

The important parts of teaching in Direct and Audio-Lingual method in Russian Language

Miraxmedova Iroda Anvarovna

Lecturer,

Russian Language Interfaculty Department,
National University of Uzbekistan

Abstract: Teaching is the one profession that creates all other professions. Many people know their target language, but they cannot use them communicatively. Still, they suffer from using target language. Throughout the years, teachers have been using several methods to teach students. In order to analyze students' interaction, I did a research on teaching and learning process in Direct and Audio-Lingual method. The importance of my research is students' ability to use language communicatively.

Keywords: Language, Teaching, Audio-Lingual methods, Russian language.

Teaching is the one profession that creates all other professions. Many people know their target language, but they cannot use them communicatively. Still, they suffer from using target language. Throughout the years, teachers have been using several methods to teach students. In order to analyze students' interaction, I did a research on teaching and learning process in Direct and Audio-Lingual method. The importance of my research is students' ability to use language communicatively.

The Direct and Audio-Lingual methods are two strategies and interventions that can be used for the teaching of second or Russian language.

Teaching in Direct and Audio-Lingual methods have some similarities. First, both methods are oral-based approaches. The Direct method's purpose is to enable students to the Russian language to communicate. Teachers who uses Direct method intend that students learn how to communicate in the target language. In Audio-Lingual method, teachers want their students to be able to the target language communicatively as Direct method. Secondly, in both methods using native language and translation are not allowed. In both methods students must speak approximately 80% in second or

However, they have some differences also. First, teacher's role is somehow different in two methods. In Direct method teacher and student are more like partners in the teaching and learning process. But in Audio-Lingual method teachers like an orchestra leader, directing and controlling the language behavior of the students. Second, different interactions. In Audio-Lingual method, only teacher and student communicate. But in Direct method, the initiation of the interaction goes both ways, from teacher to students and from student to student. Last difference is teaching ways. In Direct method when teachers introduce a new target language word or phrase, they demonstrate its meaning using picture or pantomime. In the other method, teachers teach using of dialogs, imitation, repetition and drills in

In order to understand deeply teaching process in both methods, I experimented through teaching as a teacher. I took structure of tenses. In direct method, I wrote one compound noun and with this compound noun students should make up sentences in every tense form. Students made sentences one by one. Next part of the lesson, I asked students structures of tenses and wrote rules on the board. This strategy useful and effective for those who knows rules of tenses beforehand. As a result, they can easily review their knowledge. On the other hand, it may be students, who are in different levels. The problem is taking consideration students levels. Because, it may be difficult for them in order to follow the lesson.

In Audio-Lingual method, I gave one sentence then student had to change sentence into different tense forms or interrogative, negative, positive and so on. This is transformational drill activity. Student changed sentence correctly, as they can. But some students could not follow the activity.

Likewise, it can be in different level learner as Direct method. As a result, the class can be dull and it causes students to lose interest. As you see, both strategies are similar to each other.

While analyzing I found out some problem that usually occur. In my opinion, it should be added some changing to these strategies. Teacher should take a consideration students level. Before activities, they should explain structure of tenses in students' native language. It will be very useful and effective strategy if teacher mix a few (not all) strategy from Grammar Translation method to these methods. Because explaining and understanding will be easier. The most important thing, result, will be more effective in learning process.

The list of used literature:

1. Berdieva Mukarrama Anvarovna. Features of work on the concept of "Speech Style" Tula International Conference on Teaching Foreign Languages (tsul icon - flt). – 2021.
2. Bazarova Sh. A, & Alimbaeva I. M. (2021). Modern Methods and Technologies of Role Play in Teaching Dialogue. Galaxy International Journal of Interdisciplinary Research, 9 (10), 218–221.
3. Bazarova Shokhida Ashirkulovna. International open conference - Development of creative activity of students in Russian language lessons. Vol. 1 No. 4 (2022): Scientific Aspects and Trends in the Field of Scientific Research.
4. Farogat Yuldasheva, Shakhida Bazarova – Improvement of teaching methods of grammatical concepts and non-linguistic subjects - XXXVI international scientific and practical internet conference "Problemy and perspective development of modern science in Europe and Asia" 2021.
5. Berdieva Mukarrama Anvarovna, Bazarova Shokhida Ashirkulovna – The role of authentic materials in teaching Russian language in higher education. Molodoy uchenyy – International scientific journal No. 17 (412) / 2022
6. Bazarova Shokhida Ashirkulovna. Methodology of teaching the Russian language in higher education. Journal of interdisciplinary innovations and scientific research in Uzbekistan. 2022