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ADVANTAGES AND DISADVANTAGES OF AUDIO-LINGUAL METHOD IN TEACHING

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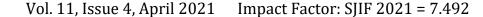Email id: mamatovaf@gmail.com

ABSTRACT

This article is devoted to the study of the audio-lingual method of teaching English. The author indicates the relevance and practical significance of the research topic. The content of the concept of "teaching method" in the system of teaching English is considered. It is concluded that the audio-lingual method should be the basis for the formation of a methodology (strategy development) of teaching English, and not be an autonomous teaching method. The history, essence, key principles and criteria for the effective use of the audio-lingual method of teaching English have been studied. As a conclusion, the main advantages of the method are indicated, in the case of its application as an integral part of the methodology of teaching English, and the disadvantages that may appear in the case of its autonomous or remote use.

KEYWORDS: *Audio-Lingual, Methodology, Teaching English, Advantages, Disadvantages, Foreign Language.*

INTRODUCTION

The audio-lingual teaching method is one of the most popular methods for learning foreign languages. Most often it is used by those who intend to independently learn a particular foreign language. Although in the educational environment, it has its own popularity.

To understand what an audio-lingual language learning method is, we refer to a dictionary entry. The dictionary of methodological terms says that the audio-lingual teaching method is a method of teaching a foreign language, which provides for the use of the auditory channel of perception in the course of classes and repeated listening and reproduction following the speaker of strictly

selected structures, sample sentences, which leads to their automation (Vogt W. Paul., Johnson R. Burke,2015).

The audio-lingual method is the product of three historical circumstances. It drew on the work of American linguist such as Leonard Bloomfield (Bloomfield Leonard, 1984). It was based on repeating simple patterns in a foreign language. In short, the linguist, not knowing the language, was trained to perceive its basic structure from an informant/native speaker and, together with the students, "gradually learned to speak this language and also to understand most of its basic grammar. The primary task of American linguists in the early decades of the twentieth century was to document all the indigenous languages spoken in the United States. However, due to a shortage of trained native speaker teachers who could provide theoretical descriptions of native languages, linguists had to rely on observation. For the same reason, a strong emphasis on speaking has been developed.

At the same time, behavioral psychologists such as B.F. Skinner, formed the belief that all behavior (including language) is learned through repetition and positive or negative reinforcement (Skinner, 1957).

The third factor is the outbreak of World War II, which made it necessary to deploy large numbers of American troops around the world. Therefore, it was necessary to give these soldiers at least basic verbal communication skills. Unsurprisingly, the new method relied on the prevailing scientific methods of the day, observation and repetition, which were also excellent for mass learning. Due to the influence of the military, early versions of the audio language became known as the "military method."At that time, the US government felt it was imperative to create a special language training program to provide language personnel for the war. Therefore, the government has instructed American universities to develop a foreign language program for military personnel(https://en.wikipedia.org/wiki/Audio-lingual_method).

Thus, in 1942, the Army Specialized Training Program (ASTP) was established. The method used was known as the "informant method" as it used native speakers, informant and linguist. The informant served as a source of language for imitation, and the linguist controlled the learning process. The intensive system adopted by the military has produced excellent results (Rivers, 1981).

LITERATURE REVIEW

This method is one of the least studied in the system of scientific knowledge and is taken as a subject of analysis only in conjunction with other methods of teaching English. In addition, its use in the educational process "armed us with an understanding of the importance of speech patterns and training on them" (Markova, 2015). Developed in the 40s of the last century, the audio-lingual method was the basis for the practice of teaching English.

The evolution of English language teaching has a relatively short history when viewed in the context of its formation as an independent scientific discipline. At the same time, in essence, the history of language teaching is the history of teaching methods, whose supporters and opponents were either in a state of constant struggle and opposition (this is especially characteristic of the periodthe birth and development of direct and grammatical-translation methods at the end of the 19th and the beginning of the XX century). Today, the concept of "method" is also present in the name of the discipline - methodology, which gives grounds to talk about classifying teaching

methods among the main categories of methodology, and the choice of a method that meets the goals and objectives of training provides the most rational and effective way of mastering the language.

It should be noted that in modern linguo-didactics there is no unified approach to the interpretation of the concept of "teaching method". This, of course, makes it difficult to understand in what sense the term is used in the pedagogical process. On the one hand, the teaching method is a direction in teaching that determines the teaching concept (strategy) chosen by the teacher. On the other hand, in a broader sense, the teaching method can be understood as the way of teaching any aspect of the language (vocabulary, phonetics, grammatical structure, etc.), through which the practical aspect of the teacher's work in the specific conditions of language teaching is determined.

M.V. Lyakhovitskii wrote that the method gives an idea of the general concept of teaching, since it is based on "the dominant idea of solving the main methodological problems" (Lyakhovitskii, 1981). E.I. Passov defined the teaching method as "a system of interdependent methodological principles, united by a single strategic idea and aimed at mastering any type of speech activity" (Passov, 2009). In this case, the authors consider a broader approach to the definition of the term in question.

Thus, a specific feature of the method as a methodological concept is the leading idea, which determines the ways and means of achieving the set educational goal.

At the same time, to overcome the existing in the understanding of the term dualism, you can use the level approach, which was first spread thanks to the publications of D. Richads and G. Rogers. According to their approach, we can talk about three levels of using the concept of "teaching method": the level of approach to teaching, the level of development and the practical level. So, the first (theoretical) - defines the method as a direction in teaching, which determines the concept of teaching and language acquisition; the second - determines the tactical side of language teaching and implies the choice of the method and method of teaching in the context of the concept of the method, i.e. directions; the third one determines the ways of applying the method chosen for the work in the form of the teacher's labor technology, which in turn form a model of language teaching.

Based on the three-level approach presented by the English methodologists, the hierarchy of key categories of the methodology within the framework of using the concept of "teaching method" can be represented in the following way: the first level (from the standpoint of the approach to teaching) implies the use of direct, conscious and combined methods; the second (from the standpoint of development) - direct, conscious, combined and intensive methods; third (from the point of view of application) we mean the choice of teaching methods, the totality of which forms the content of the teaching strategy, corresponding to the teaching method chosen by the teacher (Shchukin, 2013).

DISCUSSION

The audio-lingual method is based on two main theories: Structuralism: language is a system of structurally related elements such as phonological units, grammatical units and lexical units to convey meaning. So, to study the target language means to master the elements of the target language system.

Behavioral psychology claims that people are accustomed to learning many forms of behavior, including language, through learning or conditioning.

The five slogans that were established for the educational process and used by teachers who adopted this method were as follows:

1. Language is speech, not writing. The audio-lingual method mostly focused on speaking skills before written form (pronunciation, intonation, and colloquial forms).

2. Language is a set of habits. The audio-lingual method is based on habit formation. Language is learned in childhood in the same way that children acquire other social habits through imitation and memorization. Students learn the language automatically using conversational material.

3. Learn a language, not a language. This slogan is a reaction against the basic principle of the grammar translation method (the allotted time for communication in the target language without grammar analysis).

4. A language is what its native speakers' say, not what someone thinks they should speak. Teachers do not have to impose grammar scores according to certain criteria, but in order to learn, students must speak the language spoken by native speakers.

5. Languages are different. In this case, the concept of universal grammar was rejected. Thus, each language is analyzed according to its own characteristics without any relation to another language (Al-Mutawa N, Kailani T, 1998).

Methods and actions used by the audio-lingual method. The audio-lingual method is different from the grammatical translation method and the direct method. He emphasizes mimicry as a basic technique. This is achieved through memorization of dialogues and imitation repetition. The practice of using drills and templates includes the following:

1.Repetition: When a student repeats a statement as soon as he hears it, without looking at the printed material.

2. Kink: when one word in a sentence appears in a different form when repeated.

3. Substitution: when one word is replaced by another word.

4. Repeat Utterance: The student paraphrases the utterance and refers to someone else as instructed.

5. Completion.

6. Transpose: changing the word order is necessary when adding a word.

7. Extension. When a word is added, it occupies a specific position in the sequence.

8. Abbreviation: One word designates a phrase or sentence.

9. Transformation: The sentence is transformed by becoming negative or interrogative or through a change in time, mood, voice, aspect or modality.

10. Integration: Two separate statements are combined into one.

11. Remark: the student makes an appropriate answer to the given pattern. (politely, answer a question, agree, disagree, express surprise, etc.)

12. Recovery: This is one of the most common patterns found in English as foreign textbooks.

13. Using minimum pairs.

How is the audio-lingual method so different from traditional ways of learning a language?

The first and main distinguishing feature of the audio-lingual method is the assignment of oral speech to a primary role in learning. The ability to understand foreign speech at a normal pace is developed, as well as on such material that the student himself cannot reproduce - "I understand everything, but I cannot say."

The second feature is the colossal load on the student's memory and the method of analogy. The student must memorize (memorize) the basic set of sentences that are most often used in colloquial speech. By analogy with these sentences, the student will build other sentences for oral reproduction or listening.

It is also recommended to memorize entire dialogues and communication situations. At the initial stage of training, the student's vocabulary practically does not develop. A small set of words is used, which allows you to work out the basic grammatical structures through speech and repetition-pronunciation.

The third feature of the audio-lingual method is the sheer amount of practice. Only 15% of the lesson time is devoted to explaining grammatical, lexical, phonetic foundations. The rest of the time is devoted to practical exercises. However, such classes can quickly bore the student, with their monotony and monotony of approach. Therefore, it is recommended to immediately assess the student's actions - did it right - praise, wrong - correct.

The fourth feature is the dictionary. The audio-lingual method divides words into categories of different levels of difficulty with their own subgroups in each. The easiest ones include prepositions, adverbs, conjunctions, interrogative particles, articles. The most difficult - words for objects, words for actions, words for quality, that is, nouns, adjectives and verbs. Learning vocabulary is based on the principle from simple to complex.
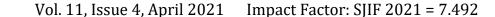
However, at the initial stage of learning, words from a complex category are used, but they are selected in such a way that in form and meaning they correspond as much as possible to the equivalents of the native language.

The role of the teacher in the audio-lingual method is like an orchestra leader. "He guides and guides students in their language learning style. He is also responsible for providing students with good role models. Whereas the role of the student is seen as an imitator of what is said in front of him by the teacher or record. They follow their teacher's directions and respond as quickly as possible (Freeman, 2000).

Advantages and disadvantages of the audio-lingual method.

Advantages:

1. Availability. Indeed, this method of language learning is extremely accessible. There are app stores which helpto find language learning programs based on the audio-lingual method. The

most popular are DUOlinguo and Memrise. Some of them are paid, some are not. But even paid apps turn out to be much cheaper than a lesson with a teacher.

2. Ease of use. Everything here is just straight up to disgrace. Set of words, pictures, cards and cubes-blocks are listened repeatedly which are related to each other to get a phrase by clicking on them or dragging them.

3. Stability and consistency of the teaching method. Training always takes place according to the same scenario. Set of words is seen, acting and pictures are voiced for them, and usually no more than 2-3 words are given per lesson. Thenthese words are practiced by choosing the translation, writing, speaking, constantly listening and repeating aloud. Each card is read out, so that other people can hear one word or expression many, many times. Further complication occurs. New words are added and phrases are expanded. They become more detailed and complex. For example, the phrase "A cat drinks milk", then after a couple of lessons this phrase turns into "A little cat drinks milk on the roof."

4. Comfort and duration of the lesson. There is no need to talk about convenience. Practice is required when it is convenient. The urge to repeat English pronouns overwhelmed at midnight. Controlling the duration of the lesson should be done by the student. It can be 5 minutes a day or 2 hours. It all depends only on students' desire and time possibilities.

Other advantages:

1. This was the first theory-based method.

2. It made language learning accessible to large groups of ordinary learners.

3. It was the first method to focus on the development of the syntax of a language, while other methods focused on morphology and vocabulary.

4. Developing simple methods and using a language lab.

Disadvantages:

1. Availability. One should not be surprised that good on the one hand is just as bad on the other. What cost invaluablefor us is usually not appreciated by us. Therefore, very often after purchasing a particular program, after a couple of weeks, when the enthusiasm ends, we simply forget about it.

2. Stability. If at first the substitution of words, their pronunciation and listening seems to be the best that it can be, then after a while we begin to miss the variety. Where an experienced teacher would have suggested reading a magazine article that is interesting or discussingthe taste preferences, students continue to "roll their "snowball"". And this is what often begins to tire and reduce motivation to the point of its complete absence.

3. Limitedness. The audio-lingual method does have its limits.

• A limited set of words and phrases that are comfortable to memorize through the auditory canal.

• The use of one type of memory for learning a foreign language, which may entail the impossibility of using the written language of the target language.

• Absence of a partner for practicing dialogical speech - the most common type of speech.

• Experience. The audio-lingual method is excellent for those who have experience in learning a foreign language, a very deep and consistent experience. What does it mean? Students will start asking "why," for example, in the sentence "She eats cake every day" the verb eat has a –s ending, but the sentence "I eat cake every day" does not. It is simply impossible to get an answer to this question without understanding the presence of temporal structures of the language, grammatical and lexical forms of a word. Therefore, students will have to look for answers to the questions themselves, working through tons of different grammatical information. While, studying with a living person, they can always ask questions that interest them.

Thus, the audio-lingual method is a good addition when teaching English or another foreign language with a teacher, either individually or in a group.

Other disadvantages:

1. No creativity. Students repeat and remember what they do not understand.

2. The methods used by this method become "tedious and tedious, causing fatigue."

3. Make advanced learners bored.

4. There are many students in the class.

In the 1960s, many linguists criticized audio-lingual method, arguing that the theoretical basis of this approach was weak, and it turned out that students could not use the skills learned in the classroom in real communication. In 1966, Chomsky criticized behaviorist theory, which was the mainstay of audio-lingual method. He argued that this theory cannot serve as a model for how people learn languages. Chomsky presented an alternative theory of language learning (Chomsky, 1966).

He explained that languages are not acquired through repetition and imitation, but "are generated by the basic competencies of the learner". With the advent of Chomsky's theory of transformational grammar, audio-linguism lost its popularity. (Richards and Rogers, 1987).

CONCLUSION

In general, we can say that the audio-lingual method will be a significant addition to the general methodology of teaching English. Among the advantages of this method, one can note a clear formulation of learning goals, defining ways to achieve these goals through various exercises, mastering grammar through models and speech patterns, consistent inclusion of country-specific information in classes, widespread use of technical means and the development of special exercise. However, if it is used autonomously, a certain range of disadvantages will affect, for example, the monotony of speech exercises, the predominance of mechanical teaching methods, meaningless memorization of structures, which can lead to a misunderstanding of the purpose of the lessons by students, as well as the lack of interconnection in teaching the main types of communicative activity. In addition, the audio-lingual method can be effectively implemented exclusively in the system of full-time educational process, in audiovisual systems included in distance learning platforms, replacing a teacher - a native speaker with a computer significantly reduces the communicative efficiency of learning any foreign language, in particular, English.

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