Aspects of classroom methods

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ABSTRACT

In this article says about to develop aspects, methods, approaches and techniques of Classroom Methods in foreign language teachers.

Синф методларининг аспектлари

АННОТАЦИЯ

Ушбу мақолада чет тили ўқитувчиларида "Синф методикаси" нинг аспектлари, усуллари, ёндашувлари ва услубларини ривожлантириш ҳақида сўз боради.

Аспекты аудиторных методов

АННОТАЦИЯ

В статье рассказывается о развитии аспектов, методов, подходов и приемов аудиторной методики у учителей иностранных языков.

After gaining the Independence the Republic of Uzbekistan has worked out an own model of development, taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well

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functioning education system. As the education system ensures the formation of a highly developed that must be able to eave in a highly with social and personal activity, ability the function independently in the public and political life. By 1997 on the basis of the National Model of the development there had been worked out the national program for Personal Training which defined conceptional ways and concrete details, mechanisms for radical reforming the education system and personal training.

Methods, approaches and techniques must be thoroughly chosen considering the objectives of language learning and teaching. They depend on audiences we teach and also on learning style of a learner. Each audience has specific purposes for language acquisition thus methods can occupy the result-oriented or process-oriented position. It's not sensible to stick to one particular method or approach as life itself is changing every day so do trends within accepted and alternative approaches and methods, therefore, the main questions here are "who" and then "how and what way" a teacher is going to teach to get an excellent outcome.

I found it necessary here to give David Nunan's definition of a language teaching method: 'A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning.

Group work came into the standard English as a Foreign Language (EFL) teaching repertoire with communicative methodologies in the 1970s. At that time, studies of contemporary foreign language classes revealed that as much as 80% of lesson time consisted of the teacher talking to (at) the students. In a class of, say, 30 students, it is evident that the learner hardly got a chance to practice the language. Teacher Talking Time (TTT) became taboo and ways were devised to stamp it out and train the students to actually perform in the language they were learning. Group work was thus introduced into the EFL repertoire to come to grips with a particular problem. Group work made it possible for the teacher to devote more time to the students' oral production, which perhaps before had not been a priority of the foreign language classroom. Thanks to group work, less confident students get the chance to put their knowledge of the new language into practice in a non-threatening environment, away from the critical eye and ear of the teacher. Instead of being dependent on the teacher, students get used to helping and learning from each other. Meanwhile, the teacher is left free to discreetly monitor progress and give help, advice and encouragement where and when it is needed.

An important aspect of whole-class discussion is the welding together of the whole group and the camaraderie that comes about when a whole group works together towards a common goal. Moreover, there is diversity in numbers; the larger the group, the more variety there is in the ideas, opinions and experiences which can contribute to the learning process. This can stimulate a greater involvement in each member of the class. Furthermore, whole class discussion is likely to be content

based, rather than form based, encouraging fluency and a more memorable and meaningful exchange among the participants. It might also be more appropriate for the introverted and reflective learner. Finally, if we are talking about classes of 15 students or so, there are likely to be many opportunities of letting the whole class function as a single unit instead of dividing it into groups.

To conclude, it is important to illustrate the centrality of materials in language education. In formal (e.g. state-school) systems, materials, mediated by teachers, are a key link in the externally-determined design chain which potentially runs from curriculum to syllabus and leads to public examinations. In language learning setting, materials – published, teacher-produced or learner-produced – provide much of the content of the teaching – learning encounter. They are an in-class resource for learners and teachers – what learners learn with, and out-of-class resource for learners – what they learn from. Published textbooks also link teachers and learners to outside world.

Learners can learn more than language from the materials used in language-learning classes. What is learnt – or there to be learnt – is most obviously embodied in the materials as content. Learners learn not only from what they read (or hear), they also learn from interaction with others and from the process of carrying out tasks. This learning goes beyond the merely linguistic (e.g. negotiating meaning; arguing a point of view). One of the arguments for group tasks is that they encourage socialization and teamwork; they also make possible learning by observation of others. Moreover, specific types of task can provide practice in such 'transferable skill' as, for example, collecting and classifying information, reasoning, critical thinking, creativity and problem-solving.

In a carefully designed approach to language teaching we might expect a high degree of consistency between aims, objectives, syllabus and method. Thus, materials will embody syllabus content and the method that is used to facilitate the learning of that content will be congruent with overall aims and objectives and with the beliefs about language and language learning that lie behind these.

Method, according to some sources, may exist at three levels: the theoretical level, or what is supposed to happen; the level of materials, insofar as these prescribe what teachers/learners are to do; and the classroom level.

The potential gap between principles and materials becomes wide when it comes to the classroom use of materials, since teachers may or may not use the materials in ways that correspond to the intentions of the materials designer. Besides, most teachers like variety as much as learners. This is why they prefer materials that can be exploited in different ways.

Language pedagogy is an art and only the teacher him/herself will be able to master it with consistent work, risks, reflections, analyses of issues and outcome in their classroom. I always have to remind myself Brown's words "The complexity of the second language acquisition process warrants a multiple-treatment, multiphase approach to a language course". He further states "It is the teacher's task to carefully and deliberately choose among these many options to formulate a pedagogical sequence of techniques in the classroom. And this is where a teacher's choices must be 'principled'z.

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