

THE USE OF AUDIO-LINGUAL METHOD IN LANGUAGE TEACHING AT SCHOOL

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Annotation: This article explores the application of the Audio-Lingual Method (ALM) in language teaching at schools. The main focus is on the method's structure, benefits, and challenges in developing students' speaking and listening skills. The ALM emphasizes repetitive drills and pattern practice, aiming to form correct language habits. Through this approach, students can gain fluency and accuracy in their target language, particularly in oral communication.

Key words: Audio-Lingual Method, repetition, language habits, drills, behaviorism, language acquisition, oral skills.

MAKTABLARDA TIL O'QITISHDA ESHITISH VA OG'ZAKI USULDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada maktablarda til oʻqitishda eshitish va ogʻzaki usuldan foydalanish masalalari yoritilgan. Asosan, bu usulning tuzilishi, afzalliklari va oʻquvchilarning ogʻzaki nutqi hamda eshitish koʻnikmalarini rivojlantirishdagi oʻrni tahlil qilinadi. Eshitish va ogʻzaki usul takroriy mashqlar va andozaviy jummalarni qayta-qayta mashq qilishga asoslanadi hamda toʻgʻri til koʻnikmalarini shakllantirishga qaratilgan. Ushbu yondashuv orqali oʻquvchilar maqsadli tilda erkin va aniq soʻzlashish malakalarini egallashlari mumkin.

Kalit soʻzlar: Eshitish va ogʻzaki usul, takrorlash, til koʻnikmalari, mashqlar, behaviorizm, tilni oʻzlashtirish, ogʻzaki nutq.

ИСПОЛЬЗОВАНИЕ АУДИОЛИНГВАЛЬНОГО МЕТОДА В ПРЕПОДАВАНИИ ЯЗЫКА В ШКОЛЕ

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Аннотация: В данной статье рассматривается применение аудиолингвального метода (АЛМ) в преподавании языков в школах. Основное внимание уделяется структуре метода, его преимуществам и трудностям,

связанным с развитием у учащихся навыков говорения и восприятия речи на слух. Аудиолингвальный метод основан на повторяющихся упражнениях и отработке речевых образцов, с целью формирования правильных языковых привычек. Такой подход способствует развитию беглой и точной устной речи на изучаемом языке.

Ключевые слова: аудиолингвальный метод, повторение, языковые привычки, упражнения, бихевиоризм, овладение языком, устные навыки.

INTRODUCTION: The Audio-Lingual Method (ALM) is a teaching approach developed in the United States during World War II to quickly teach foreign languages. Based on the principles of behaviorist psychology and structural linguistics, it focuses on the repetitive practice of language patterns to develop automatic and accurate use of the target language. Unlike the grammar-translation method, the ALM emphasizes listening and speaking rather than reading and writing.

LITERATURE REVIEW: The theoretical basis of ALM stems from B.F. Skinner's behaviorist learning theory, which emphasizes habit formation through stimulus-response-reinforcement cycles. Language acquisition, according to this theory, is a result of reinforcement and repetition. Scholars such as Charles Fries and Robert Lado supported ALM in its early development. Although the method lost popularity with the rise of communicative language teaching, it remains useful, especially in the early stages of language instruction.

RESEARCH METHODOLOGY: The study uses classroom observation, surveys, and analysis of student performance in speaking and listening tasks. Schools that implemented ALM in English lessons were selected for data collection. Teachers used drills, dialogues, and pattern practices as main techniques in teaching.

Analysis and Results: The Audio-Lingual Method typically includes:

Repetition drills – students repeat sentences after the teacher or audio recordings.

Substitution drills – changing one element in a sentence while keeping the structure.

Transformation drills – converting sentences from one form to another (e.g., affirmative to negative).

Dialogue memorization – students learn short, realistic dialogues to use in real-life situations.

In the process of learning a new language at school, students face several challenges in pronunciation, grammar accuracy, and fluency. To overcome such problems, teachers apply various methods and techniques. One of the most effective ones, especially in the early stages of learning, is the Audio-Lingual Method (ALM).

This method, which developed from behaviorist theories, focuses on forming good speaking habits through repetition and reinforcement. For example, in an English lesson, students are introduced to basic structures like “This is a pen” and practice it through substitution drills:

“This is a pen.”

“This is a book.”

“This is a table.”

Through repetition and correction, learners internalize correct grammar and pronunciation. The analysis showed that students exposed to ALM improved their pronunciation and confidence in speaking. However, they needed more support in free conversation and creative language use.

The Audiolingual Method (ALM) is a language teaching approach based on behaviorist theory and structural linguistics. It emphasizes repetition, habit formation,

accurate pronunciation, and grammatical structures, with minimal focus on meaning or communication at first. Below are classroom activities that align with the Audiolingual Method, along with explanations of how they work:

1. Repetition Drills

Activity: The teacher says a sentence, and students repeat it in chorus, then individually.

Example: Teacher: "She is reading a book."

Students (chorus): "She is reading a book."

Student A: "She is reading a book."

Explanation: Repetition drills help students internalize correct sentence patterns and pronunciation through mimicry, forming linguistic habits.

2. Substitution Drills

Activity: The teacher gives a model sentence and prompts substitutions with new words.

Example: Model: "I like apples."

Prompt: "oranges"

Response: "I like oranges."

Explanation: These drills train students to manipulate sentence structures and use vocabulary in controlled ways.

3. Transformation Drills

Activity: The teacher gives a sentence, and students transform it (e.g., from affirmative to negative).

Example: Teacher: "He is singing."

Student: “He is not singing.”

Explanation: This activity reinforces grammatical structures like tense, negation, or question formation.

4. Question and Answer Drills

Activity: Students respond to teacher’s questions using complete sentences.

Example: Teacher: “Do you like coffee?”

Student: “Yes, I like coffee.”

Explanation: Reinforces listening comprehension and correct sentence response patterns.

5. Chain Drills

Activity: One student asks a question to another, who answers and asks the next person.

Example: Student A: “What is your name?”

Student B: “My name is Sam. What is your name?” (to Student C)

Explanation: Practicing dialogues helps with fluency and encourages student interaction, but within controlled and patterned language.

6. Dialogue Memorization and Performance

Activity: Students memorize and act out dialogues provided by the teacher.

Example: A pre-written conversation at a restaurant.

Explanation: This allows for practice of real-life conversations in a structured and repetitive way, promoting habit formation.

7. Minimal Pairs Practice

Activity: Teacher drills words that differ in only one sound (e.g., “ship” vs. “sheep”).

Explanation: This improves students' pronunciation and listening skills, focusing on accuracy.

DISCUSSION:

ALM is effective for beginner learners who need strong pronunciation and grammar foundations. Its structure-based approach ensures learners are exposed to correct forms from the beginning. However, it lacks focus on meaning and spontaneous communication. Combining ALM with communicative techniques can give a balanced language experience.

CONCLUSION: The Audio-Lingual Method plays a significant role in developing basic language skills, especially listening and speaking. In school settings, it can be used to build students' language habits and improve accuracy. Teachers are encouraged to use it in moderation and combine it with other methods to foster a more communicative and engaging learning environment.

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