

DOI: <https://doi.org/10.33739/2587-5434-2023-9-1-51-57>

ANALYSIS OF TRADITIONAL AND MODERN METHODS IN FOREIGN LANGUAGE TEACHING

Rusudan Gogokhia

Doctor of Philosophy in Education

Affiliated Associate Professor of European University

(Tbilisi, Georgia)

e-mail: rusudangogokhia@yahoo.com

Annotation. The paper presents the role of foreign language teaching methods and the extent to which the methods were developed and improved. Nowadays, it is well known to everyone that the method of teaching foreign languages is very important and in demand. Therefore, this process is determined by many factors. Foreign language teachers try to make the learning process more intelligent, interesting and fun. It is well known in the modern society that the methodology of teaching foreign languages is very important and necessary in the teaching process, therefore all this is determined by many factors. Foreign language teachers try to make the learning process more intelligent, interesting and fun. Therefore, the majority of teachers use combined methods when teaching a foreign language, which is also determined by the student's ability. Any foreign language curriculum consists of learning objectives and tasks. The purpose of the research is to determine how actively teachers use traditional and modern methods in learning a foreign language and how much these approaches increase the incentive and motivation of students to learn a foreign language.

Keywords: grammatical-translational method, audio-lingual method, communicative method

INTRODUCTION

In modern life, learning English is incredibly popular among people of any age, social status or financial means. Finding courses for language learners is not a problem either. In any location, there are many different companies that offer a variety of language learning methods. There are also forms of virtual learning and various types of self-study guides. In a word, in our era, English language teaching is one of the most common service areas. Anyone can easily find suitable English language courses; the main thing is to set a goal! It is necessary to find out about the methods of teaching English, with the help of which the learner will be able to master the unknown language norms.

Traditional teaching of English. In the traditional method, it is very often meant to learn lexical items and word arrangements by heart, various linguistic constructions, which is built on intensive repetition until it reaches automaticity in the memory. There are also methods that depend on psychological preparation, self-awareness. The basis of the traditional method is the method of direct translation from the native language into the foreign language to be studied. It should be noted that in all eras there were innovative teachers whose goal was to diversify teaching methods in order to make lessons more effective, motivating and effective. The emotional and psychological background of the learning process is no less important. The forms of speech activity include the

perception of speech in a foreign language, writing, understanding of the read text. A particular type of these activities should be processed with the help of certain methods. The traditional teaching method aims at mastering a certain amount of speech activities, where one activity leads to another. A teacher with high professionalism often develops the ability to successfully combine all aspects of forms of speech activities and obtain the desired effect. Intensive teaching of speaking in a foreign language in a relatively short period of time is the main goal of non-traditional teaching methods. In addition, the necessary use of the knowledge gained in practice - this is also the most important condition in the further successful acquisition of a foreign language. The desired result can be achieved by the combined use of traditional and non-traditional methods (Roberts 2004).

Unconventional methods. There are a number of interesting ways and methods that are hidden in our subconscious, as well as various techniques for quickly memorizing words, game methods of language learning. All these, no doubt, are useful and help us to learn the language, but as an auxiliary method. Most of the examples of the methods given here require studying with a teacher, which is not always convenient, so for learning English, you can buy audio CDs, which do not require special time allocation and allow the learner to engage in his usual activities, watching videos in English, fortunately, American film studios are planning A large number of video discs are produced. Learning the English language is a rather difficult process that requires attention and focus (Khan 2016).

Since mastering a foreign language is a rather difficult process, the teacher in the English language class constantly tries to actively involve the students in the learning process using traditional or modern methods, such as:

- Grammar-Translation Method,
- Audio-Lingual Method,
- Communicative Method;
- Task-based Method.

Grammatical-translation method. One of the leading methods aimed at mastering the language at the academic level. This method works well with people with strong logical thinking, for whom it is easy and natural to perceive and assimilate grammatical formulas in a set. The modern lexical-grammatical methodology is aimed at mastering the language as a system, first of all four basic skills. Because of this, a lot of attention is paid to the analysis of texts, the content of the text and the writing of essays. Everyone should master the logic and structure of a foreign language, be able to contrast it with the native language, determine similarities and differences. This is impossible without a serious study of grammar and two-way translation.

Audio-lingual method. Oral speech is the basis of teaching. Methodists refuse to teach reading at the elementary level, in their opinion, reading can be mastered only after oral communication. However, the basis of teaching a foreign language is sound structures and system.

The communicative method of learning a foreign language is one of the most popular methods around the world. Many consider it the most effective method. One of the main uses of this method is to simulate a situation from real life, this encourages the participants to actively talk. At the same time, the topicality of topics is very important, they should be related to everyday life. The course of the communicative method lesson depends on the students themselves, their answers, reactions, because everything is done thoughtfully and planned. Teachers mostly don't talk; they listen and give some direction to the lesson.

LITERATURE REVIEW

Any method is more or less important in the process of teaching the grammar of a language, although there was a constant debate among scientists and teachers about the role of the mother tongue in the teaching process. Translation into the native language, as one of the methods, has a centuries-old tradition, and accordingly, the Grammar-Translation method envisaged the active use of the native language. "During the grammar-translation method, the development of writing and reading skills is an absolute priority." Tasks characteristic of this method are:

- Memorization of words and grammatical comprehension learning;
- Translation of individual sentences;
- Translation of short texts into native language;
- Reading foreign language literature;
- Retelling what has been read in writing;
- Writing dictation and more.

The purpose of these tasks is to develop the ability of the students to reproduce grammatically correct sentences based on the learned rules. The grammar-translation method is a teacher-oriented method. Most of the time in the teaching process is spent by the teacher on explaining and translating grammar rules. As for the role of the learner, he is relatively less involved in the learning process and therefore appears as a passive recipient of knowledge (Mahboob and Tilakaratna 2012).

Audio-lingual method. Oral speech is the basis of teaching. The object of teaching is considered to be - a sentence; Neither the word nor the grammatical events are considered separately. According to them, the basis of teaching a foreign language is the sound system and structures. The best way to learn a language is through imitation, analogy, and pattern learning, orally. When using the audio-lingual method, grammar is introduced using an inductive approach. The audio-lingual method has several basic principles: Grammatical aspects and structural patterns are introduced to students through dialogues, which are learned by students through rehearsal and imitation. As for vocabulary, its study is kept to a minimum, since the main objective of the audiolingual method is to teach grammatical aspects and sound systems of the target language, as much as possible. That is why the teacher is a very important figure in the lesson, who is responsible for the quality of teaching. Learners are imitators, they obey the teacher's instructions, grammatical rules and learn to pronounce certain sounds correctly based on listening tasks. First, there is listening, then speaking, followed by reading and writing. During the audio-lingual method, the language is studied in a natural sequence - listening, speaking, writing and reading. Repetitive exercises, memorizing dialogues, replacing words, transforming sentences, perfecting dialogues, chain exercises are typical activities for the audio-lingual method.

Communicative method. The goal of the communicative method is to teach students to communicate in a living language environment. The communicative approach emphasizes the importance of language functions rather than its vocabulary and grammar. Its main principle is to enable students to use language forms appropriately in different contexts for different purposes. When using a communicative approach, grammatical material can be explained using specific situations, such as dialogues. They are intended to teach one concept or meaning. During grammar exercises and assignments, students' individuality is taken into account - different individuals learn differently. Moreover, the exercises help to activate the students. At this time, preference is given to oral assignments rather than writing, or both, however, oral assignments are more successful

(Kothari 2004). Another important aspect of teaching grammar in a communicative situation is that errors should not be emphasized, as this can cause tension and fear in students, which in itself contradicts the goal of the communicative approach - to increase students' motivation and confidence in the language learning process. Since the communicative approach is focused on the process of communication, learners also play the role of communicators. They are actively engaged in communication, even in the presence of imperfect knowledge, and are not afraid to make mistakes. The teacher is a facilitator, he helps the process of communication between students. At this time, the teacher may combine such functions as advisor, analyst, manager, etc. The native language is used very rarely, both the learner and the teacher try to actively use the target language. In addition, the teacher evaluates not only accuracy, but also fluency. During the exercises, the teacher does not correct the mistakes made by the students. The only way to actively involve students in the learning process is to select suitable learning materials, that is, to adjust the exercises taking into account the knowledge and age level of the students, the goals of the lesson, scale and intensity. The following exercises are characteristic of the communicative approach:

- ❖ Scrambled sentences;
- ❖ Language games (language games);
- ❖ Problem-solving;
- ❖ Role-plays;
- ❖ Socio-dramas.

As for communication, as a joint action, it is an important principle of teaching, because it largely determines the success/failure of learning. The goal of the teacher should be to give students the right to participate in the lesson. Such an approach is very important for conducting a foreign language lesson.

A widespread form of communicative approach is task-oriented language teaching. An analysis of the basic principles of task-oriented learning shows a clear similarity between the two methods. Here, too, the main focus is on free speech (Richard, Jack & Theodore S. Rodgers 2000). Motivation to establish communication is very important. Task-oriented learning includes four main principles, according to which:

- Meaning is the most important;
- Grammar and form are not ignored;
- Represents a complete unit;
- Systematic connection between pedagogical tasks and target real tasks.

Task-oriented language teaching involves three main stages: a) pre-task, b) task cycle and c) language focus. In the pre-task phase, the teacher raises the issue with the students and highlights the words or phrases that are interesting to them, helping the students to understand the task instructions. During the task cycle, students complete a task in pairs or small groups while the teacher observes from a distance. Students plan a presentation form for the class. At the language focus stage, students practice using those language units that are a problem for them. Task-oriented activities have one thing in common: they all involve communicative language use that focuses on meaning rather than language structure (Martin, Valdivia 2017).

Taken separately, each method is directed toward the goal of effective language learning. However, it should be noted that a certain method played its role at a certain stage in the long history of teaching foreign languages and left an important mark in the development and improvement of the methodology. The development of modern methods and their practical use in

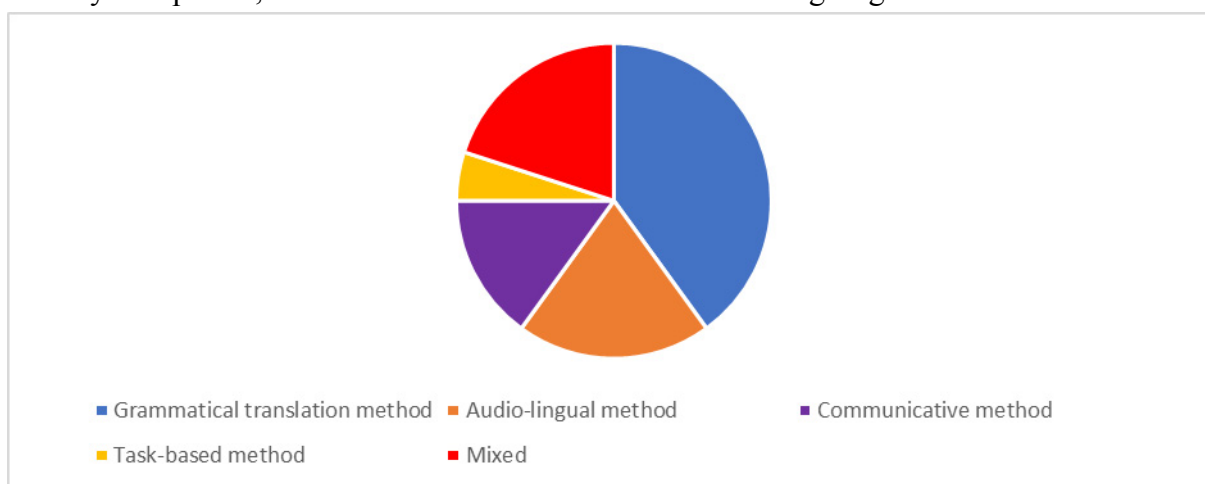
the agenda derive from the modern needs of foreign language communication. Acquaintance with experience and methodical ideas has a very positive effect, which contributes to the professional growth of novice teachers and increases their motivation to teach. First of all, I believe that a modern school should educate not only a citizen who speaks a specific foreign language, but also a thorough knowledge of this language, who will independently manage to use the language not only for communicative purposes, but also for the proper perception and understanding of publications, and most importantly, written speech as well. Here, precisely for perfecting the written speech, I consider it quite effective to bring elements of the traditional method to modern foreign language lessons, such as the grammar-translation method, which is focused on the acquisition of grammatical constructions, which in itself is important for the correct formulation of what is being said, so that the reader can correctly and thoroughly understand what the author wants to say.

RESEARCH METHODS

Today, in the English language teaching process, much attention is paid to the use of both traditional and modern methods. The purpose of the study, based on theoretical material, empirical research and analysis of survey results, is to determine how actively teachers will use traditional and modern methods in learning a foreign language and how much these approaches increase the incentive and motivation of students to learn a foreign language. In order to make this topic full-fledged and effective, or more effective for everyone, I conducted a survey for this purpose. The following questions were used: 1. In your opinion, which method is more effective in teaching English? 2. How often do you use the following methods? 1. Always. 2. Often. 3. Never.

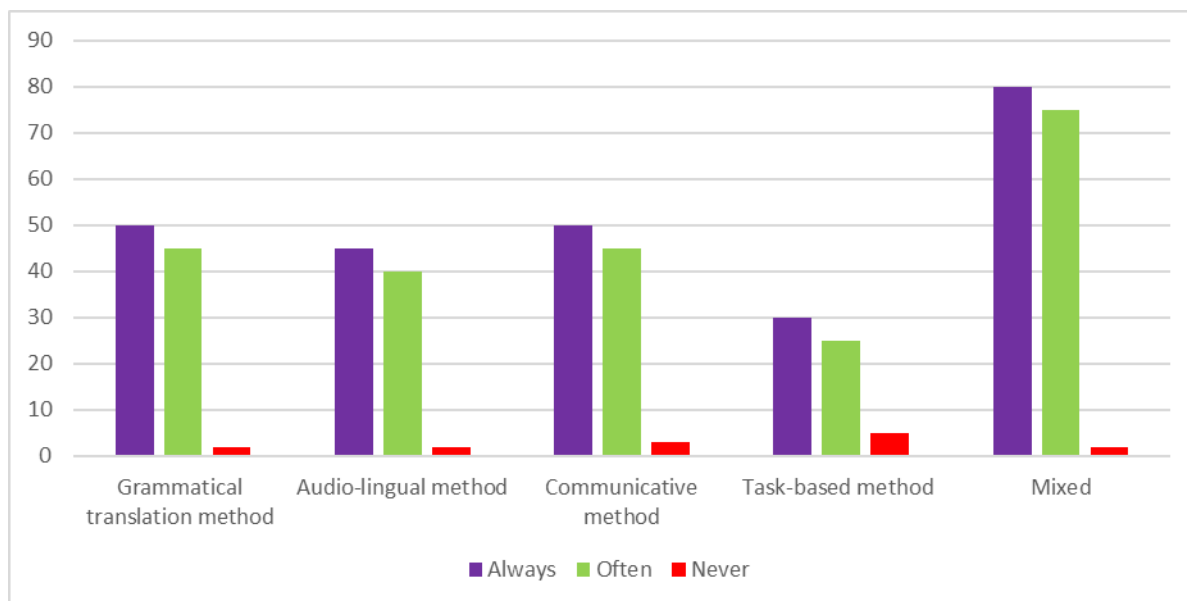
RESULTS

1. In your opinion, which method is more effective in teaching English?



In response to this question, most teachers consider the grammatical translation method to be the most effective, followed by 20% audio-lingual, communicative and 15%, task-based method 5%, mixed, 20%.

2. How often do you use the following methods? 1. Always. 2. Often. 3. Never.



The majority of teachers, in particular 50%, always and often use the grammatical-translation method, followed by audio-lingual 45%-40%; 50%-45% of teachers prefer communicative method, task-oriented method is chosen by 30%-25%, 80% of teachers prefer mixed methods.

According to the conducted studies, it is clear that the majority of teachers use grammar-translation and mixed methods in the teaching process. When using methods, more attention is paid to the combined one.

CONCLUSION

Based on all of the above, it can be said that today, studying a foreign language, in particular English, has not only an educational but also a communicative character. Essential importance is given in the process of learning or mastering a language. as well as using the correct forms of grammar. Grammar can be studied in different ways. A teacher can use them simultaneously, which allows him to understand which one is most successful in his lesson. For the effectiveness of this or that method, the age, interests, level of knowledge, learning style, personality and others should be taken into account. The use of traditional and modern methods is of great importance. In order for the student to reach the result, the teacher should always try to choose learning approaches for the students as much as possible and based on the needs, so that the learning process is not depressing and boring for the students. When planning each new lesson, the teacher should take into account the skills of each student and take care of their development and improvement. The teacher should be able to take the students to all four skills. In the 21st century, teaching both traditional and modern methods in the teaching process of the English language is of great importance. In the process of teaching a foreign language, the teacher cannot be limited by any one direction method. On the contrary, he should be given free rein to produce the best results using whatever method is best suited to the individual abilities of his students. It will be better if the teacher can combine traditional and modern methods, supported by a variety of activities, of course, due to the best interests of the students, which will ultimately be reflected in their success. Learning is a guarantee of progress, and a specific method serves to achieve the goal of language learners.

REFERENCES

Bione, T., Grimshaw, J. & Cardoso, W. (2016). “An evaluation of text-to-speech synthesizers in the foreign language classroom: learners’ perceptions,” doi: 10.14705/rpnet.2016.eurocall2016.537.

Khan, M. A. (2016). “EFL Teachers’ Perceptions on CLT,” Int. J. Res. Innov., vol. 1.

Kothari, C. R. (2004). Research methodology: methods & techniques. New Age International (P) Ltd.

Mahboob, A. & Tilakaratna, N. (2012). “A Principles-Based Approach for English Language Teaching Policies and Practices,” TESOL Int. Assoc., no. March, p. 19.

Martin, S. & Alvarez Valdivia I. M. (2017). “Students’ feedback beliefs and anxiety in online foreign language oral tasks,” Int. J. Educ. Technol. High. Educ., vol. 14, no. 1, p. 18, Decdoi: 10.1186/s41239-017-0056-z.

Richard, Jack C. & Theodore S. Rodgers. (2000). Approaches and Methods in Language Teaching. Beijing: Foreign Language Teaching and Research Press.

Roberts, J. T. (2004). “The Communicative Approach to Language Teaching: The King is dead! Long live the King!,” Internafional J. English Sfudies

https://www.academia.edu/2994975/The_Writings_of_Harold_E_Palmer_An_Overview_book

https://www.researchgate.net/publication/293731529_Audio_Lingual_Method_70

For citation:

Gogokhia R. (2023). Analysis of traditional and modern methods in foreign language teaching // International Scientific-Pedagogical Organization of Philologists “WEST - EAST ” (ISPOP). Scientific Journal “WEST - EAST”. Vol. 9 , N 1 , (March, 2023). pp. 50-57. <https://doi.org/10.33739/2587-5434-2023-9-1-51-57>

Manuscript received:

01/15/2023 Accepted for publication: 03 /15/2023

International Scientific-Pedagogical Organization of Philologists “West-East” ISPOP

SCIENTIFIC JOURNAL “ WEST-EAST ”

ISSN (print) - 2587-5434 ISSN (online) – 2587-5523