

xüsusiyyəti nədir - bu dillərin nə qədər fizioloji olduğu sualına cavab verməyə imkan verir. Dilçilik nəzəriyyəsində dillərin müqayisəli öyrənilməsinin bəzi prinsipləri müəyyən edilmişdir.

Məsələn, dillərarası təsvir daxili təsvirə söykənməlidir, fərqlərin müəyyənləşdirilməsi müəyyən eynilik fonunda, müqayisənin əsası kimi aparılmalıdır, dillərin tədqiqi vahid nəzəri qurğular əsasında aparılmalıdır. Müqayisə birtərəfli və ya ikitərəfli xarakter daşıyır, analiz isə formadan məzmunu, ya da məzmunundan formaya aparılır. Müqayisə analizi diaxronik və ya sinxronik ola bilər; Bu müqayisəli prinsiplər dillərin öyrənilməsini qıcıqlandırmır və bütün müqayisə tədqiqatlarında ümumi olaraq riayət olunur.

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ТЕОРЕТИЧЕСКИЕ ПРЕДПОСЫЛКИ СОПОСТАВИТЕЛЬНОГО АНАЛИЗА РУССКОЙ И АЗЕРБАЙДЖАНСКОЙ ФРАЗЕОЛОГИИ

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Резюме

В статье рассматриваются некоторые аспекты сравнительного исследования различных систем. Подчеркивается, что возрос интерес к сравнительному изучению языков в настоящее время. Актуальность, научно-теоретическая, практическая и методологическая значимость таких исследований являются обоснованными. Особое внимание уделяется лингво-культурологическим аспектам.

THEORETICAL PREREQUISITES FOR A COMPARATIVE ANALYSIS OF RUSSIAN AND AZERBAIJANI PHRASEOLOGY

Isaeva Narmina Shua

Summary

The article deals with some aspects of comparative study of different sistem and relativ languages at present. It is emphasized that interest to comparative study of languages has increased lately. The urgency, scientific – theoretical, practical and methodological significance of such research are substantiated. Special attention is given to linguistic-cultural aspect and universal categories.

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THE APPROACHES AND METHODS IN TEACHING THE LANGUAGE-- EFFECTIVENESS AND WEAKNESS

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Abstract: Language teaching approaches and methods have cast light on the language teaching theory and practice. There are still many controversies about their usefulness and appropriateness. This paper tries to analyze their effectiveness and weakness of several most influential teaching approaches and methods: Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice.

Key words: teaching approaches and methods; effectiveness, weakness;

Açar sözlər: yanaşma və metodların tədrisi; effektivlik, zəiflik;

Ключевые слова: подходы и методы обучения; эффективность, слабость;

1. Introduction

Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc) are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. Therefore, to some degree, they represent a combination of language teaching beliefs, but it is evident that they are characterized by the over-emphasis on single aspects as the central issue of language teaching and learning.

Modern foreign languages were learnt and, to a limited extent, taught in western Europe for centuries before they appeared on the curricula of schools around the middle of the eighteenth century. Throughout the ensuing period, which we term the ‘Classical Period’ due to the way the teaching of Latin and Greek served as a model for instructional methods, English played a relatively minor role. However, there was a growing clientele among the educated classes on the European continent for English literature and works on specialist topics such as philosophy and theology, so a reading knowledge was highly valued. The cultural tide was running in favor of the national vernacular languages and by 1800 it had drowned the last surviving utilitarian uses of Latin as the medium of instruction and communication in universities across the continent. ‘Latin has died twice’, as Widgery said later: ‘once as the language of ancient Rome, a second time as the *lingua franca* of Europe: she is built into the framework of the world; cannot we let her rest there?’.

The logical consequence of the cultural transformation that the departure of Latin entailed should have been the adoption of the mother-tongue as the leading subject in formal education in Europe, and there were moves in that direction. However, this did little to dent the self-confidence of supporters of the classics. Latin, they argued, was more important than ever before. Utilitarian aims in education were essentially trivial, and the true value of the classics remained what it had always been: training the minds of the country’s (male) youth. This ‘mental training’ claim was reasserted at every opportunity with no serious attempt to justify it or even explain what it was supposed to mean.

The first negative consequence of the continuing hegemony of classical languages, in particular Latin, was the attempt by modern language teachers to emulate the classics in the design of their teaching materials: the familiar pattern of grammar rules in the mother-tongue being followed by paradigms and vocabulary lists with an emphasis on exceptions. There was, however, one significant improvement, namely the provision of practice materials in the form of sentences to translate into and/or out of the new language.

In the early decades of the nineteenth century the restrictive nature of what later came to be called the ‘Grammar-Translation Method’ (or occasionally the ‘Classical Method’) was not too severe. True, it was all rather dull, but it prepared pupils to read the literature of the foreign language, which was the commonly accepted goal at the time, and, if lessons were ‘extended’ a bit by energetic teachers, there might be some more practical outcomes like a small measure of conversational fluency. As time went on, however, and as the need for practical skills in the spoken language became more obvious with improved travel and

communication, there were increasing criticisms of the inability of the profession and/or its publishers to come up with anything more relevant than increasingly arcane grammar rules, increasingly silly sentences for translation, and increasingly lengthy and wearisome lists of exceptions for memorization.

So far as English was concerned, the impact of traditional methods was relatively slight. English was not very widely studied in European schools in the first half of the nineteenth century, which was dominated mainly by French as the continental *lingua franca* in succession to Latin and as the second language of choice in countries like Russia. Less widely taught languages like English did, though, feature strongly in adult self-instructional courses, which offered a more varied and in some respects more sensible approach to instruction.

2. Effectiveness and Weakness of Teaching Approaches and Methods

2.1 Grammar-translation method

Grammar-Translation Method, just as the name suggests, emphasizes the teaching of the second language grammar, its principle techniques is translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centered model. The Grammar-Translation Method has been facing various attacks from reformers. Some criticize that this method often creates frustration for students by a tedious experience of memorizing endless list of unusable grammar rules and vocabulary, and the limitations of practice techniques never emancipate the learner from the dominance of the first language; others say that this method pay little attention to the student's communicative competence. In spite of the severe attacks, the Grammar-Translation Method is still widely practiced. Why? Because there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language. Moreover, the first language, as a reference system, can dismiss the misunderstanding in the process of the second language learning. Then, thinking about formal features of the second language and translation as a practice technique put the learner into an active problem-solving situation. Finally, Grammar-Translation Method appears relatively easy to apply and it makes few demands on teachers, which is perhaps the exact reason of its popularity.

2.2 The direct method

The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology. The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements.

2.3 The audio-lingual method

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the skills---listening, speaking, reading, and writing---and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the center of the stage in this method, tape recordings, and language laboratory drills were offered in practice. As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching, for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology. In spite of these contributions, audiolingualism was also criticized in many ways. First, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar; second, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice.

2.4 Communicative teaching method

Under the influence of British applied linguists (such as John Firth, M.A.K.Halliday, who stressed the functional and communicative potential of language), sociolinguistics works (Dell Hymes, and W.Labov) and some philosophy work (J. Austin and J. Searle), the communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures. This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counselor, or a group process manager. It is no doubt that the communicative method developed quite fast, it dominates language teaching in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence. However, problems also arose in the initial wave enthusiasm about it. For example, Can this method be applied at all levels in teaching? How such an approach can be evaluated? How suitable it is for non-native teachers? How it can be adopted in situations where students must continue to take grammar-base tests? Of course, these issues will help us have a better application of the communicative method.

3. Conclusion

Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration.

Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

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DİLİN TƏDRİSİNDƏ YANAŞMA VƏ METODLAR – EFFEKTİLİK VƏ ZƏİFLİYİ

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Xülasə

Müasir xarici dillər XVIII əsrin ortalarında məktəblərin tədris proqramlarında tətbiq edilmədən əvvəl əsrlər boyu Qərbi Avropada öyrənilmiş və az səviyyədə tədris edilmişdir.

Dilin öyrətmə yanaşmaları və metodları dilin tədrisi nəzəriyyəsi və praktikasına aydınlıq gətirilmişdir. Onların faydalılığı və məqsədəuyğunluğu ilə bağlı hələ də çoxlu mübahisələr vardır. Bu məqalə gələcək tədris təcübəsində daha yaxşı başa düşülməsi və tətbiqi üçün bir-neçə ən təsirli tədris yanaşma və metodlarının: qrammatik tərcümə metodunun, vasitəli metodun, audio-linqual metodun, kommunikativ tədris metodunun effektivliyini və zəifliyini təhlil etməyə çalışmışdır.

ПОДХОДЫ И МЕТОДЫ ОБУЧЕНИЯ ЯЗЫКУ—ЭФФЕКТИВНОСТЬ И СЛАБОСТЬ

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Резюме

Современные иностранные языки изучались и в ограниченной степени преподавались в Западной Европе за столетия до того, как они появились в школьных программах примерно в середине XVIII века.

Подходы и методы преподавания языка пролили свет на теорию и практику преподавания языка. До сих пор ведутся споры об их полезности и уместности. В этой статье делается попытка проанализировать их эффективность и недостатки нескольких наиболее влиятельных подходов и методов обучения: грамматико-переводного метода, коммуникативного метода обучения, чтобы иметь лучшее понимание и применение в будущей педагогической практике.

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