

WAYS OF APPLYING THE DIRECT METHOD TO TEACH ENGLISH IN ESL CLASSROOM

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Abstract: *The author has attempted to explore how English is taught and understood, address the challenges young children face in learning, and reflect on the most effective way to apply direct method to young learners from the author's point of view.*

Key words: *technique of language teaching, Translation Method, LMS elements, Direct Instruction, Functional Grammar, Oral...*

English is becoming increasingly popular. A lot of people need it for studying or working purposes. The number of people learning English is rising throughout the world. However, we are going to speak about young learners. In spite of existed and used methods of English teaching all young learners aim the problem of grammar acquisition. Speaking about teachers of English in Uzbekistan we should mention that there is no one methodology used by all them, that's why we try to consider the main components of teaching process.

What is the direct technique of language teaching? At first look it may additionally appear like a very easy and intuitive educating method, given that it consists of a route in which solely the goal language is used. But the direct technique need to be accompanied via excellent strategies and tools. The capability to combine your approach whilst creating a blended or full far flung language direction is one of the most essential LMS elements for language schools. The direct technique is a set of overseas language educating strategies primarily based on the centrality of the spoken language. The mantra of the direct approach is "demonstrate, do not translate". In the direct method, the instructor need to switch meanings immediately in the goal language via demonstrations and visible aids. In different words, this approach entails instructing a overseas language besides translations and grammar studying. The latter is discovered via induction: from specific conditions the learner attracts universal policies about the goal language. It is recognized as a direct technique due to the fact college students are immersed in the mastering surroundings besides filters, precisely, directly.

In the Eighteen Eighties a motion to reform contemporary language instructing took preserve commonly in Germany and Scandinavia. This motion used to be referred to as the Direct Method and used to be a response to the Grammar Translation Method. Soon the direct approach unfold to the relaxation of Europe and the United States. Among the early adopters in the USA used to be

German linguist Maximilian Berlitz. He grew to be satisfied of the effectiveness of this technique when he fell unwell and used to be pressured to entrust French instructing to one of his assistants who did not communicate a phrase of English. Returning to the study room a few weeks later, he located that college students had been conversing semi-fluently in French. The major goal is to instruct how to use a overseas language to communicate. This is completed via immersing the scholar in a "natural" mastering environment, which simulates the surroundings in which a language is realized by way of native speakers. Because of the immersive conditions, the direct technique is remarkable for growing the scholar engagement fee and, consequently, the retention price of your language business. The key features of the direct method are: immersion, teaching of vocabulary and idioms through realia or pantomimes, translation is forbidden and grammar is taught inductively.

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.

1. This method intends for students to learn how to communicate in the target language

2. This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.

In the direct method, college students do a lot of talking, gesturing, performing and interacting. They're prompted to talk, no depend how imperfectly. The greater speaking time the college students get, the better. They have interaction with you, the teacher, they engage with fellow students. Instead of searching at examples of sentences written on the blackboard, they get to sense it roll off their tongues and hear themselves talk in a language they'll quickly be fluent in. By setting the right emphasis on comprehension and conversational skills, college students are given vivid firsthand trip with the language. They aren't simply studying about the language, they're genuinely the use of it to ship a message, function a venture or ask a question. With the direct method, language is truly now not an tutorial endeavor, as it has been for the grammar-translation method. Language is a way to communicate. According to a study, schools that implemented the Direct Instruction model achieved significantly higher results within one year and maintained them for the next six years. When Direct Instruction was implemented, schools with children from affluent homes as well as schools with students from economically disadvantaged households outperformed schools with another

teaching technique. There are numerous misunderstandings about the use of Direct Instructions. Many people think of Direct Instruction as teachers lecturing pupils in front of an entire class on whatever they are focused. This is the furthest thing from the truth about how Direct Instruction works. When employed correctly, students are grouped based on their ability level rather than their grade level. Before being promoted to a higher-level group, students work closely with an instructor and have several opportunities to practice and demonstrate mastery of a skill. Students can learn at their own pace, and instructors can keep track of where each student is in regard to his or her learning goals. Everybody knows that students have varied abilities and strengths and that everybody learns at a different pace. Despite this, most classrooms move through units and learning objectives at a set pace, leaving some students bored and eager to move on, while others are lost and irritated because they have not grasped a critical idea that the class has already covered. Using Direct Instruction, students can advance at their own pace. As the year develops, the instructor gains a better understanding of each student's strengths and shortcomings, allowing them to assist them with specific problems through differentiated instruction. Direct Instruction's efficiency is one of its major advantages. In a Direct Instruction math class, three groups of students may be working on three separate ideas at the same time, ensuring that each student is working at his or her own level alongside classmates. The target that students are attempting to hit is well-known.

Basic Principles of Direct Method –

1. Direct relation between thought and words – Using this method, a learner thinks and speaks using the same medium.
2. Oral (Speaking) Practice – This method emphasizes on oral practice for everyone.
3. Functional Grammar – This method doesn't put emphasis on theoretical grammar. The main stress is on functional grammar.
4. No use of Mother Tongue – There is the complete prohibition on the use of mother tongue. Therefore, learners' main focus is on learning the Foreign language.
5. Limited Vocabulary – This method advocates the use of limited vocabulary, daily-use words. The words must be from requirement or needs of the learners.
6. Sentence as the unit of speech – Here, the unit of speech is a sentence. There is the emphasis on speaking the complete sentences.

It actually isn't that hard to use direct method, but like all good teaching methods it requires well-planned lessons. Direct method was developed by studying how children learn their native tongue. Think about how you learned to speak your first language. You listened to adults and older children, then started trying out language, using trial and error, action and reaction, to develop your speaking ability. This is the core idea behind direct method — to replicate this

natural language learning process. The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. This approach, also known as the 'oral' or 'natural' method, originated around the 1900s as an alternative to the traditional grammatical translation method. At this time teachers were starting to experiment with teaching and educational models as previous techniques were failing to improve spoken communication. The focus is on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone. However, variants of this method have been developed where the teacher allows limited explanations in the student's native language and explains some grammar rules to correct common errors a student may make when speaking. One of the most famous supporters of this method was the German Maximilian Berlitz, who founded the Berlitz chain of private language schools. The direct method puts strong emphasis on practice and oral training – listening and speaking. About 80% of lesson time is oral practice with the teacher consisting of a controlled dialogue in which the teacher asks questions based on previously introduced vocabulary and grammar. Direct instruction is frequently utilized for presentation of preparatory material to be incorporated when utilizing other forms of instruction. Indirect instruction is utilized for a higher level of student involvement incorporating activities such as observation and investigation. As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. Since the Grammar- Translation Method not very effective in preparing students to use the target language communicatively. The Direct Method became popular. The Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language. Teachers who use the Direct Method intend that student learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

Student of direct method develop fluency in spoken English and can use this knowledge in communication in L2. Understanding L2 takes place through L2. So there is no need for translation and hence no division between active and passive vocabularies. Its outcome or the ability to communicate in the target language is very attractive to those who need to learn a language other than their mother tongue. Its use of realia for teaching vocabulary is a natural way of changing perception into the conception. Common direct method techniques are: question-answer exercises, dictation, example proliferation, listening activities, oral exercises and tasks (reading aloud, speaking practice), student self-correction. Teacher-directed learning, sometimes called direct instruction, takes place during modeling of new skills and introduction of new concepts. Teacher-directed learning is used to introduce targeted knowledge, skills, vocabulary, or concepts. This approach is used during individual support and in small or large group experiences.

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