

## SPECIFICITY OF THE DIRECT METHOD OF TEACHING A FOREIGN LANGUAGE

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**Abstract:** The article focuses on the direct method - one of the fruitful methods widely applied in teaching a foreign language at present. Apart from its various positive sides, there are revealed some of its downsides which can be done away with in case the method in question is used in combination with other methods.

**Key words:** direct method monolingualism semantization visualization speaking simulation of dialogues

One of the requirements of professional training of specialists at present has become knowledge of a foreign language. This, in its turn, lays a greater responsibility on a foreign language teacher. He should be aware of the variety of existing methods of teaching so that on the basis of their knowledge search for new ways and means to improve the quality of conveying knowledge to students. Awareness of the methodology can provide conditions to determine the most optimal ways to organize the learning process, to determine most effective techniques and means of teaching which eventually can increase the effectiveness of teaching.

The two main methods of teaching a foreign language distinguished in the theory of education are the translation and the direct, or non-translation, or natural, methods. The advocates of the latter characterize these two trends as the old, passive, and the new, active, methods. The use of the translation, or of its widest-spread variety – the grammar-translation method is considerably simpler and easier than the application of the direct method as the former requires on the part of both teachers less effort and activity. Thus, the translation method is widely viewed as less effective, especially in the early stages.

It would, however, be a mistake to oppose the direct and the translation methods as mutually exclusive or as absolutely right and absolutely wrong modes of procedure. The relations between these two methods are complex and do not completely exclude each other neither they do not simply combine in all the stages of the instruction.

A direct method is one of the modern approaches to teaching foreign languages. It is distinguished from other methods by being based on the principle of monolingualism, the exclusion of an intermediary language. This means that learning is carried in the same way as learning the native language. The explanation of the material is built on the provisions of lexicology about the relationship of words to each

other - semantization through picking up synonyms, antonyms to the word in question, through definition, via all kinds of descriptions, etc. Only translation is excluded as a semantization technique. The most widely used is semantization through visualization, which is understood not only as indirect (pictures, illustrations), but also as direct (demonstration of the objects themselves, performance of actions, etc.).

The basic principles of the method under consideration are reflected in the concept of L. Bloomfield [1], who argued that there is no connection between knowledge of the language and language proficiency, that language proficiency is a matter of practice. Any skills are acquired in the process of the same type of practical activity. To master a language, one must practice and use it.

One of the characteristic features of the direct method is the repetition by students of speech constructions, speech samples, imitation of the teacher's speech, imitation of examples from the textbook. From practical examples, students come to an understanding of the rule, a particular grammatical phenomenon. Thus, students learn the language, relying not on strictly memorized rules, but on their own intuition, which implies greater memorization efficiency, success in comprehending the laws of the language.

A significant amount of classes is devoted to speaking, which is understood and planned not as a repetition or simulation of dialogues, but as a conscious activity, for example, in a discussion, in the ability to express and prove one's point of view.

The role of the teacher is growing: he/she becomes a model for linguistic imitation and this is why his/her speech should be clear, correct, understandable. The teacher aims to work on the pronunciation of foreign students, to eradicate their accent.

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Modern textbooks which are built on the principles of the direct method include no detailed statements of grammar rules, attention is paid to speech situations, communication practice, memorizing clichés. The speech is built not according to the topic (family, home, study, etc.), or, for example, on a consistent presentation of some grammar notion, but according to the speech intention: to request information, write a letter, etc.

This technique assumes a greater activity of students, opens up wide opportunities for communication between the teacher and students. Classes are built according to an interactive methodology - dialogue exercises, situations of verbal communication, role-playing games, work in small groups. etc. are used. The method under consideration is the best method of learning English, based not on the dead methodological material, but on turning to the spoken language, that is, to the most living form of communication. If previously it was necessary to communicate directly with native speakers, then with the advent of technical means, the direct method of learning English was supplemented by an audiovisual teaching option, which uses

video materials or filmstrips with sound. This method also makes it possible to achieve speech automatism as a response to audio and video stimuli.

The rules that the given method is governed by include the following ones:

the basis of the method is oral speech; translation and native language are excluded; much attention is paid to phonetics and correct pronunciation; words are studied only in context, that is, as part of meaningful sentences.

However, the method has a number of disadvantages: increased attention to speaking reduces the development of other types of speech activity, such as reading and writing: its application in large classes creates difficulty; successful usage of the technique can be achieved only by the teachers with high degree of the relevant competence. Apart from this, it is impossible to completely deny the use of the students' native language, which is necessary as a basis for comparison, correction of errors, creation of an atmosphere of intercultural dialogue in the student audience. Therefore, the direct method is usually successfully used in combination with other methods.

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