

INTERNATIONAL METHODS USED IN TEACHING FOREIGN LANGUAGES: SIMILARITIES AND DIFFERENCES OF AUDIOLINGUAL AND TOTAL PHYSICAL RESPONSE METHODS AND THEIR PRACTICAL APPLICATION

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ABSTRACT: This article talks about the international methods that are widely used in teaching foreign languages today, what is their purpose, and how they are put into practice, with the help of examples. In the example of two different methods, the similarities and differences between them and the skills they can develop are discussed.

Keywords: Foreign languages, Huebner, Rivers, audiolingual method, total physical response method, speaking, pronunciation, physical movements.

МЕЖДУНАРОДНЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ: СХОДСТВА И РАЗЛИЧИЯ АУДИОЛИНГВАЛЬНЫХ И ТОТАЛЬНЫХ ФИЗИЧЕСКИХ МЕТОДОВ РЕАГИРОВАНИЯ И ИХ ПРАКТИЧЕСКОЕ ПРИМЕНЕНИЕ

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АННОТАЦИЯ: В данной статье на примерах рассказывается о международных методах, которые сегодня широко используются в преподавании иностранных языков, какова их цель и как они применяются на практике. На примере двух разных методов обсуждаются сходства и различия между ними, а также навыки, которые они могут развивать.

Ключевые слова: Иностранные языки, Хюбнер, Риверс, аудиолингвальный метод, метод тотальной физической реакции, говорение, произношение, физические движения.

XORIJIY TILLARNI O'QITISHDA QO'LLANILUVCHI XALQARO METODLAR: AUDIOLINGUAL VA UMUMIY JISMONIY JAVOB METODLARINING O'XSHASHLIK VA FARQLI JIHATLARI HAMDA ULARNI AMALIYOTDA QO'LLANILISH USULLARI

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ANNOTATSIYA: Ushbu maqolada bugungi kunda xorijiy tillarni o'qitishda keng qo'llanib kelinayotgan xalqaro metodlar haqida so'z yuritilgan bo'lib, ularning nima maqsadda yaratilgani, qay tartibda amaliyotga joriy etilayotgani misollar yordamida yoritib berilgan. Ikki turlicha metodlar namunasida ular o'rtasidagi o'xshashlik va farqli jihatlar, ular rivojlantira oladigan ko'nikmalar to'g'risida fikr yuritilgan.

Kalit so'zlar: Xorijiy tillar, Hyubner, Riverz, audiolingual metod, umumiy fizik javob metodi, so'zlashuv, talaffuz, harakatlar.

Introduction

A student who begins to learn foreign languages, first of all, pays great attention to increasing vocabulary. The reason is that the more vocabulary you have in a certain language, the more you will be able to speak that language freely. After all, the main goal of learning a language is to communicate effectively with people around you, including being aware of the news and discoveries happening in around the world, and having the opportunity to become a part of them. As noted, speaking skills are of great importance to foreign language learners, and together with writing skills, it serves as a pillar of the language. Huebner (1969:203) stated that speaking is the most important aspect of communication and is the most used unit in our life compared to reading and listening. According to Rivers (1964), the ability to speak ensures the expression of a person's thoughts, views and feelings. Audiolingual and total physical response methods used in teaching foreign languages are also one of the methods that support the above-mentioned ideas.

As for the audiolingual teaching method, this method is based on oral speech and has a strong theoretical base. Audiolingual method develops speaking and listening skills in learners and expands available opportunities. Since the audiolingual method is based on repetition, it also strengthens the ability to memorize a certain amount. In addition, language teaching and learning through the audiolingual method is a basement for correct pronunciation.

The total physical response method is a vocabulary-based method that mainly teaches words by demonstrating physical movements. This method also makes a significant contribution to strengthening the memory of students. Words in a foreign language are kept in the student's memory for a long time because they are explained with the help of movement.

In the audiolingual method, students are first introduced to words, phrases and sentences. Words that are unfamiliar to them are explained in definitions or in the languages of which the learners are native speakers. After that, the teacher pronounces sentences in a foreign language in turn. After one full explanation, students gradually begin to pronounce on their own. In this process, the teacher pays attention to the pronunciation of each student and checks them. If he notices a deficiency in someone, he will help them learn the words that they have difficulty

mastering in the case of individual work with this student. This process is repeated until the students have completely and accurately mastered the words in the given text or dialogue.

Since the total physical response method is also based on the repetition of words, in this method we can encounter the same processes as in audiolingual. That is, in this method, the teacher starts to teach his students the words, first of all, when he pronounces them clearly. But in this process, another additional action is added: Words are shown using actions. In stage 1, only the teacher pronounces the words and only a few students follow him with the appropriate actions. In the next stages, the rest of the students also take an active part in the process.

Analyses and Results

The practical research of language teaching with the help of audiolingual and total physical response methods is brought to practice through classes. A lesson using the Audiolingual method will be like this. First of all, the teacher presents a certain text to the students. Texts in the form of a simple dialogue are the most convenient for implementing this method:

- Hello, Mary.
- Hello, Anna. How are you?
- Good, are you okay?
- Not bad. The weather is very nice today, isn't it?
- Yes, you are right. I want the weather to be the same tomorrow.

Based on the dialogue given above, language teaching is carried out using the audiolingual method. First of all, the teacher himself reads (tells) the entire text. After that, he begins to repeat the text step by step with the students. Individual approach to each student is important. Therefore, if the teacher returns the text with the whole class at the beginning of the process, he will do this with small groups at the next stages. In this way, he works one-on-one with those who struggle with pronunciation or make mistakes in groups. Now only these learners repeat words and phrases. The teacher will continue to work until the difficulties faced by them are eliminated. Until all the students pronounce the words clearly and fluently, the rest of the text is not allowed to be pronounced. That is why this method has a significant effect on strengthening the memory of students.

In the total physical response method, the teacher teaches certain words by showing actions corresponding to them. These words are often composed of phrases in the tone of command or direction, each of which, when returned, requires a specific action to be performed. For example, together with saying and repeating elementary words such as stand up, sit down, jump, walk, stop, point to the door, point to the chair, point to the desk, actions are also performed. First, the teacher chooses 2 or 3 volunteers from among the students. The words are spoken

only by the teacher, and the actions are performed together with volunteer students by the teacher's signal. This process is repeated several times. Now the range of commands has expanded, and the words given by the teacher have increased. Students follow the same commands as before: stand up, sit down, turn around. Over time, the number and order of words changes. The teacher starts saying the words in a random sequence, faster than the previous ones. Now the teacher chooses one person from among the volunteers to carry out his orders alone and starts to say the words quickly and without a certain order. At the next stage, the class watching them is involved in the process. Each word taught up to this point is repeated and similar actions are performed. After all the students in the class have mastered these words, they will move on to the next level. Now the teacher gives commands that the volunteers have not encountered before. Selected students begin to follow the command with some confusion. The teacher performs actions using not only simple, but also complex sentences.

At the last stage, the teacher writes new words on the board that are different from the previous ones and shows actions. Students copy these words in their notebooks.

That's the end of the lesson. After a while, the same learners are tested. Although they did not speak at all in the lesson, they followed the instructions to the teacher and the students by using the words taught. This shows that the intended result has been achieved through memorization.

Discussions

Audiolingual and total physical response methods have several similarities and differences. In particular, both the teacher and the student participate equally in the mentioned methods. All of them perform a certain task. As for the different aspects, in the audiolingual method not only the teacher but also the students speak. In the total physical response method, speaking is done only by the teacher. In addition, if whole texts are used in the audiolingual method, only small commands are executed in the total physical response and almost all of them consist of movements (actions). In both of them, the necessary materials for teaching are only blackboards, unlike other methods, special textbooks or manuals are not used. In both methods, the learning process takes place relatively quickly, and the result begins to be seen within a short period of time.

Conclusion

Several new methods of language teaching have been created in the modern education system and are being actively used by pedagogues and researchers around the world. Each of them is divided into several categories depending on the age, level of knowledge and learning ability of each student. Audiolingual and total physical response methods are included among such methods and play a major role in teaching. These methods differ from each other and are used in different

situations during the lesson. But at the same time, there are certain similarities between them, which serve as important research sources.

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