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THE APPEARANCE OF APPROACHES AND METHODS IN TEACHING PROCESS

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ABSTRACT

the given article deals with the main or primary role of approaches and methods of teaching process and effectiveness of methods in various levels of pupils. In addition to this, it concerns with importance of understanding the various approaches, methods and techniques so that teachers and learners are able to make educated choices, and boost their enjoyment of learning a language and it also shows teaching method is based on a particular vision of understanding the language and the learning process.

KEYWORDS

Reconstructionism, progressivism, approach, method, technique, metacognitive skills, traditions and innovations, types of information processing.

INTRODUCTION

The effectiveness of the pedagogical activity depends on using appropriate methods. As a language learner, or a teacher, it is important to understand the various approaches, methods and techniques so that you are

able to make educated choices, and boost your enjoyment of learning a language. Each teaching method is based on a particular vision of understanding the language and the learning process.

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom.

Under CLT the following approaches can be pointed out:

- **Interactive Learning:** This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed output. The concept of interactive learning entails to be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

- **Cooperative/Collaborative learning** essentially involves students learning from each other in groups. It has been comprised as a way of encouraging communicative instruction in the classroom and is seen as a stretch of the procedures of CLT. It is viewed as a learner-centered approach offering the advantages over teacher-fronted classroom methods, fostered competition rather than cooperation and favored majority of students.

- **Content-based learning** as an instruction in which teaching is arranged around the content of

information that students will acquire. It joins language learning to content/subject matter and engages them both concurrently. Special information provides natural content for language instruction. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness.

- **Task-based learning:** This type of learning proposes tasks as useful vehicles and instruction in LT. This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes.

As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. One way of attaining the focus on meaning is through content- or theme-based instruction, and contemporary teaching approaches such as content-based and task-based ones which are all applications of the communicative approach at vocational colleges.

Content and language integrated learning presupposes to enhance learners' linguistic competence thanks to a higher amount of a target language exposure. Among most favorably influenced by this kind of learning is the learner's lexicon. Through receiving FL input in different content subjects learners

acquire more profound knowledge and specialized terminology for their future profession.

Any method can be described as “result-oriented” or “process-oriented” with some teaching methods occupying an intermediate position. A result-oriented method advocates the idea of a final goal with the emphasis on its quickest achievement and on equal results being achieved by all the learners. A process-oriented method focuses on the teaching/ learning procedure with the individual pace of learning and the final results varying according to individual learner differences.

Form-focused methods concentrate teachers’ and learners’ attention on the grammar forms of the target language. Form-defocused methods focus on speech patterns rather than on grammar structures.

In our conditions the deductive way of teaching is more used. A teacher first introduces new elements of the language knowledge then gives students an opportunity to have practice using the obtained knowledge in the classroom. Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. These methods have many features in common, besides the fact that they all are qualified as inductive. They are all learner-centered, meaning that

they impose more responsibility on students for their own learning than the traditional lecture-based deductive approach does. They are all supported by research findings that students learn by fitting new information into existing cognitive structures and are unlikely to learn if the information has few apparent connections to what they already know and believe. They can all be characterized as constructivist methods, creating a widely accepted principle that students construct their own versions of reality rather than simply absorbing versions presented by their teachers. The methods almost always involve students discussing questions and solving problems in class (active learning), with much of the work in and out of class being done by students working in groups (collaborative or cooperative learning).

Information processing in listening and reading is viewed as encoding-decoding or construction and reconstruction processes. Students actively construct the knowledge that they hear or read.

For successful organization of teaching listening and reading you should identify the information processing as bottom-up and top-down. Think about features of information processing related to listening and reading. Why is top-down processing given as general for receptive types of speech activity? In the English classrooms teachers use both bottom-up and top-down approaches in teaching language skills. Think

about reasons for incorporating them in the teaching process.

In FLT the Interactive model of information processing is also described, which involves both bottom-up and top-down processing so called parallel processing. In the instructional point of view it is a possibility of individual variation in linguistic processing and sensitive to learning styles of students and flexible to learners needs.

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