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Abstract. *The language is the tool, with the help of which we have possibility not only to communicate but also encourage our knowledge in science, politics, and economy. Over the past decade, Turkmenistan has created a modern multi-level education system, open to innovation and international cooperation. English is the most important foreign language to transfer and get of knowledge, science, technology, art and culture and establish international relationship. The English teaching methodology is a very complex and constantly developing and changing system of theories, hypotheses, assumptions about language and learning, and methods to teaching. In order to enhance and facilitate the teaching learning process, the ELT methodology attempts to explore and answer how the language works, how the memory works, and to seek what teaching is and what learning is, what is taught and how, what are the objectives of the teaching-learning process and how to reach them effectively, and how to facilitate and enhance learning.*

Key words: *direct method target language, the effect of using Grammar-Translation method on acquiring English as a foreign language, the Audio-Lingual Method in teaching English.*

Large-scale reforms are implemented in the systems of national science and education in our country. The President of the country has signed a number of important resolutions and documents connected with the improvement of the work of the educational and scientific institutions of the country. Activities in this field are successfully carried out. The development of new academic curricula and the publication of new textbooks continue in high pace. All these are done to stimulate our youth to conduct research works and help them to get good education in the chosen specialization.

Language is the basic unit of communication that is why it is necessary to learn and try to influence it. The English language is one of the international languages. The language is the tool, with the help of which we have possibility not only to communicate but also encourage our knowledge in science, politics, and economy. As all we know, the Concept of Improving the teaching of foreign languages in Turkmenistan was adopted on the 22nd of December 2017. The implementation of the Concept is planned to be carried out in 3 stages within the years of 2018-2024.

English is international language, which is commonly used by all of country in the world. In Turkmenistan, English is taught from the kindergarten until the university. English is the most important foreign language to transfer and get of knowledge, science, technology, art and culture and establish international relationship.

The English teaching methodology is a very complex and constantly developing and changing system of theories, hypotheses, assumptions about language and learning, and methods to teaching. In order to enhance and facilitate the teaching learning process, the ELT methodology attempts to explore and answer how the language works, how the memory works, and to seek what teaching is and what learning is, what is taught and how, what are the objectives of the teaching-learning process and how to reach them effectively, and how to facilitate and enhance learning.

In the teaching process, students acquire the skills of speaking on the basis of this knowledge, there should be checked their writing skills, listening ability and of course reading also. As a language educator it is exceptionally critical to learn the abilities of your students. The reason to thoroughly know your students comes from the fact that only does the subject matter, but also your students' social foundation and other individual components – enthusiastic and mental abilities are similarly critical. There are a lot of language instructors who have tested certain language teaching strategies and found one or more strategies compelling and worth utilizing. It is really troublesome to say which instructing strategy is compelling unless it is utilized in a classroom of students with distinctive requirements, learning capabilities, mental levels, social foundation and attitude towards learning English as a target language. In some cases more than one strategy is utilized to bring out the required outcomes within the language classroom where communication gets to be the key point of teaching-learning process. Unless students learn to apply the classroom strategy for specific contemplations and sentiments in real life circumstances, the learning cannot be fruitful no matter what instruction strategy is used in English as a Second Language classroom. Teacher-student part gets to be the critical point in bringing out the best outcomes within the restricted time in a classroom.

The use of the direct method.

Language skills that must be mastered in communication in general are four, namely listening, speaking, reading and writing. The four language skills are then used as a measurement of a language comprehension. One of the examples is speaking skill. Speaking skill becomes a parameter to measure a person's ability to communicate. The evidence is when someone speaks, people will easily assess the language ability of a person if the person is mastering the language that he uses. In Turkmenistan, English, as an international language, is used as a tool for communication in the academic field, functioning as a second or foreign language. As a foreign language, it is taught in schools from the secondary school until university. It has become an obligatory subject. So, learning English is a necessity and must for all the people in the world, especially in Turkmenistan. Therefore, the students should master English.

According to Dr. Muna Alkhateeb [1], there are following principles of direct method: using the target language during the class hours; employing inductive method – that is introducing the examples of the concept to the students first, and only then inputting the concept; limiting vocabulary to only daily usage as well as employing different visual aids to enhance the the vocabulary attaining; putting the students in the real-life realia to compel them to using the target language. The most important aspects of this method are: usage of only the target language during the class hours and overindulgence in speaking activities. Dr. Muna Alkhateeb [1] believes that these techniques will help the students acquire the target language much faster and unlike other methods, will dramatically improve their communication skills.

According to the author, in order to effectively demonstrate and convey learning materials, English as Second Language instructors must juggle around such skills as: reading out loud, questioning and answering, proper pronunciation drilling, speaking activities, dictation writing and composition writing.

Dr. Muna Alkhateeb [1] posits several advantages of using direct method, such as: it instructs the language Not around the language. That is to say, it uses the same methods of acquiring the first native tongue. While the students are exposed to interactions and communication in the target language, and they are also observing pictures, presentations or realia objects all around the classroom, they start acquiring familiarity with all those new subjects. Subsequently, they become faster at recalling the target language words and starting to use them in their daily speech.

Moreover, the students avoid the abyss of merely memorising the vocabulary passively and not using them in their speeches. We can confidently say, that this method doesn't differentiate between dynamic and static vocabularies. Agreeing to employ this strategy, the instructor eschews the possibility of putting students in the situation where they concentrate on understanding English or the target language than expressing through it. Thus, when we teach English or any other language it is critically important that it is not instructed through the mother tongue, as it will lead to the inlet between the dynamic and inactive vocabularies being broadened.

The Doctor goes on to enumerate other advantages of using direct method where he says that it contributes to introducing the language principles in correct order. This method asks the instructors to start with details, such as examples, illustrations or exhibitions, and then move towards more general notions, such as rules and regulations of the grammar of the target language. Also, it makes extensive use of visual aids, illustrations and audio-visual facilities to help the students acquire the language more easily.

As Dr. Muna Alkhateeb puts forward, there is a dramatic role of an instructor and his or her teaching skills. First of all, in order to successfully educate the learners the rudiments of the target language, it is very important for the teachers to host vast creative imagination. As he talks about the possible techniques and methods that will help the teachers explain certain vocabulary, he brings forward the usage of pantomime, picture drawing, body language and gestures. This way, they will avoid the use of the mother tongue and will more or less be compelled to use only the English language. The instructor is the source for the students to learn the meanings of the words in target language. The instructors give data of the target language taking into account the culture, the history of the individuals who are learning the target language. The educator associates things or notions with things that are familiar to the students, inquiring from them questions relevant to the topics or themes and attempting to utilize the syntactic structure of their own grammatical system of conversation. Moreover, the educator acts as a mentor. He or she observes the students' advances in utilizing the target language. The educator gets the students to correct their own mistakes by inquiring them to form a choice between what they said and an alternative reply provided. Another alternative choice is for the educator to repeat the student's words, ceasing for some time to point out the error. This way, the students try to learn on their own experiences and make use of grammatical units that are present in their own language by applying them to the second one.

Grammar Translation Method:

Direct opposition to Direct Method is Grammar Translation Method. First used to teach the Greek and Latin languages, this method involves translating the sentences, phrases and set expressions from the target language into the mother tongue and vice versa. This method proves to be effective for two reasons:

1. It enhances the students' ability to memorise vocabulary and successfully translate the texts from one language into another.
2. By learning different cultural and conversational peculiarities of the target language as well as reading the literature of the target tongue extensively, the students broaden their outlook and gain intellectual knowledge.

The features of the Grammar Translation Method:

1. The purpose of this method is to read literature of foreign language hence literary language is superior.
2. The second goal is to translate target language into native language.
3. Importance is given to reading and writing on the other hand speaking and listening is neglected.
4. The role of teacher is an authoritarian role.
5. The students are passive in the classroom.
6. Grammar is taught deductively.
7. Learners memorize native language equivalents for target language vocabulary words.
8. The interaction in the classroom is from teacher to students.
9. Vocabulary and grammar is focused. [2]
10. Target language is used meagerly and classes are taught in the mother tongue.
11. Vocabulary is taught in the form of lists of isolated words.
12. Long and difficult explanations of the intricacies of grammar are provided
13. Classical texts are used for reading.
14. The context of texts is almost neglected.
15. Drills are exercises in translating disconnected sentences from the target language into the mother tongue.
16. Pronunciation is not a priority. [3]
17. Translation interprets the words and phrases of the foreign languages in the best possible manner.
18. The phraseology and idioms of the target language can best be assimilated in the process of interpretation the structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue. [4]

The Advantages of the Grammar-Translation Method:

Why would English instructors opt for this method? This method boasts many advantages, such as vast word-stock due to extensive reading; improved writing skills that result from both reading and writing and translating experience; active memory that involves using the associations and word-search together with brainstorming processes. Furthermore, the educators who use this method unanimously point out their students' excellency at correct spelling and sentence constructing. They also note their students' acute ability to distinguish between different shades of the words and to properly select the vocabulary according to the context.

Also, this method makes it easy for the teachers to create tests and quizzes. As it asks for grammar regulations and direct translation, the teachers can make use of sentence forming, word-filling, describing methods.

Disadvantages of Grammar Translation Method:

1. Students do not participate actively in the classroom.
2. Communication is not much focused.
3. Very little attention is paid to content.

The focus is made on translation which is sometimes misleading. It does virtually nothing to enhance a student's communicative ability in the language. [5]

The audio-lingual method as an oral-based method.

An audio-lingual method is an oral-based method that makes use of the phonetics, the lexicology, the syntax and the morphology of the target language. It makes excessive use of comparison and contrast between two languages and based on the similarities and disparities, point out necessary rules and regulations. [4]

The Audio-Lingual Method objectives:

By presenting the language units in an oral form, the instructors achieve from their students the drilling of the sounds and correct pronunciation. Additionally, by repetition, the students learn how to construct the sentences correctly. They also recognize certain patterns of making up sentences and start applying those patterns to make up new ones.

This method also can be used to compare different dialects of one certain language and note down the similarities in order to bring them into a unified form. This usage was first introduced by American linguist Leonard Bloomfield when he tried to track down all the different dialects spoken throughout the USA. In practice, modern instructors use this method to teach their students the most correct English by making the students imitate the teacher's pronunciation. Also, they don't use their mother language while instructing, thus the students are forced to use the words and expressions that they have recently learned to express their ideas. As a consequence, the students start employing their vocabulary actively, and unlike the Grammar-Translation Method, they pay huge attention to proper pronunciation. [4]

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language. Turkmenistan is not country that use English as the first language. So, English is a foreign language for Turkmenistan. Because of this state, the students do not feel easy to learn English. Sometimes, learners do not interest and motivate in learning English. In these problems the teacher should find out the suitable method of teaching to solve the problems. The way in which the target language is delivered essentially affects the pupil's attitude to learning it and without a doubt the result, success or failure of the learning process. Therefore, a great number of methods and approaches have been developed so far, as well as a wealth of techniques and procedures, along with language theories and theories of learning, to improve the language teaching. Language specialists, linguists and methodologists were and are constantly and unflaggingly seeking for the best way of delivering the language to the pupils.

Every method must somehow choose a fraction of the target language. And this selection of language intended to be taught is one of the aspects of method differentiation and reason for appearance of so many methods. Every method is limited to teach a certain part of language. For the success or failure of learning often depends on the choice of a method, their knowledge is essential to every language teacher. The method determines what piece and how is the selected piece of language being taught and learnt. The teacher himself/herself is the only important determiner and that the methods are only as good as the teachers using them. Methods are simply considered to be instrument in the hands of the teachers.

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