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THE MOST COMMON METHODS IN TEACHING FOREIGN LANGUAGES USE OF GRAMMAR TRANSLATION METHOD

Sharipova Guzal
Samarkand State Institute of Foreign Languages Doctoral (PhD)

Abstract
This article analyzes the most widely used approaches and methods in teaching second and foreign languages. It examines the theoretical and pedagogical foundations of various language teaching methods, highlighting their characteristics, advantages, and disadvantages in the educational process. The study emphasizes the importance of selecting appropriate teaching methods according to learners' needs, goals, and educational contexts. Furthermore, the article discusses the distinction between the concepts of "method" and "approach" in language teaching and reviews the contributions of linguistic and pedagogical theories to the development of modern language instruction. The findings demonstrate that there is no single universal method suitable for all learners, as language acquisition depends on individual objectives, learning environments, and instructional strategies.

Key words: second language acquisition, foreign language teaching, language teaching methods, language learning approaches, pedagogical theories, communicative competence, Direct Method, curriculum development, language instruction, teaching techniques.

This article presents linguistic analysis of the most common methods and approaches that have been created to teach second and foreign languages. I would like to make teachers aware of the characteristics of these methods, and some of their advantages and disadvantages for learning a second language. It is a fact that sometimes language teachers find them-selves trapped in circumstances where they are forced to follow a method imposed by the school adminis-trator or the district in which they teach; however, the method chosen to teach the course, may also be far from satisfying the learners' needs. Teachers and curriculum developers have spent many hours, months, and years doing research and experiments to prove which method is the most effective one. However, even though this has been a controversial issue throughout the years, it is difficult to prove which method is the best one, taking into consideration that the goals and purpose for learning the target language may be different for many language learners.

The purpose of this article is to analyze the different approaches, methods, and techniques, as well as some of the major issues in teaching foreign and second languages. There is discused many of the pedagogical and linguistic theories that have been implemented to create and teach these methods. The first thing that language instructors should know is that there is a difference between a method and an approach. An approach is based on a model of theory and a hypothesis, and its philosophical standpoint is based on language teaching, such as the one used in the Direct Method. Anthony argues that a method is a set of techniques; therefore, a method is based on the steps teachers follow to teach a second or foreign language.

In addition, he considers that a technique is the activity that the language teacher uses in the class, which in some way, can be related to language teaching strategies. Many of the techniques that are used in the different methods for teaching ESL/EFL overlap, such as:

listening comprehension, writing, speaking, reading, repetition.

There are some common methods of teaching foreign languages. The Grammar Translation Method was used for many years to teach second and foreign languages, in formal and informal settings. The advocates of this method believed that learning classical languages, such as Greek and Latin, was relevant to cultivate the mind. Therefore, during this period, the goal for teaching Latin and Greek was not for the learners to achieve oral competency, but rather to be able to read the literature in these languages and to acquire a proper education.

The strategies used for teaching this method are based on grammatical analysis of the rules of the language, and the translation of sentences and texts from one language into another. Therefore, memorization of vocabulary and syntax is paramount in this method. The teaching philosophy focuses more on reading and writing instead of speaking and listening; as a result, it is hard to expect that students will reach communicative competence when using this method. In Grammar Translation, good language learners are those who acquire skills to translate correctly from one language into the other. The teaching of grammar is carried out in a deductive way, so grammar rules are taught explicitly. Since Grammar Translation is teacher-centered, much time is devoted to the explanation of grammatical rules, and the language instructor expects students to listen and take notes from lectures. Consequently, one can observe how in the Grammar Translation Method students do not have a proper interaction and cannot use the language in a communicative context. The students also learn grammatical structures such as verb conjugations, and memorization of native-language equivalents for target language; consequently, a great part of this method relies on memorization of rules and words.

The Direct Method arose as a challenge to the Grammar Translation Method. One of the first founders of this method was Francois Gouin, who spent time observing how children acquire their native language. Based on his investigation, he implemented the same strategies to teach second languages . The Direct Method, allows students to use the language in situational contexts. Moreover, the teaching of explicit grammar rules is avoided; students are expected to infer them. In the Direct Method, language learners develop writing skills from the beginning of the course, and students are expected to learn about the cultural values of native speakers, so they learn history, literature, and customs of the native speakers in the target language. Even though in this method the language learners are using language in a more communicative approach than in Grammar Translation, it is still considered a teacher-centered approach. The language instructor's role in this method is to explain the vocabulary and its meaning through body language, mimicry, and pictures. The lessons are designed in a situational way, so the students can practice real -life skills such as banking, phone calls, a conversation in a store, a post office, and other social settings. In the Direct Method, learners are expected to develop the four skills, but more emphasis is put on speaking skills. The learners' L1 must be avoided at all cost; therefore, they will be encouraged to speak in the target language only.

The Audiolingual Method goes back to World War II and was created with the idea of expanding the English language to other countries. The method focuses on the teaching of oral communication and listening comprehension with the goal of using the language in a social context. Learners are expected to learn the vocabulary with support of visual aids, such as pictures, photos, filmstrip, and the spoken word. Learners are expected to learn the vocabulary with the support of visual aids, such as pictures, photos, film strip, and the spoken word. One of the strategies to teach this method is to place emphasis on overcorrection, so, the use of drills is

paramount. Memorization and practice drills are used extensively to establish the new language skills as habits.This method does not focus on meaningful communication because communication in a language is not about memorizing dialogues, but using language in a social context. One of the first textbooks created to teach the Audiolingual Method was the Lado series; it was designed to teach lessons with the use of recordings supported by visuals. The Lado textbooks were not based on a meaningful communication approach, so these books were later considered ineffective for learning English as a second and foreign language. The following are some of the characteristics of the Audiolingual Method: it focuses on form rather than meaning; therefore, emphasis is more on language structures, memorization of dialogues is paramount in the lessons, drilling of exercises is the main strategy for teaching the target language; in addition, the language does not have to be taught in context. In this method, teachers place much emphasis on pronunciation and reading; writing skills are not introduced until later stages. The Audiolingual Method is a teacher- centered, not student-centered, method. method. The teacher is the director, and controls the learning process in the classroom, and to a higher extent, he/she will try to predict how learners will learn the language.

So it is well known that most applied linguists that most language teaching methods come and go; however, even though one method usually replaces another, it is relevant to know that the latter can take many strategies and techniques from the former, and even from other previous methods. As a result, what one may assume is new in the field of second language teaching, may have already been used before in other previous methods. In addition, as was stated at the beginning, every single person has a different purpose for learning a second or foreign language. One can find a learner who worries more about developing proficiency in two skills, such as listening and speaking. It is common sense that this learner wants to use the language as an instrument for oral communication; therefore, his or her goal will be to achieve oral communication. On other hand, there are learners who want to achieve proficiency in the four skills, therefore, they will need to dedicate more time to learn the target language and use different methods, approaches, strategies, and techniques to develop full proficiency in the target language. As the linguist, Henry Sweet mentioned, a good method must, be comprehensive and eclectic. It must be based on a thorough knowledge of the science of language phonetics, sound-notation, the grammatical structure of a variety of representative languages, and linguistic problems generally. Taking this statement into account, one can clearly observe how Sweet had a vision that language teachers had to be eclectic and not expose themselves to one method only. It is logical that the best way to learn a foreign language is by applying the different methods, strategies and approaches available, and not just limiting oneself to one method.

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