

APPLICATION OF AUDIO LINGUAL METHOD IN TEACHING OF SPEAKING

UzSWLU

Teacher of the English Methodology Department

Babaxanova Dildoraxon Ikromjon qizi

Annotation: This article shows the importance of the audio lingual and authentic materials in teaching speaking, which is very interesting subject for the language teaching teachers. For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. Language learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past.

Key words: language, speaking, audio lingual, material, education, teaching, student.

Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

Methods of foreign language teaching as a science deals with teaching methodology that helps language practitioner make learners acquire the target language. The object of the science is the educational process, the process of teacher-learner interaction, which includes teacher's activity, learners' activity and classroom management.

Method of foreign language teaching is a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. It is a science which studies aims, objectives and content of the educational process, teaching aids and materials involved as well as methods and approaches, principles and techniques of training and instruction; educational value of teacher-student interaction on the basis of foreign language teaching.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. There are some difficulties faced by students to communicate in English. They have to think more often when speaking in another language. Of course, students need interaction with others (teacher, friends and so on) to communicate. Some teachers say that they still have difficulties to teach speaking to students since something students are not able to express what is on their minds because their lack of actual language. Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of

characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practicing conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practice “real” communication with our students within the learning process. If it is neglected, it may be a reason why learners are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

One of the alternative methods is Audio-lingual teaching method. Audio-lingual teaching method is defined as a method, which emphasizes on repetition of the words to help the learners to be able to use the target language communicatively. The purpose of the repetition/drills is to breakdown the troublesome sentences into smaller part.

Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. There are some good points that teachers may find when they use audio-lingual method in their teaching, namely: (1) the classroom activity, which is the teacher's centered so that it makes the teacher easier to manage the learners (2) the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have (3) the classroom activity, which focuses on pattern drills so that the teacher only gives brief explanation, and focus on oral skills leading to good pronunciation and speech .

One of the ways to solve this problem is by improving the quality of teaching method/technique. This fact encourages me to use communicative language teaching method in order to improve the students' speaking achievement.

Teaching communicative language with the help of authentic material makes use of real-life or simulated real-life situations in order to promote effective language use. The teacher sets up a situation that is likely to occur in real life and encourages the students to perform a task. Appropriate language is pre-taught using a variety of techniques, and practiced in context.

Explanation and demonstration take the place of translation for new vocabulary items. The target language is used for all classroom interaction, the classroom itself being a real-life situation in which effective communication takes place. Students are encouraged to ask questions, interact with each other and take control of activities to reach their own outcomes.

Because of the increased encouragement to participate fully, students gain confidence through direct experience in what they can achieve, motivating them to use the language more frequently and allowing them to learn more quickly.

One of the best ways of helping learners to activate their knowledge is to put them in “safe” situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

The list of used literature

1. Doff, A. “Teach English”-, A Training Course for Teachers: CUP, 2014
2. Kattaboevna, Kattaboeva Dilrabo. "application of audio lingual method in teaching vocabulary." *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ* 33.3 (2023): 43-45.
3. Hedge, T. “Using Speakers in Language Teaching”, - new edition, London: London. 2016
4. Xabibullaevna, Dalieva Madina. "effectiveness of applying audio lingual method in teaching polysemy." *PEDAGOGS journali* 30.2 (2023): 53-55.
5. Richards, Jack. C, “Theodore S. Rodgers Approaches and Methods in Language Teaching” -, Cambridge UK: Cambridge University Press. ISBN 0-521-00843-3.2001.