

**USING THE AUDIO-LINGUAL METHOD IN TEACHING A FOREIGN LANGUAGE**

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**Abstract**

This article provides detailed information about another important method of language learning - the audio-lingual method, its origin and history, role in the formation of language skills, cultural and linguistic aims and principles of this method.

**Keywords:** Audiolingualism, memorisation, Army Method, repetition, dialogue, question-answer approach, achieving clarity, purity, logic of speech, Nosophobia and Glossophobia, grammatical structure, correct pronunciation, vocabulary, Booknomy.

**Introduction**

Since language is the easiest and most convenient communication tool in human society, learning other foreign languages also creates wide opportunities in various fields. The important aspects in learning a language is listening and speaking, because while a good listener can gather information in everyday life or in important situations in society, information gathered through speaking is exchanged easily. One of the modern teaching methods for language teachers is the audio-lingual method which can be useful in synthesizing, automatically remembering new words for learners. In this method, new words and grammatical rules are learned through practical dialogues, that is, the text is in the reader, and he/she repeats dialogues after a teacher.

This method has a long history and was widely used in the 1950s and 1960s, and is sometimes called as the Army Method, because it became popular during and after World War II. Professor Nelson Brooks introduced it as "audiolingualism" for the first time in science. Later, the audio-lingual method entered America and Canada as an effective language teaching method.

Additionally, error correction is also important in this method because it helps students to work on their mistakes. In addition, this method works on the important pronunciation and phonetic norms of the language, through which emphasis, intonation, speech tempo, rhythm and pauses are also automatically remembered. Tim Bowen also noted about this: "Most teachers will at some point require learners to repeat examples of grammatical structures in



context with a number of aims in mind: stress, rhythm, intonation, 'consolidating the structure', enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practice a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill.”

## DISCUSSION

All current chats, meetings and many formal/informal forums are organized on Zoom, Facebook, Twitter, Telegram these days. Following this phenomenon, people may experience speech defects, lack of thought or internal excitement, fear of widespread Nosophobia or Glossophobia. Not only in a foreign language, but also in their native language, many young people use various parasitic words, barbarisms, slangs and violate the communicative qualities of speech (logic, accuracy, correctness, expressiveness). In order to achieve free communication not only in class, but also in the family or in general social life, children use the audio-lingual method organized by the skillful teacher. Through questions and answers in different contexts, language learning becomes automatic, and children learn to use only active vocabulary in their speech. In addition, according to the teacher's skill and technique of organizing the lessons, they can be fulfilled with various quick questions and answers, games related to the pronunciation of new words, grammar games (turning a question sentence into a negative or an indicative sentence), role- playing can be made more meaningful by methods such as accent-detection games and the use of mimicry while participating in dialogues. In addition, the audio-lingual method is important in the acquisition of many important features of the language:

- **Listening skills** - the method of language learning in the form of dialogue from a teacher who is a qualified linguist or a native speaker improves listening skills in a short time, strengthens independent thinking and listening memory. It is known that if a person is in a real language environment, he can learn a foreign language quickly.
- **Fluency** - babies also learn new words over the years and improve their fluency in their native language. In the process of learning, children first repeat the words they heard from adults in different ways, and then they begin to understand what it is about. In the same way, with the audio-lingual method, students search for words in their minds in seconds and start communicating without pauses. This increases the effectiveness of the speech.
- **Grammar** - it is known that the order of clauses is different in each language: in Uzbek, the verb is placed at the end of the sentence, in English, after the possessive, and in German, the verb is free. Therefore, language learners use the audio-lingual method to make correct sentences based on grammatical rules in context, and learn by comparing the target language and the mother tongue at the same time.
- **Vocabulary** - even if the speech is fluent, but person does not have enough vocabulary, the speech will not grow and develop. The basis of the language is the richness and diversity of the vocabulary. Since synonyms are the treasure of the language, choosing the appropriate or dominant one from them in different situations is also easily learned through this method.



- **Pronunciation** - this is another important feature of language; phonetically correct pronunciation of words can directly express the language learner's goal. Through this method, students observe how well their teachers pronounce paronyms and homonyms correctly, and how well they use the accent. This helps to solve various shortcomings in students' speech individually in the lesson itself.

- **Speaking** - the use of language in live communication, that is, in practice, is sometimes mastered over years. However, children are masters of imitation and learn new words easily. Therefore, the audio-lingual method invites them to communicate quickly and without mistakes. The advantage of this method is that it makes communication free. Numan also states speaking as the most important aspect in learning a foreign language.

In addition, the audio-lingual method is important in acquiring cultural and linguistic skills. If the linguistic goal of this method is to understand the general content of any communication in a foreign language, the formation of hearing, fluency and correct pronunciation of words, grammatical logic and the correct use of vocabulary, then a certain state partial knowledge of history, culture, industry, geography, values, social views and level of social thinking of people are the cultural goals of the method.

Bushra cites the principles of the audio-lingual method as follows:

1. Instructions are given in the target language;
2. Language forms occur within a context;
3. Students' native language interferes as little as possible with the students' attempts to acquire the target language;
4. Teaching is directed to provide students with a native-speaker like model;
5. Analogy provides a better foundation for language learning than analysis;
6. Errors are carefully avoided, because they lead to the formation of bad habits;
7. Positive reinforcement helps the student to develop correct habits;
8. Students are encouraged to learn to respond to verbal and non-verbal stimuli;
9. The teacher is regarded as an orchestra leader conducting, guiding and controlling the students' behavior in the target language;
10. Learning a foreign language is treated on par with the native language.

It is clear from mentioned opinion that the main thing is that young people who are learning a language compare their own language and a foreign language in parallel and realize the possibilities of their mother tongue.

## CONCLUSION

As language learning has become a major public demand in almost all countries, traditional methods are gradually giving way to new ones. This led to the appearance of the audio-lingual method in the above-mentioned aural-oral approach. Now, adapting this method to the requirements and educational standards of the 21st century, new textbooks are being created on the basis of technologies. For example, if we take the "Booknomy" e-book, language learners with special earphones can replay different stories and dialogues in their minds after



listening to the audio and start communicating in a foreign language in approximately 3-6 months.

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