

SEHRAYƏ MƏMMƏDKƏRİM QIZI NƏBİYEVA
Azərbaycan Dövlət İqtisad Universiteti (UNEC)
İstiqlaliyyət küç., 6
sehrayenebiyeva@gmail.com

THE REPLACEMENT OF THE CLASSIC METHODS BY THE MODERN METHODS IN TEACHING ENGLISH

Key words: humanities, cognitive, communicative, curriculum

Açar sözlər: humanitar elmlər, koqnitiv, kommunikativ, kurikulum

Ключевые слова: гуманитарные науки, познавательный, коммуникативный,
учебная программа

As a means of communication each language has its history as well as the English language. It has been subject to thoroughly change, especially during the 20th century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of exact sciences such as Maths or Physics, the methodology of teaching them remained the same, but it refers hardly to humanities in general. There are some milestones in the development of this tradition to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was important to focus on grammatical rules, syntactic structures, memorisation of vocabulary and translation of literary texts not the oral use of the languages under study. Late in the 19th century, the Classical Method known as the Grammar Translation Method offered the grammatical rules attending the process of translating from the second to the native language.

It is widely recognised that the Grammar Translation Method is still one of the most popular models of language teaching. But we could say that its contribution is not enough to enhance a student's communicative ability in the foreign language.

In his "The Art of Learning and Studying Foreign Languages" (1880), Francois Gouin described his "boring" experiences of learning German and stressed teachers' power in learning languages (pp.177-281). Living in Hamburg for one year, he attempted to master the German language by memorising a German grammar book and a list of the 248 irregular German verbs, instead of conversations with the natives, but he could not understand a word when the native speakers speak. It was against this background that the Series Method was created, which taught

learners directly a “series” of connected sentences that are easy to understand. For instance,

I stretch out my arm. I hold the handle. I turn the handle. I open the door. I pull the door.

Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, put forward by Charles Berlitz. The basic principle of his method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little of any analysis of grammatical rules and syntactic structures. The principles of the Direct Method were as follows: 1. classroom instruction in the target language; 2. an inductive approach to grammar; 3. everyday vocabulary; 4. concrete vocabulary for pictures and objects.

The beginning of World War II heightened the need for Americans to become orally proficient in the languages of their enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the “**Army Method**,” which came to be known in the 1950s as the **Audiolingual Method**. The characteristics of this method are: 1. memorisation of set phrases; 2. teaching structural patterns by means of repetitive drills; 3. no grammatical explanation; 4. learning vocabulary in context; 5. use of tapes and visual aids; 6. focus on pronunciation; 7. immediate reinforcement of correct responses, etc.

But its popularity weakened after 1964, It fell short of promoting communicative ability and furthermore , it was discovered that language was not acquired through a process of habit formation.

In 1970s new methods were proposed which attempted to capitalise on the importance of psychological factors in language learning. David Nunan referred to these methods as “designer” methods, which are based on two methods – Suggestopedia and the Silent Way.

The Suggestopedia method is suitable for all levels and allows for lots of creativity and fun. Even advanced students can get a kick out of “singing” through their dialogues. For example, if the focus of the lesson is prepositions, you can sing out the following sentence: “Joe went ___ the supermarket ___ the street.” Then, students will shout back, “to” and “across” to fill in the blanks.

Suggestopedia promised great results if we use our brain power and inner capacities . Lozanov (1979) believed that we are capable of learning much more than we think . This method is based on memorization of language “chunks.” For example, students read dialogues and texts aloud, usually to the rhythm of some type of music. The music is generally classical music, or some other genre suitable to target structure. This is known as “concert reading.” The use of concert reading fosters a comfortable learning environment, particularly for those students who feel

shy. Lozanov, Georgi. Suggestology and Suggestopedya. <http://lozanov.hit.bg/4/30/2006>

The Silent Way rested on cognitive rather than affective arguments, and was characterized by a problem-solving approach to learning, but it came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not contributing to learning.

Gattegno, Caleb (1972). *Teaching Foreign Languages in Schools: The Silent Way* (1st ed.). Reading, UK: Educational Explorers. Retrieved October 10, 2011.

The need for communication has been very important, leading to the emergence of the Communicative Language Teaching, which teachers and researchers are now better equipped to teach communication through actual communication, not merely theorising about it.

The basic premises of this approach are: 1. focus on all of the components of communicative competence, not only grammatical or linguistic competence; 2. viewing fluency and accuracy as complementary principles underpinning communicative techniques; 3. using the language in unrehearsed contexts.

According to StateUniversity.com, the project method of teaching is an educational enterprise in which children solve a particular problem over a period of time. It offers teachers a way to develop in-depth thinking in young children while engaging their hearts and minds.

Project method teaching involves three phases: 1) the teacher builds an interest in the topic by encouraging students to share personal relevant stories to help formulate questions to investigate; 2) the teacher enables students to go on field trips; interview experts such as waiters, farmers or nurses, depending on the topic of study; and share the new knowledge with their classmates; 3) the teacher guides the study to its conclusions and helps the children review their achievements.

The **dramatization teaching method** refers to a collection of teaching tools that include traditional drama techniques, such as improvisation, storytelling, role playing and games. A lot of emphasis is placed on engaging students through interactive activities. Dramatic teaching is integrated into many different types of curriculum. There are many ways to use this methods in the classroom. Teachers can use it to help students gain deeper insights into lessons, build on concepts or as a means to test student knowledge.

With the **storytelling method**, the teacher brings the subject matter to life through the use of stories. The stories incorporate key information from the course and turn it into a compelling story that is told in the teacher's own words.

With the **still images method**, the teacher instructs students to form a circle, and each student takes a turn at recreating a still image with their bodies that represents a specific topic idea.

The Task-based Learning approach focuses on communication rather than structure. That means that language is an enabler, where each task must be relevant to students' lives and interests.

Sample tasks could include ordering in a restaurant, or perhaps more advanced tasks like critiquing a movie. In this approach, the language taught revolves around the task itself, not the other way around.

For this method to work, teachers must understand their students' needs and expectations in order to design lessons that help the students succeed. Grammar, vocabulary and language skills are just the vehicles that enable students to achieve their final outcomes.

The Natural Approach is a teaching method based on the way babies and infants acquire native language. When teaching with it, students initially receive nothing but input from the teacher—they are not asked to produce anything. Over time, they start off by relaying the language taught while they build up their linguistic skills .

Lexical Syllabus which approach is based upon the core language that students need to know most. Activities can range from matching pictures and definitions to working with dialogues. Since this method focuses on learning the right vocabulary, there are plenty of programs and apps that can help students learn in an engaging way.

Students can also search for a word to see it in a video or watch videos they are interested in and pick up new words from the interactive subtitles. Assign vocabulary lists or videos for homework and you will be able to see the questions each student got wrong. This will help you assess each individual student's needs, allowing you to adapt your lesson accordingly.

There are some other methods used in the process of conducting lessons such as brain storm, auction, aquarium, zigzag, lecture, carousel, cluster, BIBÖ(know, want to know, learnt), role play, discovery of the concept, discussion, decision tree, problematic situation, word associations, VENN diagram, project preparation, questionnaires and interview, etc.

An experienced professional language teacher always adopts the **Principled Eclecticism approach** , deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives. Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner or teacher, it is important to understand the various methods and techniques so that you are able to make educated choices, and boost your enjoyment of learning a language.

Each method has a different priority, so let's look at what this means in practical terms in the classroom. The more common methods have a link to a

separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching.

This is due to various reasons: 1. the present generation gets exposure to the world through social media; 2. their knowledge base is augmenting by the information available on the internet; 3. the students nowadays are more impatient and to grab their attention, teaching methods need to give them active thinking process.

Using Smartphones in the Classroom

Love them or hate them, smartphones are a part of modern life. Many teachers consider them to be a distraction since most students hate to part with them . Smartphones provide many useful tools for students as well as for teachers, such as dictionary, translator and grammar reference apps . An excellent example of how smartphones enhance classroom learning. Here, students must go through websites to find the information they need to fill out a worksheet .

Students can also use their devices to access free , online exercises that reinforce the vocabulary and skills they have learned in class . They can even record themselves in action to receive feedback on specific activities .

The English language is an international one, and English teachers should change their methods of delivery over the years to suit the present demands. Now the role of teachers can be described as follows: 1. Facilitator 2. Independent participant 3. Needs analyst 4. Counselor 5. Group processing manager.

According to James Asher (1982. pp.73-80), “Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.”

References

1. Dahler Lancang Kuning University dahler@yahoo.com
USING SONGS IN THE SPEAKING CLASS: Improving Students’ Abilities in a Relaxing Way. (p.35)
2. Francois Gouin (1880 pp. 177-281)” The Art of Learning and Studying Foreign Languages”
3. Lozanov, Georgi. Suggestology and Suggestopedy.
<http://lozanov.hit.bg/4/30/2006>
4. Maley, Alan. 1987. Poetry and song as effective language learning activities. Inwilga M. Rivers (ed.). 1987 Interactive Language Teaching, pp. 93-109. NewYork: Cambridge University Press.
5. James J. Asher . Approaches and Methods in Language Teaching. 1982pp.73-80: Cambridge University Press 2001

SEHRAYƏ NƏBİYEVƏ

XÜLASƏ

**İNGİLIS DILININ TƏDRISINDƏ KLASSIK METODLARIN MÜASIR
METODLARLA ƏVƏZLƏNMƏSİ.**

Məqalədə tədris zamanı istifadə olunan və texnologiyanın inkişafından asılı olaraq istifadəsi tövsiyyə edilən metodlardan bəhs edilir. Tələbə və şagirdlərin öyrənmə səviyyəsi ənənəvi metodların yeniləriylə əvəz olunmasının vacibliyini tələb edir. Hazırki dövrdə, texnologiyanın inkişafı sayəsində dünyəvi tədris etmə təcrübəsini izləmək və ondan faydalanmaq çox asan olduğundan tədrisdə istifadə olunan klassik metodları beynəlxalq standartlara cavab verən yeni metodlarla əvəzləmək mütləqdir.

Müəllif məqalədə kifayət qədər klassik metodların adlarını çəkmiş və istifadə yollarını göstərmişdir. Tədrisdə yeni metodların tətbiqi klassik metodların tamamilə ləğvi anlamına gəlməməlidir. Michael McCarthy Felicity O'Dell – in *İnglish idioms in Use* kitabında təqdim etdiyi bu vəziyyətə uyğun gələn belə bir idiomda “ If someone throws the baby out with the bathwater ” then they change things, but lose good things as well as bad’ (Cambridge University Press 2002, p.34) deyildiyi kimi etmək məsləhət görülmür. Əgər dil öyrənən texnoloji vəsaitlərlə təmin olunmayıbsa, fərdi yanaşma zamanı məqalədə öz əksini tapan münasib metoddan istifadə edilə bilər.

СЕХРАЯ НАБИЕВА

РЕЗЮМЕ

**ЗАМЕНА КЛАССИЧЕСКИХ МЕТОДОВ СОВРЕМЕННЫМИ
МЕТОДАМИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА.**

В статье говорится о методах, используемых при обучении и использование которых рекомендуется в зависимости от развития технологии. Уровень обучения студентов и школьников требует важности замены традиционных методов новыми. В современную эпоху, благодаря развитию технологий, очень легко следовать и получать пользу от светской педагогической практики, поэтому крайне важно заменить классические методы, используемые в обучении, новыми методами, соответствующими международным стандартам. В статье автор назвал несколько классических методов и показал, как их использовать. Внедрение новых методов обучения не должно означать полную отмену классических методов. Майкл Маккарти Фелисити О'Делл - в используемых английских идиомах, представленных в такой идиоме, соответствующей этой ситуации: «Если кто-то выплескивает ребенка вместе с водой», тогда они меняют ситуацию, но теряют как хорошие, так и плохие вещи »(Cambridge University Press, 2002). , стр.34) делать как написано не

рекомендуется. Если изучающий язык не обеспечен технологическими средствами, при индивидуальном подходе можно использовать подходящий метод, отраженный в статье.

SEHRAYA NABIYEVA

SUMMARY
THE REPLACEMENT OF THE CLASSIC METHODS BY THE
MODERN METHODS IN TEACHING ENGLISH

The article talks about the methods used during teaching and the use of which is recommended depending on the development of technology. The level of learning of students and pupils requires the importance of replacing traditional methods with new ones. In the current era, due to the development of technology, it is very easy to follow and benefit from the secular teaching practice, so it is imperative to replace the classical methods used in teaching with new methods that meet international standards.

In the article, the author named several classic methods and showed how to use them. The introduction of new methods in teaching should not mean the complete abolition of classical methods. Michael McCarthy Felicity O'Dell – in English idioms in Use in such an idiom that matches this situation, "If someone throws the baby out with the bathwater" then they change things, but lose good things as well as bad' (Cambridge University Press 2002, p.34) it is not recommended to do as it says. If the language learner is not provided with technological means, a suitable method reflected in the article can be used during the individual approach.

**Rəyçi: f.f.d.,dos. Xavər Hacıyeva tərəfindən
çapa tövsiyə olunmuşdur.**