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## THE ADVANTAGES OF FITTING THE METHOD TO THE LEARNER IN TEACHING UZBEK LANGUAGE

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### ABSTRACT

*This article is about investigating and teaching methods concerning to the principles of using by teachers to enable student learning. In order to learn any language efficiently, methods are important on teaching. There are different types of methods and they have own position in teaching languages. For instance, direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. Teaching methods, learning styles are considered one of the main features of efficiency. The term teaching method refers to the general principles, pedagogy and management strategies used for instruction. According to the article the choice of teaching method depends on what fits educational philosophy, classroom demographic, subject area(s) and education mission statement.*

**KEYWORDS:** *Empty Vessels, Hermeneutic Aspects, Particular Teaching Method, Proper Equivalent, Human Advancement, Educational Philosophy, Teaching System.*

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### INTRODUCTION

In fact, nowadays the demand to the teaching of foreign languages is increased day by day, because language is the bridge of relationship and trade. In this case linguists should study, create new teaching methods for learners and approach as a professional educator, teacher. As we know, Methodology is wide subject, includes methods and teaching approaches. In order to learn any language efficiently, methods are used on teaching. Each method has got own peculiarities and they are necessary while teaching foreign languages. In additional, it can improve acting accurately on learning, translating, understanding, analyzing. It is value to say that knowing other languages deeply gives a chance for speak colorful and vivid. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's teaching system the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. "Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students." [5, p185] In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an

equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. There are different types of learning styles, according to them choosing appropriate teaching language method can be advantageous. If learner can remember easily new vocabulary with kinesthetic material or visual aids, teacher should use different types of methods in the lesson. First of all students' knowledge of language should be defined and the results of competence skills of language can analyze students' level of knowledge in Uzbek. While there are always those programs that insist upon a mandatory methodology, doing great disservice to students and teachers alike, you should always try to choose those methodologies and approaches that are most effective for your students. After all, our job as teachers is to help our students to learn in the best way for *them*—not for us, not for any researcher and not for any administrator. The best teachers choose the best methodology and the best approach for each lesson or activity. They aren't wedded to any particular methodology. Rather they use principled eclecticism, freely moving between lessons, tasks, methodologies and approaches, almost seamlessly. Language pedagogy has come a long way since the days when repetitive grammar-translation methods were regarded as the only way to learn. Today, task-based approaches are widespread in British schools, emphasizing communication and the practical uses of language. There is a widely used approach nowadays of language teaching favored by many teachers based on the communicative method where emphasis is devoted to the learners instead of teachers in the classroom. The memorization of words by learners with their meanings and rules of grammar is no longer favored by teachers. For Christelle Bernard, a French and Spanish teacher at St Gemma's High School in Belfast, these methods of teaching allow her to cast aside the textbook whenever she can. "You need a little bit of grammar, but my approach is much more topic based with as little grammar as possible," she explains. [1] Learning a language is interactive, co-operative, learner-centered and content-based, but the approach does not mean that learning a second language involves just 'conversation'. The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organization of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression).

Have you ever had to teach a grammatical construction that only appears in written form? And then had your students practice it by writing? Then you've used the grammar-translation method. Have you ever talked to your students in question/answer form, hoping that they will pick up the grammar point that you are trying to teach? Then you've used the direct method. Have you ever repeatedly drilled Uzbek grammatical endings, or numbers, or months, perhaps before showing them to your students? Then you've used the audio-lingual method. Have you ever played Simon Says? Or given your students commands to open their textbook to a certain page? Then you've used the total physical response method. Have you ever written a thematic unit on a topic not covered by the textbook, incorporating all four skills and culminating in a final assignment? Then you've used task-based learning. If you've already done all of these, then you're already practicing principled eclecticism. The point is: The best teachers make use of all possible methodologies and approaches at the appropriate time, for the appropriate activities, and for those students whose learning styles require that approach. The ultimate goal is to choose the methods that best fit your students, not to force your students to adhere to any particular or limiting methodology. It is important to remember first and foremost about learner, his ability, skills, learning style. Songs, games, stories and grammatical tasks make learner concentrate on learning language. We think

that dividing into levels of learner's knowledge can be useful for making system. There are three levels in order to identify learner's knowledge in Uzbek language. They are:

- Boshlang'ich daraja (level for beginners) – in this level teacher should choose ordinary and simple materials. ( basic vocabulary and grammar)
- O`rta daraja ( level for intermediate students)- in this level learner can understand complex text, presentation, TV shows, letters, stories )
- Yuqori daraja (advanced level)- in this level ( writing essays, reading articles, novels, making a speech and speaking fluently in Uzbek )

The direct method, audio-lingual, comparative, bilingual methods are considered as appropriate method on teaching Uzbek. Since it can fit almost all learning styles and make learner have interest for language. Immersion methods also one of the best ways of teaching Uzbek efficiently. This corresponds to a great extent to the situation we had at International schools. Students are immersed in the Uzbek language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, Uzbek. Immigrant students who attend local schools find themselves in an immersion situation; [2] for example refugee children from Kazakhstan, Turkmenistan, Tajikistan, and French may attend Uzbek schools. As you know there are some differences between teaching Uzbek specific purpose and ordinary. It is difficult to teach this language for specific purpose. As it includes many specific terms and complex structures. Language for specific purposes (LSP) has been primarily used to refer to two areas within applied linguistics:

1. One focusing on the needs in education and training
2. One with a focus on research on language variation across a particular subject field

LSP can be used with any target language needed by the learners as a tool for specific purposes, and has often been applied to English (English for specific purposes, or ESP).

3. A third approach, content or theme-based language instruction (CBI) has also been confused with LSP. These several uses of the label of LSP have caused some confusion internationally.[3] LSP is a widely applied approach to second or foreign language teaching and training that addresses immediate and very specific needs of learners who need that language as a tool in their education, training or job. Needs analysis is the underlying "driver" for the development of LSP programs. (1.) For example, English native speaking nurses who work in hospitals with a high percentage patient whose native language is Spanish might have to study Spanish for the very specific purpose of communication between nurses and patients. Students are encouraged to take active roles in their own learning and question what they have been taught. This is likened to negotiated syllabus about which Hyland writes, "A negotiated syllabus means that the content of a particular course is a matter of discussion between teacher and students, according to the wishes and needs of the learners in conjunction with the expertise, judgment, and advice of the teacher".[4,p201-217]

The degree of study methods of teaching Uzbek for foreign students are improving day by day. There are lots of different kinds of methods that can be used while teaching foreign languages. Those methods are connected with language skills, that are Listening, Speaking, Reading and Writing. Remarkable methods are considered as key of learning Uzbek effectively. Therefore they are studied by plenty of linguists.

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