

THE ROLE OF DIRECT METHOD IN TEACHING ENGLISH

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Abstract: This Article provides valuable insights on how to effectively and efficiently learn a new language through a targeted approach, enabling individuals to speak more fluently and confidently like a native speaker in a shorter period of time. By utilizing a specific method that emphasizes pronunciation, direct interaction, engaging in conversations, fostering creativity, stimulating speech reflex, promoting critical thinking, and exchanging ideas, both teachers and students can enhance their language skills across all four aspects - listening, speaking, reading, and writing. This method not only facilitates language acquisition but also accelerates the process of becoming proficient in speaking like a native speaker in the target language. The text provides insights on learning a new language effectively through a targeted approach, focusing on pronunciation, direct interaction, conversations, creativity, speech reflex, critical thinking, and idea exchange. This method benefits both teachers and students in improving language skills in listening, speaking, reading, and writing, leading to proficiency in speaking like a native speaker in a shorter time frame.

Key words: pronunciation, direct method, conversation, creativity, speech reflex, critical thinking, ideas.

Learning English is one of the tasks that requires constant improving the learning process. In the methodology of teaching foreign languages there is a large number of works devoted to this problem, in particular methods of teaching English language.

The history of methods of teaching foreign languages has been most fully researched and described by I.V. Rakhmanov. The history of the technique was studied by K. A. Ganshina, I. A. Gruzinskaya and others, individual sections of the history of methods are presented in the works of N. I. Gez, R. A. Kuznetsova.

Psychologists and linguists participated in the development of the direct method - B. Eggert, O.Jespersen), P. Passy), G. Sweet (H. Sweet), V. Vietor.) and others, as well as methodologists M. Vendt and others.(Aliyev D.2021).

For many language teachers, creating the conditions and time for students' to practise language production can be a real challenge. An effective way to tackle this is to orient lessons around an appropriate language teaching method – one of the most suitable is known as the Direct Method of language teaching(Krause, C. A. (1916)). This pedagogical approach prioritises the development of students' fluency by

immersing them in a language-rich environment, where oral communication is key.

The Direct Method, also known as the Natural Method, emphasises teaching a language through immersion and direct communication, mirroring the way a child learns their first language. (Jalolov J. Chet tili o_qitish metodikasi. – Toshkent., 2012: – 48-bet.) The approach aims to create an environment that replicates real-life language usage, encouraging learners to think, communicate, and respond directly in the target language. It emerged in the 1890s, principally in response to the perceived inability of the Grammar-Translation Method to teach learners to communicate fluently. Critics of the Grammar-Translation Method argued that its focus on rules, translation and rote memorization taught learners about the target language but not how to speak it (Societe Internationale des Ecoles Inlingua (1973), Inlingua English First Book, Berne Switzerland.). As a result the Direct Method shifts the focus onto developing more active communication skills. Since the success or failure of an English language teaching program is often measured in terms of the method used, the method determines the content of teaching a foreign language (Krause, C. A. (1916)). There is an opinion that the method is not as important in learning English as the student's desire study (Societe Internationale des Ecoles Inlingua (1973), Inlingua English First Book, Berne Switzerland.). The method is used only as a teaching tool. However, regardless of whether we agree whether we disagree with the significant role of teaching methods, the fact remains: if in teaching there is insufficient success, the teacher is obliged to reconsider the methods used (Abduramanova D.V 2021).

Teaching English is considered difficult, regardless of whether it is taught in schools, universities, or English language courses. The difficulty is that the teaching methods used may be less suitable in certain circumstances, therefore, perhaps an alternative teaching method is more appropriate. In the methodology of teaching a foreign language, various teaching methods are used (Krause, C. A. (1916)). One of the most popular is the active learning method. This method was already known more than 2400 years ago and was used in teaching a wide variety of sciences and subjects. The direct method in language teaching is the establishment of direct and audiovisual communication between experience and expression, words and phrases, idioms and meanings, rules and executions through the body and mental skills of the teacher, without any help from the students' native language. When students have problems understanding words, teachers can interpret words using props.

The term "direct method" appeared among supporters of this method who tried associate lexical units of a foreign language directly with their meaning, bypassing native language in the educational process. Initially, this method concerned only the teaching of oral speech. Subsequently, other practical goals were set, in particular teaching reading.

The object of training was a living foreign language. Bringing on the mother tongue, as claimed supporters of the direct method, it is impossible to form in those who study a feeling of a foreign language(Krause, C. A. (1916)). That's how the path to learning a language was seen as simpler and shorter. Drawing an analogy with natural method of mastering the native language, adherents of the method found confirmation of the correctness of these provisions. In order to create conditions similar to those that exist when mastering a native language, the need to reproduce the appropriate language environment in classes is obvious foreign language:

The direct method of teaching a foreign language is based on understanding, which distinguishes it from science teaching. When teaching science, students should be in able to learn certain formulas by heart by thinking and memorizing; when teaching language to students learn to use certain words or phrases in practice(Societe Internationale des Ecoles Inlingua (1973), Inlingua English First Book, Berne Switzerland.). Even if words or phrases initially unfamiliar and students do not understand them, gradually they, as well as their meaning, will become pronounced. This learning process can be compared to the development of speech skills in children repeating meaningless words after their mother (Artemov, 1969). But with time the child recognizes words and finally begins to understand their meaning. In principle, the direct method is very important in teaching foreign languages, since using this method you can teach students directly, without using the native language (the language of the environment). Here are the characteristics of this method:

1. The main objective expected from this method is to develop in students ability to think in English, which is not their native language.
2. When learning English, another language is not used as a carrier.
3. Grammar is a tool for regulating the expression of language. This, Grammar is taught in a non-specific manner, but using words or phrases and sentences that found in colloquial speech.
4. English text is not presented to students until they have mastered specific vocabulary and sentence structure. And also they don't write the text in English language until they learn to read and understand it well.
5. Translation from and into English is something that should be avoided when using this method, therefore translation from English into any language is not justified.
6. To explain complex words and sentences, it is enough to use English.
7. The method pays more attention to developing students' speaking ability than others aspects.

When using the direct teaching method, teachers usually teach the use of words and simple sentences that can be understood and known to students, for example, in everyday conversation (pen, pencil, benches, tables, etc.). This method requires the use of a large number of different details, for example, videos, various storage media. The

direct method gives students the opportunity to practice speaking (Aliyev D.2021). When teaching, the use of the native language is completely excluded. In addition, supporters of this teaching method, teachers are advised not to get hung up on explanations grammatical rules. In their opinion, students should receive knowledge that will be useful to them in speaking practice. The positive side of the method, which limits the use of the native language in the process of learning foreign languages, we can consider that:

– living language is an object of learning and the process of mastering it is considered as development of communication skills in this language;

– visual aids are widely used for artificial reproduction foreign language environment in foreign language classes (Abduramanova D.2021).

However, the direct method has its drawbacks. For example, if the teacher is unable motivate students, they may feel tired and irritated because words and sentences spoken teacher may not be clear to them, since they are used without translation. At the initial stage, this method is difficult to apply, since students do not have vocabulary stock and the teacher has to translate difficult foreign words into the language of the students. Since teachers do not use the student's native language in class, they have to spend more time to explain the material. Simply using a foreign language is often a waste of time because the native language is sometimes more effectively used for explanation various aspects of language.

There is an opinion among researchers that the use of the native language in classes

foreign language is appropriate in the following cases:

- 1) when explaining complex concepts;
- 2) when interpreting the meaning of unfamiliar words and expressions;
- 3) to generalize and clarify the difficult grammatical rules made by students forms;

4) for instructions on complex grammatical tasks;

5) when teaching transcription and pronunciation; From our point of view, modern teaching methods should not be completely followed.

In conclusion, the Direct Method of language teaching places important emphasis on immersion, communication and authenticity. As such, it provides a template for increasing the time spent on language production in the classroom. Of course, it, like all other teaching approaches, comes with challenges, but when carefully incorporated and adapted, the Direct Method can significantly contribute to fostering linguistic fluency. As such, it's worth exploring how its central tenets could be included in your lesson planning!

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