

THEME: METHODS OF TEACHING FOREIGN LANGUAGES.

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Annotation

This article provides an overview of the main methods of teaching foreign languages, including Grammar-Translation, Direct Method, Audio-Lingual Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), technology-enhanced learning, and Content and Language Integrated Learning (CLIL). The article discusses the features, advantages, and limitations of each approach, emphasizing the importance of adapting methods to specific educational contexts for effective language acquisition.

Key words: foreign language teaching, grammar-translation, communicative method, language learning, task-based learning, CLIL, teaching methods

Annotatsiya

Ushbu maqolada xorijiy tillarni o'qitishning asosiy usullari — grammatik tarjima usuli, bevosita metod, audiolingval usul, kommunikativ til o'qitish (CLT), topshiriqqa asoslangan o'qitish (TBLT), texnologiyalardan foydalanilgan ta'lim va fan-til integratsiyalashgan o'qitish (CLIL) haqida umumiy ma'lumot beriladi. Har bir

usulning xususiyatlari, afzalliklari va kamchiliklari ko'rib chiqilgan bo'lib, samarali til o'zlashtirish uchun metodlarni o'quv sharoitiga moslashtirish muhimligi ta'kidlanadi.

Kalit so'zlar: xorijiy til o'qitish, grammatik tarjima, kommunikativ metod, til o'rganish, topshiriqli o'qitish, CLIL, o'qitish usullari

Аннотация

В статье представлен обзор основных методов обучения иностранным языкам: грамматико-переводного метода, прямого метода, аудиолингвального метода, коммуникативного подхода (CLT), обучения на основе выполнения заданий (TBLT), технологий в обучении и предметно-языкового интегрированного обучения (CLIL). Рассматриваются особенности, преимущества и ограничения каждого подхода, подчеркивается необходимость адаптации методов к конкретным условиям обучения для достижения эффективного усвоения языка.

Ключевые слова: обучение иностранным языкам, грамматико-переводной метод, коммуникативный метод, изучение языка, метод обучения на заданиях, CLIL, методы обучения

Methods of teaching foreign languages.

The teaching of foreign languages has evolved significantly over time, influenced by changing educational theories, advances in technology, and the growing need for multilingual communication in a globalized world. Today, educators can choose from a variety of methods, each with its own strengths and limitations. Understanding these approaches helps teachers create effective and engaging learning environments suited to the needs of their students.

One of the earliest and most traditional methods is the **Grammar-Translation Method**. Rooted in classical language instruction, this approach emphasizes reading and writing skills, vocabulary building, and the direct translation of texts. While it helps

learners develop strong reading comprehension and knowledge of grammar rules, it often neglects speaking and listening skills, making it less suitable for communicative competence.

In contrast, the **Direct Method** focuses on immersive learning, where only the target language is used in the classroom. This method prioritizes oral communication and listening, helping learners think in the foreign language rather than translating from their native tongue. Vocabulary is taught through context and visual aids, and grammar is learned inductively. Although effective for spoken fluency, it requires skilled teachers and may not be practical in large or mixed-ability classrooms.

The **Audio-Lingual Method**, developed during World War II for military training, relies heavily on repetition and drilling. Language patterns are reinforced through habit formation, with a strong focus on correct pronunciation and grammar. While this method can help establish accurate speech habits, it has been criticized for lacking context and meaningful communication, which can limit its effectiveness in real-life language use.

With the rise of communicative competence as a key goal in language education, the **Communicative Language Teaching (CLT)** method has become widely adopted. CLT emphasizes interaction as both the means and goal of learning. Students engage in meaningful tasks, such as role-plays, problem-solving activities, and group discussions, using the language to communicate real ideas. This method fosters fluency, confidence, and cultural awareness. However, it can sometimes overlook the systematic teaching of grammar and may be challenging to implement with beginners.

CONCLUSION

The choice of teaching method depends on various factors: learners' age and level, learning goals, classroom context, and available resources. An effective foreign language teacher often blends several approaches, adapting them to suit the needs of their students. By combining the best elements of each method, educators can create

dynamic, inclusive, and effective learning environments that prepare students for meaningful communication in a multilingual world.

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