

THE TRADITIONAL METHODS OF LEARNING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

The actuality of this article is determined for the modern education of our republic as enormous. In today's rapidly evolving digital landscape, the integration of technology in education has become increasingly prevalent. Higher Education Institutions are continuously exploring innovative approaches to teaching and learning to meet the diverse needs of students and prepare them for the future. Many methods are very new and mostly unknown. Using these kinds of latest Western teaching technologies will surely contribute to the great future of our country. There are different effective technique of learning, designing friendly learning environment and encouraging motivation. Role – play s, working in pairs or in groups, debates, games have got a great effect. The influence of teacher is minimized, so all the attention is addressed at the student. Communicative language teaching can be seen as describing a set of principals about language learning and teaching as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. The form and pair group work requiring negotiation and cooperation between learners, fluency based activities that encourages learners to develop their confidence, role- plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

Key words: communicative, request, model, grammar, pronunciation, functions, students practice, motivation, language learning, processes.

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The traditional communicative methods of enhancement programs in higher education institutions aim to equip students with the necessary skills to communicate effectively in academic, professional, and social contexts. These programs often involve various instructional methods and activities designed to develop students' verbal, written, and interpersonal communication abilities. Understanding the perceptions and experiences of both students and instructors participating in communicative skills enhancement programs, exploring their perspectives on program objectives, methodologies, outcomes, challenges and recommendations for future enhancements. Perhaps the majority of the language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give detailed account of what they mean by "communicative" explanation very widely.

Opportunities to learn English are provided in many different ways such as through formal, instruction, travel and study abroad as well as through media and the Internet. The worldwide demand for English has created an enormous demand for quality language

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teaching and language teaching materials and resource. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills and fluency in English is a pre - require site for success and advancement in many fields of employment in today's world.

The main point in the center of the process is learner, student –not a teacher. Unlike, the audio-lingual method of language teaching, which realize on repetition and drills, the communicative approach can leave students suspense, as to the outcome over class exercise, which will vary according to their reactions and responses.

The real – life simulations change from day to day. Student's motivation to learn comes from their desire to communicate in meaningful ways. Millions people today want to improve the command of English or to ensure that their children achieve a good command of English. Grammatical competence refers to the knowledge we have over language that accounts for our ability to produce sentences in a language.

It refers to knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on the page and provide exercises to practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language.

Consider the following sentences that are all requests for some one to open a door. Imagine that the context is normal communication between two friends. They conform to the rules of grammatical competence (GC), communicative competence (CC), or both.

GC, Cc

Please, open the door.

I want the door to be opened by you.

Would you so terribly kind to open the door for me?

Could you open the door?

Opening the door for me

Would you mind opening the door?

Opening the door is that I request.

Our understanding of the process of second language learning has changed considerably in the last 30 years.

Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. By memorizing dialogues and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. In recent years, learning language has been viewed from a very different perspective. It is seen as resulting from processes such as:

- . Interaction between the learner and users of the language
- . Collaborative creation of meaning
- . Creating meaningful and purposeful interaction through language
- . Negotiation of meaning as the learner and his or her understanding
- . Learning through attending to the feedback learners get when they use the language
- . Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- . Trying out and experimenting with different ways of saying, things.

Communicative language teaching can be understood as a set of principles about the goals of language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Techniques that were often employed included memorization of dialogues, question-and answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation, and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made mistakes these would quickly become a permanent part of the learner's speech.

Methodologies based on these assumptions include audio lingualism (in North America), and the structural situational approach (in the United Kingdom).

In the typical audio-lingual lesson, the following procedures would be observed:

1. Students first hear a model dialogue (either by the teacher or on tape) containing key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation and fluency. Correct of mistakes of pronunciation or grammar is direct and immediate. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book throughout this phase.

2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

3. Certain key structures from the dialogues are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanations may be offered at this point, but this is kept to an absolute minimum.

4. The students may refer to their textbook and following up reading, writing or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further new grammar structure is presented, often by means of conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Students practice using the new structure in different contexts, through drills or substitution exercises. Students practice using their own content or information, in order to develop fluency with a new pattern.

Many speaking- or – grammar – based lessons in contemporary materials, for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching point are given in different contexts. This is often followed by a second phase in which the students practice using the new teaching point in a controlled context using content often provided by a teacher. The centrality of grammar in language teaching and learning was questioned, since it was, argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention, shifted to the knowledge and skills needed to use grammar and often aspects of language appropriately for different communicative purpose, such as, making requests, giving advice, making suggestions, describing wishes and needs and so on.

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking and frequently the scene of a classroom during a communicative exercise is active with students leaving their seats to complete a task. Because of the increased responsibility to participate,

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students may find they gain general. Students are more responsible managers of their own learning.

In the discussion method, the class is divided into two groups of participants, who then debate a topic in a reasoned and organized fashion. This could be a formal parliamentary debate or a more simplistic model. A debate usually involves these parts:

- a. Decide upon the motion to be debated.
- b. Divide the class into teams and decide which will argue for (pro) and against (con) the motion.
- c. Pro and con teams take turns adding a statement or refutes that of the opposing team.
- d. The instructor explains which arguments he found most and least compelling as an expert commentator.
- e. As a group, the participants upon whether their beliefs have changed as a result of the debate.

One group of the participants can be the jury. After the two teams have made their arguments, the jury will summarize the debate, discuss strengths and weaknesses of the arguments, and make a decision. This can take the place of the debriefing or precede the debriefing by the facilitator. Time required: 1-2 minutes of debate and 10-15 minutes of debriefing.

Online debates can take a very long time, so either a synchronous or nearly synchronous format would probably be best. A twitter channel might be the best place for this. The ease of accessing older Tweets changes from month to month but there are currently several ways to achieve the class's Tweets. Tweets including Tweets Data. Google Docs and others do not typically work well for debates, but if you have an extraordinarily well-behaved group of students, it could work as well. Following are some research-based-strategies for motivating students to learn. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.

Get to know your students. You will be a better tailor your instruction to the students' concerns and backgrounds, and your personal in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their ability.

Use examples freely. Many students want to be shown why a concept or technique is useful before they want to study further. Inform students about how your course prepares students for future opportunities.

Use a variety of student active teaching activities. These activities directly engage students in the material and give them opportunities to achieve a level of mastery.

Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.

Cooperative learning activities are particularly effective as they also provide positive social pressure.

Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriate by challenging in view of the experience and aptitude of the class.

Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.

Negative comments should pertain to particular performances, not the performer offer, stress opportunities to improve look for ways to stimulate advancement and avoid dividing students into sheep and goats.

Give students as much control over their own education as possible. Let students choose paper and projects topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

Nowadays, when teachers evaluate language teaching activities, they often say “This activity is not communicative enough”. But what does it mean by being communicative?

It should be noted that it is extremely difficult (if not impossible) for an activity to meet all the criteria discussed above, and these criteria are not without controversial understanding. So, if an activity does not mean the activity is necessarily a bad one. The value of an activity should be judged according to what the activity is aimed at and in what context the activity is used.

Too, often, schools – not only elementary schools, but also college classrooms adult literacy classes – fail to capitalize on what is known about how people learn most effectively. To design effective school – based learning, we need to rethink the assumptions that underlie formal schooling.

Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners’ communicative needs and this resulted in proposals to make needs analyses is an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information - gap activities.

Today communicative language teaching can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task-based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning. Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the start in point in planning teaching.

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