

Criteria of Analysis of Approaches and Methods

Matqobulova Muhayyo Turayevna

English teacher of Andizhan state university

Andizhan, Uzbekistan

muhayomatqobulova@gmail.com

ABSTRACT: The given article deals with familiarize students with the place of comparison and contrast in foreign languages teaching, to develop knowledge about criteria for evaluation of the approaches and methods of foreign language teaching, to understand the difference between comparison and contrast; to know different criteria for comparative analysis.

KEYWORDS: *Comparison And Contrast As Operation And Technique, Comparative And Contrast Analysis, Principled Eclecticism, Criteria For Analysis*

INTRODUCTION

Comparing is the scientific-research operation through that we can reveal similarities and differences in compared objects. Through comparing we have opportunity to find out qualitative and quantitative characteristics of the things establish the relationship between subjects and phenomena, as well as various classifications determination. It is universal method of investigation of the teaching material. Comparing as a means of explanation of any abstract notion with the help of concrete notion is widely used in methodology of FLT. After comparison we can contrast opposite elements.

RESEARCH METHODOLOGY

There are different approaches and methods of FLT. A teacher should have abilities to compare them from the position of their effectiveness and their relevance to the given situation. While analyzing a teacher should answer the key questions: What principles of analyzed approaches and methods are more successful for development of communicative and professional competences? Is the approach or method appropriate to the teaching/learning context/age and language level? What activities can be successful within the approach?

On the basis of these parameters the researcher has revealed the positive and negative sides of the compared approaches for development intercultural competence.

DISCUSSION

According to academic researches, there is **not one single best method for everyone** in all contexts, and there is no one teaching method which is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

An experienced professional language teacher always supports the **Principled Eclecticism** approach/method, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

The article below by Alex Taylor tells about the Principled Eclecticism approach which is followed by many teachers today. Read the article quickly. Then answer the question: what is the main idea of the Principled Eclecticism approach according to this article.

The New Principled Eclecticism Method by Alex Taylor

Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies.

The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives.

They prepare their lessons to facilitate the understanding of the new language being taught and do not rely on one specific 'best method'.

Some Examples

- The teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and **communicative ability**.
- The teacher corrects errors immediately if the scope of the classroom activity is **accuracy**, but if the scope of the activity is **fluency** these errors will be corrected later on.
- The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).
- To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.
- The teacher helps the student **personalize** the use of grammatical and lexical elements used in class.
- The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms, etc.
- The teacher introduces exercises of **guided discovery** for new grammar rules.
- At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.
- The teacher is committed to developing a wide range of **resources** in order to give relevant, stimulating, and productive lessons.

CONCLUSION

It is impossible to do everything if only one method is used. As a result, professional EFL teachers follow what is described as the Principled Eclecticism approach, where students are also encouraged to be **autonomous** in their learning.

However, some private schools and training companies still prefer to promote a specific in-house branded method or approach, though often mainly for commercial or marketing reasons rather than for didactic reasons.

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