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THE EFFECTIVENESS OF USING THE DIRECT METHOD IN TEACHING: FOR ELEMENTARY LEARNERS

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Abstract. *The main objective of the study was to know the effectiveness of the direct method in teaching, especially in implementing for elementary learners. This study analyzed the favorable aspects of using direct method in elaboration students' skills, principally their speaking ability. This paper proposed to use direct method in teaching for succeed in learning target language.*

Key words: *direct method, speaking skill, young learners.*

Introduction. Choosing a proper method for learners is a substantial issue in teaching foreign languages. It is because correctly interpreted method plays a vital role in the process of language acquisition. Language learners prove their ability to know foreign languages, first of all, through fluency communication. So, there are many teaching methods for mastering new language effectively, such as GTM (Grammar-translation Method), DM (Direct Method), ALM (Audio-lingual Method), etc. Each of these methods has its function for language acquisition. One of them is the Direct Method, another name is the “Natural Method” which emphasizes on more speaking skills, and students' oral communication that became the main goal of the target language teaching. This method was established in England around the 1900s and contrasts with the GTM (Grammar-translation Method) and other traditional approaches, as well as with

C. J. Dodson's bilingual method (1967-1972), and Berlitz (Maximilian D. Berlitz, 1852-1921) used extensively in Rhode Island, USA, and opened the first language school.

The findings of the research showed that the use of the direct method was able to improve students' speaking skills. Based on qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation.¹⁷⁸ [1:0] It means that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids. Also, there are some productive approaches which influenced in making better students' critical thinking and creativity with demonstrating the meaning through the use of real-life objects, pictures or pantomime. The use of these aids in teaching process will make students be fun to learn target language. That is why many researchers have proposed the direct method to elementary learners because of its useful functions. So that it is highly suggested for teachers to create interesting, fun and enjoyable lesson for children. One more reason for this, children have a quite short attention span and are easy to get bored (Slattery and Willis, 2001).¹⁷⁹ [2:0] Almost all young learners prone to a sense of prankish and curiosity, and more structured approaches caused to lose their interest to learn language. Thus, the direct method is more suitable for elementary level learners.

Research methodology. In the direct method, language is learned for communication, as Larsen – Freeman (2000) states language is primarily speech. Classroom instructions and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language.¹⁸⁰[3:0] So that the direct method is the method of language teaching which concerns its self to communicate directly in the target language. Direct Method has a number of characteristics; Richards and Rodgers (1986: 10) in Tarigan (1991: 112) say the characteristics of the direct method are:

- The class teaching process is exclusively done by using the target language;

¹⁷⁸Nila Andriyani (2015) "Using The Direct Method in teaching to improve students' speaking skill at Purikids language course". English education study program. Faculty of languages and arts Yogyakarta State university. 2015. Negeri

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¹⁸⁰Cari Turgul Mart "The Direct-Method: A Good Start to Teach Oral Language". International Journal of Academic Research in Business and Social Sciences. November 2013, Vol. 3, No 11. Ishik University, Erbil, Iraq.

- Only the daily vocabularies are taught;
- The communication skill is created in some intensive steps in the process of discussion between the teacher and students in a small and intensive class;
- The grammar is taught in inductive term; - The new points are explained orally; - The concrete vocabularies are taught by demonstrating, presenting the objects or pictures; The abstract vocabularies are taught by associating the ideas;
- The speaking and listening understanding are taught; - The right pronunciations are made as priority.

In the same case, Omaggio (1986:57 – 8); Tarigan (1988:231 – say that the characteristics of the direct method are:

- In learning a language, it should start with the situation ‘*here and now*’ by using the class objects and simple things.
- The lesson in direct method can be developed by using a picture about the native countries;
- No translation process allowed;
- The right pronunciation is made as the priority.
- The grammar or structure are not taught intensively, because it can be learned by practicing the language;
- The using of dictionary is not allowed.¹⁸¹ [4:0]

Analysis and Results. The direct method is an effective and popular method in teaching foreign languages that the learners can embody a real atmosphere inherently. Although, there are some limits, such as the translation is not allowed, grammar rules are never given, no using dictionary which lead to confront some difficulties in learning process. However, on the other hand, these techniques play a basic role in developing and creating students’ skills, especially for critical thinking ability. As an example, when they do not remember some kind of words in their speech, they start looking up its synonym or another alternative word. Therefore, the teachers should use an appropriate method

¹⁸¹ Liu Qing-Xue, Shi Jin-Fang “An Analysis of Language Teaching Approaches and Methods – Effectiveness and Weakness”, Jan. 2007, Volume 4, No.1 (Serial No.26)

that makes their students feel comfortable, independent, autonomous, and responsible in learning English language at the early age, so that they can experience of using English directly.¹⁸² [5:0]

There are many researchers who conducted a research on Direct Method about improving students speaking skill. One of them is Nila Andriyani (2015:7) has carried out a research in Superkids class at Purikids Language Course to apply the Direct Method in teaching. Mainly, this grade covered small group of young students who at the average age of 10-12 years old, and they learned English as a foreign language. Similarly, Uzbekistan State World Languages University's second year students also experienced the direct method in their professional practice time at school, between 23-february and 16-march, 2024. The students who assigned to junior classes (grades 1-4) for observation and practice preferred to use some techniques and approaches which were related to the direct method in order to improve pupils' speaking skill. Practitioners assumed that the young pupils already taught by their teacher, that is why they decided to focus on drilling and repeating the concepts or structures by using the direct method. One of the students tried to work with enriching vocabularies, correct pronunciation, accuracy and also fluency in children's speech. While the conducting process, she utilized the topics of the pupils' course book, named "Guess What". During the lessons, she accomplished the demonstration of pictures, question answer part, interviews and interesting games with pupils. The last days of the practical time, she organized a demo lesson with 4 grade pupils as an inference, and she chose a topic that was about "Health matters" from the book "Guess What" (68-75). The first part of the lesson, she commenced the lesson with giving questions about the topic, then showed some pictures with pronouncing them, that the health matters were reflected. The pupils answered questions and repeated the words. New vocabularies were interpreted through pantomiming by the student. So, children did matching and listening tasks from their course book. After these activities, she finished

¹⁸²Allah Nawaz "Comparison of GTM and direct method of teaching English at elementary level in Pakistan", Global Journal of Management and Social Sciences, Vol.1 Sept-Dec,2015. Page 17-30

the lesson with making a role play so as to reinforce the theme. At the end, the student evaluated active pupils with high marks.

The demo lesson was interpreted very well with the implementation of the direct method. So that the student also facilitated the lesson interestingly, and engaged pupils' attention to the lesson. However, during the practical time, children confronted some difficulties in their speech. It is because pupils were still having limitation of opportunity to practice, lack of vocabulary, and also psychological factors which more concern to fear of making mistakes when they speak English. This situation considered that schoolchildren engaged in more with their speaking, so teachers also should choose an efficient method and techniques for young pupils. The direct method can be the best and productive method for young learners in order to develop their speaking skill and creativity.

The information above can prove the importance of the direct method and choosing appropriate techniques, approaches and materials in teaching foreign language. Therefore, the direct method should interpret from early stages of learning.

Conclusion. According to the indication of my study, the implementation of the direct method in teaching foreign language is able to make better students' speaking skill, especially. And also, the techniques of the direct method can motivate more to learning target language, because there are some activities that pursue them to be confident to speak. One more thing that I should point out that the using of the direct method in teaching can be an efficient solution to prevent boredom lesson in junior or elementary classes. Since the teachers use pantomiming activities, demonstration of pictures, games, and other interesting activities, which made learners more active and interested in the class. So, the direct method has a great opportunity to practice more on speaking in the class, because of each techniques or activities are stressed more improving students' speaking skill. In line with some theories explained before, it comes to a conclusion that speaking is one of the main part of the language for each language learners.

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THE ROLE OF EDUCATIONAL TECHNOLOGIES IN TEACHING

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Abstract. *The use of educational technologies in the teaching process is the topic of this essay. Technology in education is a crucial component of training pupils. Put another way, educational technology refers to cutting-edge teaching strategies, instruments, and approaches that enhance the quality of the educational process. Developing innovative educational technologies is a highly challenging task. Putting in a lot of practice and working seldom are two key components of improving teaching. This article examines how classroom technology is evolving to improve instruction. Key difficulties with educational technology and teacher competence.*

Key words: *educational, pedagogical, create, teacher, teaching, student, developing.*

The teaching process is the primary source of issues with learning in the educational system. There are many opportunities, such as experience exchanges and internships with foreign educational institutions, for teachers and students to enhance their knowledge and experience. Science practice is also a very important aspect for both