

## An Eclectic Method of Teaching Foreign Languages

*Rakhimova Farangiz Abduvaliyevna<sup>1</sup>*

**Annotation.** The article evaluates the eclectic method in terms of definitions and meaning. Some aspects of the method are shown to require clarification. Since the eclectic method (post-method) is relatively new, we hope that there will be more attempts by applied linguists to clarify these and many other issues.

**Key words:** method, technology, knowledge, skills and abilities, eclecticism, learning process, learning strategies.

**Methods:** The research is based on descriptive method. Eclectic method of language teaching means using several methods in one lesson. It is also argued that this is a reaction against one method, as each individual method has its strengths and weaknesses.

**Research results:** Nowadays, more and more attention is paid to methodology of teaching foreign languages. The newer trends seem to have emerged in the field of education and have entirely changed the face of traditional system of education. This research work is dedicated to analysis of modern method (eclectic method) of developing of communicative skills of students.

The role of the teacher's personality in teaching foreign languages remains paramount, because it is he who is the organizer of group interaction, the maximum effect, interest and benefit from learning depends on him. In whatever audience the teacher is, he himself solves the problem of choosing methods, techniques and forms of teaching, as well as the content of teaching.

**Introduction.** Modern day education is aided with a variety of technology, computers, projectors, internet, and many more. Diverse knowledge is being spread among the people. Everything that can be simplified has been made simpler. Science has explored every aspect of life. There is much to learn and more to assimilate. Internet provides abysmal knowledge. There is no end to it. One can learn everything he wishes to. Every topic has developed into a subject. Skill-development and vocational education has added a new feather to the modern system of education. There is something to learn for everyone. Even an infant these days goes to a kindergarten. And a little grown, mentally and physically is promoted to a Montessori. Everything is being categorized, be it a primary, middle, a higher secondary or graduate school. Whatsoever we are getting educated day by day and what's good about is that it's a never-ending process.

**Discussion.** In accordance with the communicative language teaching approach the peculiarities of real communication should be taken into account, and the learning process should be based on the model of real communication, as the possession of the system of language (grammar and vocabulary) is not sufficient for the effective use of language for communication purposes.

Person - oriented (personal-active) approach (learner-centered approach) - is based on individual features of trainees who are considered as people having their own characteristics, aptitudes and interests [5, 125]. The main achievement of methodists in this field is the study and development of a variety of instructional strategies used by students in the learning process.

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<sup>1</sup> *Teacher of the Samarkand State Institute of Foreign Languages*



Learning strategies (learning strategies) are the actions and operations of students used to optimize the process of production and storing information, as well as processes of using accumulated information. The student commits these actions to speed up the learning process and make it easier, interesting and effective. Teaching strategies depend on psychological and personal features of students and the cognitive style appropriate to them [6, 108].

This approach is usually contrasted with teacher-centered approach, when the teacher dominates the learning process, which is contrary to the idea of humanization of education, hinders creativity and initiative of students, limits their activity. An approach that focuses on teachers relates to the traditional teaching methods.

Whole language approach, gesture style, top-down approach-these terms are used to describe the approach to teaching, based on the position of Gestalt - psychology, according to which human behavior consists of some integral units - "gestalts".

Accordingly, every behavioral situation should be investigated fully, without breaking into components. Language training is not split up into separate types of speech activity, and is based on the material of undivided blocks that are processed entirely by students, "top-down" of the total precepted material for subsequent allocation and understanding of its parts [6, 109]. Preference is thus given to the group and pair work, communication.

The approach to learning which is concentrated on getting results is called product - oriented approach. It is assumed that a certain training period ends up with the creation by a student certain speech pattern: separate statements, dialogue, letters, etc., which is the purpose of learning, the achievement on which teachers' activities are directed [6, 109]. Special education programs were developed on the basis of this approach to learning, and the various aspects of the learning activities act as learning objectives.

The approach of training that focuses on the formation of knowledge, skills and abilities is called process-oriented approach. This approach has been a major development in teaching writing. Researchers point out that pronounced "procedural" nature of the letter, as an essay or a story cannot be written directly in the final version. Product writing appears in the process of planning, writing abstracts, sketches, reformulating phrases, changes parts of the text, etc. This approach to learning is implemented in the analytical type of curricula.

The deductive approach to teaching is based on the deduction – kind of mind-conclusion from the general to the particular [7, 321]. With regard to the teaching of foreign languages, deductive approach provides an explanation of rules and their implementation into practice, that is, the path from the general to the particular, from the shape to its implementation.

The inductive approach, in contrast, suggests the path from particular to general.

In the foreign language teaching, the term "inductive approach" is often used as a synonym for "natural approach" and deductive corresponds with the terms "formal, cognitive". This inductivity is treated as modern direction in learning and detectivity as a traditional, outdated [3, 157]. An inductive approach to training in modern foreign methodology is widely used, which led to the emergence of a new term «consciousness-raising approach» [3, 158].

A structured approach to learning a foreign language is based on the provisions of structural linguistics and behaviorist trend in psychology. Training according to this approach suggests acquisition of variety of grammatical structures, patterns that are in sequence depending on the difficulty of their assimilation.

The lexical approach is based on the priority position of vocabulary in training, because it reflects the content side of the language. This approach means the mastery of vocabulary in all its diversity and compatibility, the main attention is paid to the formation of speech skills usage.

The contribution of the supporters of the lexical approach to teaching methodology lies in the fact that they pay special attention to the meaning of the statements that is passed one way or another by a



lexical unit. Grammar is not neglected, which leads to a lot of mistakes and violates communicative process.

An eclectic approach to learning is based on mixture of different methods, and allows the use of the combination of different methods in a single method. This however does not mean haphazard, chaotic heaps of the provisions of the various methods [5, 125]. This approach, more correctly to be called the combined, as the term has positive connotation. Using a combined approach is justified if the elements inherent in the various methods are built into a single logical system, and contribute to more effective learning foreign language.

An integrated approach to learning is based on the formation of interconnected skills in all four types of speech activity - listening, speaking, reading and writing.

The term «integrated approach» can be correlated with the concept of "the principle of the interconnected training to all forms of communication" [5, 126]. According to the principle different types of speech activity can serve as an objective and a means of learning.

Auditory approach is based on the position that the process of learning a foreign language has to imitate the process of mastering the native language. Accordingly, as a receptive listening is leading activity in the learning process, formation of abilities to understand spoken language [9, 275]. Education should be based on the transfer of skills of listening to other types of speech activity. The main attention should be paid to the meaning of the studied language material, not its form.

Eclecticism (*derived from ancient Greek ἐκλεκτικός 'eclectic,' from ἐκλεκτός 'chosen'*) in teaching English is not being afraid to experiment with materials and technologies are significant elements in the work of an English teacher.

Standard approaches require standard conditions for their implementation, which is not the case in modern realities. In a rare case, the teacher works in comfortable conditions, namely with a homogeneous and small group. Each specific occupation is a challenge, a way out of the comfort zone.

The situation with the study of a foreign language in a non-linguistic university is absolutely accurately described in the article by I. A. Remennikova: "Currently, the basic level of foreign language proficiency is not taken into account when entering a technical university. There is no entrance exam in a foreign language, and often even an interview, which leads to heterogeneity of study groups. In the first year of technical faculties, the initial passivity of students is observed; the teacher attracts them to active work in a foreign language class [10, 3].

To balance the lesson, choose the appropriate material and meet the needs of the group as a whole and build a lesson that is interesting for each individual student - these are the tasks that a modern teacher faces. Eclecticism in teaching should not be perceived as a destructive force. This is exactly the way that helps to modify and adapt the resources available to the teacher into an effective method that brings results.

Eclecticism in teaching by default cannot be excessive, since excess cannot result in a flexible methodology necessary for the student to study the discipline. With a large amount of combining and working with author's methods, the approach of teachers to the presentation of material to their students is modified. Each specific group will differ in its set of needs and input data, and it is not easy to choose the course of methodological thought of interest. The teacher is required to take a balanced approach to the choice of resources and means for teaching a foreign language.

Difficulties determined by the human factor can be influenced directly by the teacher, this possibility is not available in the case of difficult learning conditions, where the teacher has only an indirect influence. The degree of interest of the teacher in the use of various methods, technologies, techniques depend on the level of competence and readiness to deviate from the template approach.

Teamwork with a large number of groups is an option that needs to be used more and more when working with students of non-linguistic universities. Although this type of work requires a significant



contribution from the trainees, their adaptation to this method. But the value of the approach lies in its practicality and meta subjectivity, when students gain invaluable experience of team responsibility for their own project.

The tendency of students to be distracted in class by checking mail and notifications on social networks should be used to increase the effectiveness of the lesson. The BYOD (bring your own device) approach fits perfectly into the picture of a modern foreign language lesson. Mobile phones, tablets, laptops can be great resources to enrich the class. Project work, which includes searching for meaningful information and presenting it to an audience, is a training in skills that are so necessary in future work. Mobile devices connected to the Internet are turning into a source of useful information and a resource for collaborative work. Thus, it seems possible to distribute the attention of students, make the lesson interactive, allow students to use their "gadgets" with the inherent benefit for themselves.

Collaborativeness in the implementation of the project among students with different levels of knowledge and language skills will advantageously show the abilities of each of the participants. The condition for success for this type will be the correct distribution of roles, competent management of the process and the creative approach of the students themselves. The positive attitude of the teacher, his responsiveness and ability to mentor actions will support the students' confidence and allow them to properly organize their activities.

It is self-evident that a single method will not be enough in the field of teaching a foreign language today. Some linguists argue that teachers can be as effective as theorists in solving problems in foreign language teaching [8, 81].

In language teaching; instead of depending on a certain style in class activities, the idea of using a style suitable for each situation arose. It is called eclectic method and it is a combination of methods [2, 8].

The eclectic approach emerged from the realization that each individual language teaching method has strengths and weaknesses, and that no one method fits the dynamic context of the classroom. Thus, based on the shortcomings of the methods, Brown (2002) argues that eclecticism provides a solution because the approach allows the teacher to choose what works in their dynamic context. Gilliland, James and Bowman (1994) argue that the eclectic approach lies in the weaknesses of the single approach because the single method has a narrow theoretical base and a limited set of activities and is therefore inflexible. Because eclecticism is context-sensitive, learning is fun and innovative, and the approach works for every type of student, regardless of socioeconomic background and preferences.

#### Principles of eclectic method

a) Language should be taught in the language being studied. If necessary, the student's native language should also be included.

b) When language learning is not desired by students and there is insufficient time, it is necessary to consider the existence of a relationship between motivation and student learning.

c) It is necessary to start using words early and use words in sentences. Vocabulary items should be taught in context.

d) Too much time should not be spent on mechanical repetition, communication-oriented activities should be conducted.

e) Language teaching should be suitable for the student's field of study

f) Four language skills should be integrated

g) Language teaching should be vital

h) Students should be given a language learning request

i) Teaching should be from easy to difficult and from concrete to abstract

j) It should not be forgotten that there are individual differences between students [1, 14].

An eclectic approach has several advantages. It connects classroom experiences to students' daily life activities. It helps students understand new knowledge based on what they already know. Thus,



learning is not strange because activity is like life. The types of learning activities that teachers choose are often directly related to their real-world experiences. As mentioned above, this helps students view learning and the classroom as an extension of their home environment rather than as a threat.

It should be noted that the eclectic approach is not a rigid approach, so its characteristics may not be limited to those presented in this study. However, an attempt was made to cover its main features in as much detail as possible.

**Conclusion.** Since the eclectic approach is created by an individual teacher according to the learning and teaching conditions, it can be said that another characteristic of the approach is its subjectivity. This means that what can be called eclectic depends on what a particular teacher has to offer, depending on the factors influencing the classroom. Teachers have the freedom to choose wisely what works for them and to decide how and what can be combined in a particular situation for learning. Thus, the subjectivity discussed herein refers to how different teachers envision what constitutes an eclectic method. However, what it does have in common is that the goal and premise of eclectic education is that students with diverse backgrounds should access learning with less difficulty.

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