languages is of considerable interest, although it is not free from shortcomings. Its main provisions can be used with certain reservations in domestic universities and in foreign language courses.

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