



LANGUAGE TEACHING TECHNIQUES, THEIR PAST, AND THEIR CURRENT USE

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Annotation. *Teaching techniques till today overcome through many barriers to be called language techniques and in this article will show what process they passed through what changes occurred in order to call so-called method or techniques. This article covers different languages in the world what languages were used before and after the Second World War, why the child's have more flexibility in acquiring foreign languages, inductive and deductive approaches, how they used and what kind of approaches they are.*

Аннотация. *Методы преподавания до сих пор преодолевают множество препятствий, чтобы называться языковыми методами, и в этой статье будет показано, через какой процесс они прошли, какие изменения произошли, чтобы назвать так называемый метод или методы. В этой статье рассматриваются разные языки мира, какие языки использовались до и после Второй мировой войны, почему у детей больше гибкости в освоении иностранных языков, индуктивные и дедуктивные подходы, как они использовались и что это за подходы.*

Annotatsiya. *Bugungi kunga qadar o'qitish texnikasi ti ltexnikasi deb ataladigan ko'plab to'siqlarni yengib o'tdi va ushbu maqolada ular qanday jarayondan o'tganligini metod yoki texnika deb atash uchun qanday o'zgarishlar sodir bo'lganligini ko'rsatamiz. Ushbu maqolada dunyoning turli tillarida Ikkinchi jahon urushigacha va undan keyin qanday tillar ishlatilganligi, nima uchun bolaning chettillarini o'zlashtirishda moslashuvchanligi, induktiv va deduktiv yondashuvlar, ular qanday qo'llangani va qanday yondashuvlar ekanligi haqida so'z boradi.*

The teaching of languages has a long history. According to history, teachers taught languages through speaking, writing, and memorization. However, these approaches become antiquated over time, necessitating the introduction of a more contemporary teaching strategy that has the ability to draw students.

Similar to how English is used today, Latin and Greek were once widely utilized as world languages. However, it has become a dead language because of the written form, which is utilized more in spoken communication. Afterwards, up to the Second World War, the text was regarded as one of the most widely used approaches to teaching languages. However, during the Speaking became popular during the Second World War. The reason for this is that the military required only one language to comprehend. Currently, in addition to the verbal approach, the An additional situational technique was applied. In other words, it is evident that these instructional strategies first because the circumstances need it. In other words, it is evident that the need of the circumstance led to the appearance of these teaching

strategies. There was no deliberate attempt to develop instructional strategies. The needs of the modern world also dictate that teaching strategies should be selected with the students' aspirations and knowledge potential in mind. For any student, there is no standard operating procedure. Instead, I think that the student should be the focus of standard procedures and approaches, with consideration for the student's uniqueness. Students themselves can differ, after all.

For instance, what good is it to teach a visual learner a topic without any accompanying materials like cards, images, or handouts? Alternatively, because auditory learners have good hearing, teaching should mostly be done through sound. For kinesthetic learners, everything must be felt and touched. For those with such ability, modern technologies have fortunately found a solution. That is, you can hold and feel it despite the fact that it is virtual. Naturally, everything is written down or taught to readers and writers in a conventional manner. However, we might claim that this conventional approach has developed into a skill unto itself—that is, a habit. because this approach has been used to teach and explain lessons to humans since the beginning of time. Scientists now believe that learning a second or foreign language from an early age is another efficient way to acquire language. They contend that a child's capacity for adaptation will develop earlier the younger they begin learning a second language, whether it be a foreign language or not. Or at the very least, a comprehension of that language will be formed even if it does not develop. As stated by Abby, teaching a child to speak two languages is a wonderful gift. It involves more than just picking up a new language. It broadens one's worldview, mental development, and cognitive patterns. It is true when viewed from a different angle, as language not only helps children's brains grow, but it also broadens their perspectives and allows them to express their feelings and ideas to others, which contributes to the creation of free communication environments wherever and whenever they occur.

The most advanced teaching techniques in use today are deductive and inductive approaches. Both modern and traditional methods are comparable to these two approaches. In other words, the deductive approach to teaching involves drawing conclusions from examples, theories, and rules, while the inductive approach involves encouraging students to draw their own conclusions from examples. That is, one follows the specific to the general and the other the general to the specific. Indeed, the inductive method is representative of a contemporary teaching approach; however, considering the potential of the student, it is anticipated that a hybrid approach – combining the two approaches – will yield even better outcomes. In other words, the selection of these techniques is based on the student's proficiency level and the lesson's subject. Mixed ability students make up a good group in each class. More accurately, groups that are good for transition are heterogeneous groups. That is to say, at the mastery stage, they have a good chance of accomplishing the desired outcomes.

On the other hand, homogeneous groups can benefit from the opposite principle. apathy or a lack of desire to learn. As a result, in addition to the teacher, students can collaborate and learn from one another in diverse groups to keep the



balance. There's also the method of working in pairs for this. In this instance, pairs of students with varying levels of comprehension are formed during the lesson, and the student can ask his partner to clarify anything he is not sure about. This strengthens the bonds between students, and if one of them has a classmate who is hesitant to ask questions, the other student can easily ask his or her peer. The student's query will be addressed in this manner.

In conclusion, it can be claimed that all methods – despite their diversity and abundance – function mainly on an individual basis. Maybe even a lot of them are still undiscovered. Of course, this can be improved even more depending on the student's aptitude, how the lesson is structured, and the teacher's expertise. The most important thing is to keep looking.

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