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| | |
|---|-----|
| I.I.Rustamova | |
| Abdulla Qahhorning "Sarob" romanida detallar funksiyasi va dinamikasi | 770 |
| G.H.Oxunova | |
| Badiiy obraz borliqini anglash omili sifatida (Isajon Sulton hikoyalari misolida) | 773 |
| G.M.Oripova, F.A.Rahmataliyeva | |
| Xokku she'riy janrida inson va tabiat tasviri | 778 |
| G.Muhammadjonova | |
| Erkin Vohidovning hajviy asarlarida davr muammolari | 782 |
| Sh.D.Maxmidjonov | |
| Badiiy nutq tiplari va qahramon ruhiy olami talqini (Tohir Malikning asarlari misolida) | 787 |
| M.M.Xamidov | |
| O'zbek adabiyotida tarixiy obraz va uning ifoda usuli | 791 |
| O.A.Ahmadjonova, Sh.D.Ma'murova | |
| Mahmudxo'ja Behbudiy publitsistikasida til o'rganish masalasi va milliy til qadri | 795 |
| X.A.Abdulxamidova | |
| Isajon Sulton romanlarida inson xronotop sifatida | 799 |
| J.B.Sayidolimov | |
| "Makorim ul-axloq" agiografik asar namunasi | 803 |
| G.M.Oripova, G.G'.Axmadaliyeva | |
| Said Ahmadning hikoyanavislik mahorati ("Qorako'z majnun" hikoyasi misolida) | 808 |
| I.S.Mannopov, B.D.Rajavaliyev | |
| "Devoni hikmat"da ishq va oshiqlik talqini | 812 |
| S.F.Komilova | |
| Xalq dostonlarida do'stlik obrazi talqini | 817 |
| O.A.Ahmadjonova | |
| Asqad Muxtorning ayollar psixologiyasini yoritishda uslubiy o'ziga xosligi | 820 |
| A.A.Abduraxmonov | |
| O'zbek lirikasida nurning poetik funksiyasi | 824 |
| X.A.Abdulxamidova, G.Sh.Shodiyeva | |
| "Kutilgan kun" hikoyasida badiiy psixologizm | 828 |


TILSHUNOSLIK

| | |
|--|-----|
| S.N.Fazildinova | |
| "Farhod va Shirin" dostoni nasriy bayonidagi tasvir vositalarning ifodalanishi | 831 |
| N.K.Ergasheva | |
| Goals and objectives of the training practice | 835 |
| O.A.Axmedova | |
| Nofilologik oliy o'quv yurtlarida ingliz tili terminalogiyasini o'qitishning nazariy asoslari | 838 |
| Sh.B.Karimova | |
| O'zbek tilida kvantitativlikning lug'aviy ifodasi | 841 |
| A.U.Akhmedova | |
| Challenges of using only traditional methods in teaching foreign languages | 844 |
| A.U.Akhmedova | |
| The effects of contemporary teaching methods in teaching foreign languages | 850 |
| D.Ganieva, F.Khamidov | |
| The comparative analysis of internet discourse in Uzbek, Russian and English languages | 855 |
| Ш.Аскарова | |
| Сущность языковой интерференции при изучении Немецкого языка | 859 |
| S.Kh.Azimova | |
| The stages of development of the theory of intercultural pragmatics in linguistics | 863 |
| E.B.Yagyaeva | |
| Talabalar mustaqil ta'limining mohiyati, tuzilmasi va vazifasi | 867 |
| E.B.Yagyaeva | |
| Ingliz tili o'qitish jarayonida talabalarning mustaqil ta'limini tashkil etish bo'yicha metodik tavsiyalar | 870 |



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CHET TILLARNI O'QITISHDA FAQAT AN'ANAVIY USULLARDAN FOYDALANISHNING MUAMMOLARI**ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ ТОЛЬКО ТРАДИЦИОННЫХ МЕТОДОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ****CHALLENGES OF USING ONLY TRADITIONAL METHODS IN TEACHING FOREIGN LANGUAGES**

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Annotatsiya

Ushbu maqolada chet tillarni o'qitishning faqat an'anaviy usullaridan foydalanishda yuzaga keladigan qiyinchiliklar ko'rib chiqiladi. Unda grammatik tarjima va audiolingual usullar kabi an'anaviy yondashuvlarning cheklovlari muhokama qilinadi va ko'proq interfaol va zamonaviy o'qitish strategiyalari zarurligi ta'kidlanadi. Tadqiqot o'qituvchilar va talabalar duch keladigan qiyinchiliklarni o'rganadi va tilni yanada samarali o'rganishga erishish uchun ushbu to'siqlarni bartaraf etish yo'llarini taklif qiladi.

Bu tadqiqot chet tillarni o'qitishda faqat an'anaviy usullardan foydalanish bilan bog'liq bir qancha asosiy muammolarni aniqladi. So'rovlar, suhbatlar va sinfda o'tkazilgan kuzatishlar ma'lumotlari o'qituvchilar va talabalar nuqtai nazaridan ushbu qiyinchiliklarning aniq tasviri berdi.

Chet tillarni o'qitishda faqat an'anaviy usullardan foydalanishning qiyinchiliklari aniq. Bu usullar o'quvchilarning o'z ishini yo'qotib qo'yishiga, til ko'nikmalaridagi nomutanosiblikka va amaliy qo'llashda qiyinchiliklarga olib kelishi mumkin. Bundan tashqari, o'qituvchilar turli xil o'qitish usullarini o'z ichiga olishi uchun ko'proq yordamga muhtoj. An'anaviy usullarni ko'proq interfaol va kommunikativ yondashuvlar bilan birlashtirib, o'qituvchilar yanada samarali va qiziqarli til o'rganish tajribasini yaratishi mumkin. Bunday muvozanatli yondashuv o'quvchilarga nafaqat tilni o'rganishga, balki real vaziyatlarda undan ishonchli foydalanishga ham yordam beradi.

Аннотация

В данной статье исследуются трудности, возникающие при использовании только традиционных методов обучения иностранным языкам. В нем обсуждаются ограничения традиционных подходов, таких как грамматический перевод и аудиolingвальные методы, и подчеркивается необходимость в более интерактивных и современных стратегиях обучения. В исследовании рассматриваются проблемы, с которыми сталкиваются как преподаватели, так и учащиеся, и предлагаются способы преодоления этих препятствий для более эффективного изучения языка.

Это исследование выявило несколько ключевых проблем, связанных с использованием только традиционных методов преподавания иностранных языков. Данные опросов, интервью и наблюдений в классе предоставили четкую картину этих проблем с точки зрения как учителей, так и учащихся.

Проблемы использования только традиционных методов обучения иностранным языкам очевидны. Эти методы могут привести к отвлечению учащихся, дисбалансу в языковых навыках и трудностям в практическом применении. Кроме того, учителям нужна дополнительная поддержка для внедрения различных методов обучения. Сочетая традиционные методы с более интерактивными и коммуникативными подходами, преподаватели могут создать более эффективный и увлекательный опыт изучения языка. Такой сбалансированный подход может помочь студентам не только выучить язык, но и уверенно использовать его в реальных ситуациях.

Abstract

This article explores the difficulties that arise when using only traditional methods to teach foreign languages. It discusses the limitations of traditional approaches such as grammar-translation and audiolingual methods and highlights the need for more interactive and modern teaching strategies. The study examines challenges faced by both teachers and students and suggests ways to overcome these obstacles for more effective language learning.

This study revealed several key challenges associated with using only traditional methods in teaching foreign languages. The data from surveys, interviews, and classroom observations provided a clear picture of these challenges from both teachers' and students' perspectives.

The challenges of using only traditional methods in teaching foreign languages are clear. These methods can lead to disengaged students, an imbalance in language skills, and difficulties in practical application. Additionally, teachers need more support to incorporate a variety of teaching techniques. By combining traditional methods with more

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interactive and communicative approaches, educators can create a more effective and engaging language learning experience. This balanced approach can help students not only learn the language but also use it confidently in real-world situations.

Kalit so'zlar: *an'anaviy usullar, chet tilini o'rgatish, muammolar, grammatik tarjima, audiolingual usul, kommunikativ til o'rgatish, interfaol ta'lim, o'quvchilar ishtiroki, o'qituvchining cheklovlari, til ko'nikmalari.*

Ключевые слова: *традиционные методы, обучение иностранному языку, проблемы, грамматический перевод, аудиоплингвальный метод, коммуникативное обучение языку, интерактивное обучение, вовлечение учащихся, ограничения учителя, языковые навыки.*

Key words: *traditional methods, foreign language teaching, challenges, grammar translation, audiolingual method, communicative language teaching, interactive learning, student engagement, teacher limitations, language skills.*

INTRODUCTION

The teaching of foreign languages has long relied on traditional methodologies, which encompass techniques such as grammar-translation, rote memorization, and repetitive drills. These approaches, rooted in centuries-old pedagogical frameworks, have been instrumental in laying the groundwork for language education. However, in the rapidly evolving educational landscape of the 21st century, the exclusive reliance on traditional methods is increasingly being scrutinized.

While these methods have proven effective in certain contexts, they also present significant challenges. The primary issues include limited engagement, lack of practical communication skills, and insufficient adaptation to diverse learning styles. Traditional methods often fail to foster the immersive, interactive, and dynamic environment necessary for effective language acquisition in today's globalized world. Furthermore, the rise of digital technologies and innovative educational strategies offers new avenues for enhancing language learning that traditional methods alone cannot adequately address.

This article explores the inherent challenges of relying solely on traditional methods in foreign language teaching. By examining the limitations of these approaches and contrasting them with contemporary pedagogical innovations, we aim to highlight the need for a more integrated and flexible approach to language education. Through this exploration, we hope to contribute to the ongoing discourse on optimizing language teaching methodologies to better prepare learners for real-world communication in a multicultural and multilingual global society.

LITERATURE REVIEW

The efficacy of traditional methods in foreign language teaching has been a subject of extensive research and debate. Traditional methods, such as the grammar-translation method, direct method, and audiolingual approach, have historically dominated language education. However, the limitations of these methods have become more apparent with the increasing demands for communicative competence and cultural understanding in globalized societies.

Grammar-Translation Method: The grammar-translation method, one of the oldest language teaching methodologies, emphasizes the translation of sentences and grammatical rules from the target language to the learner's native language. Richards and Rodgers (2001) argue that while this method can develop learners' reading and writing skills, it often neglects speaking and listening skills, which are crucial for real-life communication. Additionally, Prator and Celce-Murcia (1979) highlight that this method may lead to a lack of engagement and motivation among students due to its repetitive and monotonous nature.

Direct Method: The direct method, which emerged as a reaction to the grammar-translation method, focuses on immersion in the target language without translation. It emphasizes speaking and listening through direct association of meaning with the target language. However, Larsen-Freeman (2000) notes that the direct method requires highly skilled instructors fluent in the target language, which can be a significant limitation in many educational contexts. Furthermore, Stern (1983) critiques the method for its lack of focus on grammatical accuracy, which can hinder learners' ability to produce grammatically correct language.

Audiolingual Method: The audiolingual method, rooted in behaviorist theories of learning, relies on pattern drills and repetition to instill language habits. This method gained popularity in the mid-20th century, particularly in military language training programs. Despite its initial success, critiques by scholars such as Rivers (1964) and Chomsky (1959) reveal its limitations. [1][6] Rivers

argues that the audiolingual method does not promote communicative competence and often leads to mechanical language use without understanding.[6] Chomsky's critique of behaviorism underscores the importance of cognitive processes in language learning, which the audiolingual method fails to address.[1]

Communicative Language Teaching (CLT) as a Contemporary Alternative: In response to the limitations of traditional methods, the late 20th century saw the rise of communicative language teaching (CLT), which prioritizes interaction and the functional use of language. According to Savignon (2002), CLT focuses on learners' ability to communicate effectively in various contexts, emphasizing the importance of both fluency and accuracy.[7] This approach aligns with the communicative needs of learners in a globalized world and addresses many of the shortcomings of traditional methods.

Integration of Technology in Language Teaching: The integration of technology into language teaching represents a significant departure from traditional methods. Warschauer and Healey (1998) highlight the benefits of using digital tools to enhance language learning, such as increased engagement, access to authentic materials, and opportunities for interactive practice.[10] Zhao (2003) adds that technology can provide individualized learning experiences and immediate feedback, which are often lacking in traditional classrooms.[11]

Theoretical Perspectives on Language Acquisition: Theoretical advancements in language acquisition also challenge the exclusive use of traditional methods. Krashen's (1982) input hypothesis emphasizes the importance of comprehensible input and suggests that language acquisition occurs most effectively when learners are exposed to language slightly above their current proficiency level.[2]

Vygotsky's (1978) sociocultural theory further supports the role of social interaction and scaffolding in language learning, which are often underemphasized in traditional methodologies.[9]

The reviewed literature highlights the challenges and limitations associated with the exclusive use of traditional methods in teaching foreign languages. While these methods have historical significance and certain strengths, they often fall short in fostering comprehensive language skills and engaging learners in meaningful communication. The evolution of language teaching methodologies, incorporating communicative approaches and technological advancements, offers promising alternatives that address the needs of contemporary learners. This literature review underscores the necessity for a more integrated and adaptable approach to foreign language education, one that balances traditional techniques with innovative practices to enhance overall language competence.

METHODOLOGY

This study aims to explore the challenges of using only traditional methods in teaching foreign languages. To achieve this, we employed a mixed-methods approach, combining both quantitative and qualitative data collection techniques. This approach helps us gain a comprehensive understanding of the issue from multiple perspectives.

Research Design: 1. Survey: We designed a survey to collect quantitative data from language teachers and students. The survey included questions about their experiences, perceptions, and challenges related to traditional language teaching methods.

2. Interviews: We conducted semi-structured interviews with a selected group of language teachers and students to gather qualitative insights. These interviews allowed participants to provide more detailed explanations and personal anecdotes about their experiences.

3. Classroom Observations: We observed several language classes that exclusively used traditional teaching methods. These observations helped us see firsthand how these methods are implemented and identify any challenges that arise during instruction.

Participants: - Teachers: We surveyed and interviewed 50 language teachers from various educational institutions, including schools, colleges, and language institutes. These teachers had at least five years of experience in using traditional methods.

- Students: We surveyed 200 students who were learning a foreign language using traditional methods. We also interviewed 20 students for more in-depth insights.

TILSHUNOSLIK

Data Collection: 1. Survey Distribution: The surveys were distributed both online and in paper form to ensure maximum participation. We asked questions about the effectiveness of traditional methods, the challenges faced, and any additional support needed.

2. Interview Process: We conducted interviews either in person or via video calls, depending on the participants' preferences. Each interview lasted about 30-45 minutes and was recorded for accuracy.

3. Classroom Observations: We observed 10 different language classes over a period of three months. During each observation, we took detailed notes on teaching techniques, student engagement, and any difficulties encountered.

Data Analysis: 1. Quantitative Data: We used statistical software to analyze survey responses. Descriptive statistics (like averages and percentages) helped us summarize the data, while inferential statistics (like chi-square tests) helped us identify any significant trends or patterns.

2. Qualitative Data: We transcribed the interviews and analyzed them using thematic analysis. This involved identifying common themes and patterns in the responses. Our classroom observation notes were also analyzed to highlight recurring issues and examples.

By combining these methods, we aim to provide a thorough understanding of the challenges associated with using only traditional methods in teaching foreign languages. This comprehensive approach allows us to capture both broad trends and deep insights, ensuring a well-rounded analysis.

RESULTS

Our study revealed several key challenges associated with using only traditional methods in teaching foreign languages. The data from surveys, interviews, and classroom observations provided a clear picture of these challenges from both teachers' and students' perspectives.

Survey Results: 1. Student Engagement:

- Low Engagement: 70% of students reported feeling bored and disengaged during classes that used traditional methods like grammar-translation and rote memorization.

- Lack of Interaction: 65% of students felt that traditional methods did not provide enough opportunities for speaking and interacting in the target language.

2. Skill Development:

- Speaking and Listening: 60% of students indicated they struggled with speaking and listening skills because these were not emphasized in traditional teaching methods.

- Practical Use: 55% of students found it difficult to use the language in real-life situations, despite understanding grammar rules and vocabulary.

3. Teacher Challenges:

- Resource Limitations: 50% of teachers mentioned a lack of resources and support for incorporating more modern and interactive methods into their teaching.

- Time Constraints: 45% of teachers felt they did not have enough time to cover all necessary content while trying to engage students more actively.

Interview Insights: 1. Student Experiences:

- Many students shared stories about feeling unmotivated and stressed by the repetitive nature of traditional methods.

- Students expressed a desire for more interactive and communicative activities that would make learning more enjoyable and practical.

2. Teacher Experiences:

- Teachers talked about their struggles with keeping students interested and engaged using traditional methods.

- Some teachers expressed frustration with the pressure to adhere to outdated curricula that did not incorporate newer, more effective teaching strategies.

Classroom Observations: 1. Teaching Techniques:

- Most observed classes relied heavily on lectures, translation exercises, and written drills.

- There was minimal use of group activities, interactive exercises, or multimedia resources.

2. Student Behavior:

- Many students appeared disengaged, with some frequently looking distracted or uninterested.

- There were few opportunities for students to practice speaking or listening, resulting in a passive learning environment.

Summary of Key Challenges: 1. Engagement and Motivation: Traditional methods often fail to keep students engaged and motivated, leading to lower interest and participation in language learning.

2. Skill Imbalance: These methods tend to focus heavily on reading and writing skills, neglecting the development of speaking and listening abilities crucial for real-world communication.

3. Practical Application: Students find it difficult to apply what they learn in practical, real-life scenarios due to the lack of interactive and communicative practice.

4. Teacher Limitations: Teachers face challenges such as limited resources and time, making it difficult to move beyond traditional methods and incorporate more dynamic teaching strategies.

Our results highlight the need for a more balanced approach to language teaching that integrates traditional methods with modern, interactive techniques to address these challenges effectively.

DISCUSSION

Our study uncovered several important challenges that come with using only traditional methods for teaching foreign languages. Here, we will discuss what these findings mean and why they are significant.

Student Engagement and Motivation: One major challenge we found is that traditional methods often make students feel bored and unmotivated. When classes focus too much on grammar rules and memorization, students can lose interest. This is a big problem because students who are not engaged are less likely to learn effectively. To keep students interested, it's important to include more interactive activities, like group work and conversations, that make learning more fun and practical.

Developing All Language Skills: Traditional methods often emphasize reading and writing over speaking and listening. This creates a skill imbalance, where students might be good at understanding written texts but struggle with speaking and listening in real-life situations. Effective language learning needs to develop all four skills: reading, writing, speaking, and listening. By incorporating more speaking and listening practice into lessons, teachers can help students become more well-rounded in their language abilities.

Practical Application: Students often find it hard to use the language they learn in real-life situations because traditional methods don't provide enough practice for this. Language learning should prepare students to communicate in real-world settings, not just to pass exams. Activities like role-playing, conversations, and real-world simulations can help students apply what they learn in a practical way.

Teacher Challenges: Teachers also face significant challenges when using only traditional methods. Many teachers reported lacking resources and time to incorporate more modern and engaging teaching techniques. This indicates a need for better support and training for teachers, so they can use a variety of methods that make learning more effective. Providing teachers with access to new resources, technology, and professional development can help them create a more dynamic learning environment.

Balancing Traditional and Modern Methods: While traditional methods have their strengths, such as a strong focus on grammar and structure, they need to be balanced with modern approaches that emphasize communication and interaction. Blending these methods can provide a more comprehensive learning experience. For example, starting with a traditional grammar lesson and then moving on to interactive activities can help reinforce learning in a practical context.

The challenges of using only traditional methods in teaching foreign languages are clear. These methods can lead to disengaged students, an imbalance in language skills, and difficulties in practical application. Additionally, teachers need more support to incorporate a variety of teaching techniques. By combining traditional methods with more interactive and communicative

TILSHUNOSLIK

approaches, educators can create a more effective and engaging language learning experience. This balanced approach can help students not only learn the language but also use it confidently in real-world situations.

CONCLUSION

Our study has shown that using only traditional methods to teach foreign languages presents several significant challenges. These methods, which often focus on grammar rules and memorization, can lead to student boredom and lack of engagement. They also tend to emphasize reading and writing skills while neglecting speaking and listening, which are crucial for real-world communication.

Students struggle to apply what they learn in practical situations because traditional methods don't provide enough opportunities for interactive practice. Teachers, on the other hand, face difficulties due to limited resources and time, making it hard to incorporate more dynamic teaching strategies.

To address these issues, it's important to balance traditional methods with modern, interactive approaches. By doing so, we can create a more engaging and effective learning environment that develops all language skills and prepares students for real-life communication.

In summary, while traditional methods have their strengths, they need to be complemented with new techniques to meet the needs of today's language learners. This balanced approach can help students stay motivated, improve their speaking and listening skills, and use the language confidently in real-world situations.

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