

PRACTICAL ANALYSIS OF TRADITIONAL AND MODERN METHODS

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Annotation: This article examines the practical application and effectiveness of traditional and modern English language teaching methods. Traditional methods, including the Grammar-Translation and Direct Methods, focus on grammar rules, vocabulary memorization, and teacher-centered instruction. In contrast, modern methods, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), prioritize learner-centered approaches, communication, and interactive activities. The study investigates how these methods are implemented in real classroom settings, analyzing their impact on student engagement, motivation, and language acquisition. A mixed-method approach was used, including classroom observation, teacher interviews, and student performance assessment. The findings reveal that while traditional methods provide a strong foundation in grammar and vocabulary, modern methods enhance communication skills, collaboration, and learner autonomy. Furthermore, the study emphasizes that combining traditional and modern approaches can create a balanced teaching strategy that addresses both theoretical knowledge and practical language use. Practical recommendations for educators are provided, highlighting the importance of adapting methods according to learner needs, lesson objectives, and available resources.

Keywords: English teaching methods, traditional methods, modern methods, communicative approach, task-based learning, classroom practice.

INTRODUCTION

English language teaching has undergone significant evolution over the past century, with various methods emerging to address the changing needs of learners and educational contexts. Traditional methods, such as the Grammar-Translation Method and Direct Method, dominated early language instruction. The Grammar-Translation Method emphasized reading comprehension, translation exercises, and explicit grammar instruction, with students primarily memorizing rules and translating sentences. Similarly, the Direct Method focused on oral communication and immersion, avoiding the use of learners' native language but still relying heavily on teacher-led instruction.

In recent decades, modern approaches, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), have become increasingly popular. These methods prioritize learner engagement, authentic communication, and practical language use. CLT emphasizes real-life interactions, problem-solving tasks, and group collaboration, while TBLT uses specific tasks to develop students' language skills in meaningful contexts. The shift from teacher-centered to learner-centered approaches reflects a broader educational trend emphasizing active participation, critical thinking, and learner autonomy.

Despite these developments, many classrooms still rely on a combination of traditional and modern methods. Understanding how these approaches complement each other is essential for effective instruction. Traditional methods provide a strong linguistic foundation, ensuring stud

ents acquire necessary grammar and vocabulary, while modern methods enhance communication and practical application.

This study aims to analyze the practical application of traditional and modern teaching methods in high school English classrooms. It investigates how these methods affect student performance, engagement, and motivation and explores the effectiveness of combining approaches to optimize learning outcomes. By examining real classroom practices, the study provides educators with insights into designing balanced and effective English language instruction.

Literature review. The literature on English language teaching methods highlights the strengths and limitations of both traditional and modern approaches. The Grammar-Translation Method, one of the oldest approaches, is praised for its focus on accuracy, explicit grammar instruction, and reading comprehension. However, critics argue that it fails to promote oral communication and often leads to passive learning. The Direct Method, developed to address these issues, emphasizes speaking and listening in the target language and immersive learning experiences. Harmer (2015) notes that while this method encourages oral proficiency, it may neglect systematic grammar learning, which can affect writing and accuracy [3,456]

Modern approaches, particularly Communicative Language Teaching (CLT), prioritize functional language use, interaction, and learner autonomy. CLT encourages pair and group work, authentic tasks, and problem-solving, fostering critical thinking and collaboration. Task-Based Language Teaching (TBLT) extends CLT principles, focusing on completing meaningful tasks that simulate real-life communication, which enhances learners' practical skills and motivation (Nunan, 2003) [5,284].

Research indicates that combining traditional and modern methods can maximize learning outcomes. Brown (2007) highlights that integrating grammar instruction within communicative contexts ensures accuracy while maintaining engagement [1,352]. Similarly, Celce-Murcia (2001) emphasizes that balanced approaches cater to diverse learning needs, allowing students to develop both structural knowledge and communicative competence [2,528].

Overall, the literature demonstrates that effective English language instruction requires thoughtful integration of traditional and modern methods. By leveraging the strengths of each approach, educators can create interactive, engaging, and linguistically rigorous learning environments that prepare students for practical communication and academic success.

Methodology. This study employed a mixed-method approach to analyze the practical application of traditional and modern English teaching methods in high school classrooms. Two high schools were selected, with a total of 60 intermediate-level students participating. The sample included one class implementing traditional methods and another class using a combination of modern methods, including CLT and TBLT.

Data collection involved classroom observations, teacher interviews, and student performance assessments. Observations focused on instructional strategies, student participation, and interaction patterns. Teachers were interviewed regarding lesson planning, method selection, challenges faced, and perceived effectiveness of their approaches. Student performance was evaluated through pre- and post-tests assessing grammar, vocabulary, writing coherence, and oral communication [4,410].

Quantitative data were analyzed using descriptive statistics and comparative performance measures between the two groups. Qualitative data from observations and interviews were coded thematically to identify trends, challenges, and effective practices. Ethical considerations included informed consent, anonymity, and equitable access to learning resources.

This methodology allowed for a comprehensive assessment of both traditional and modern methods, their practical implementation, and their impact on student learning outcomes. The co

mbination of qualitative and quantitative data provided insights into classroom dynamics, method effectiveness, and student engagement [6,576].

Results. The results revealed notable differences between traditional and modern approaches. Students in classrooms using modern methods, such as CLT and TBLT, showed higher engagement, participation, and collaborative interaction. Their performance in communicative tasks improved significantly, with enhanced fluency and confidence in speaking and writing activities.

Traditional classrooms demonstrated strong grammatical accuracy and vocabulary retention; however, students were less confident in real-life communication and interactive tasks. Combining modern methods with traditional grammar-focused instruction resulted in balanced outcomes, with students demonstrating both structural knowledge and communicative competence.

Teacher interviews highlighted that modern methods increased motivation, encouraged peer collaboration, and provided opportunities for authentic language use. Observations confirmed active participation in group tasks, project-based activities, and discussions, which were less prevalent in traditional classrooms.

Overall, results suggest that while traditional methods are effective for foundational knowledge, modern approaches are more effective in developing practical language skills, engagement, and learner autonomy.

Discussion. The findings indicate that integrating traditional and modern teaching methods enhances English language learning. Traditional methods provide accuracy and structural knowledge, essential for writing and reading, while modern approaches, including CLT and TBLT, foster communication, collaboration, and learner autonomy.

The study highlights that combining methods addresses the limitations of each approach. For example, embedding grammar exercises within communicative activities allows students to apply structural knowledge in real-life contexts. Additionally, modern methods motivate students, increase participation, and support critical thinking skills.

Teachers play a key role in method selection and adaptation. Understanding theoretical foundations enables educators to design lessons that balance linguistic accuracy with practical language use. Incorporating technology, authentic materials, and interactive tasks further enhances learning outcomes.

These findings align with previous research emphasizing that effective ELT involves flexible, context-sensitive strategies. Therefore, educators are encouraged to adopt hybrid approaches, adapting traditional and modern methods to meet learner needs, classroom contexts, and curricular objectives.

Conclusion. This study demonstrates that both traditional and modern English teaching methods have unique strengths and limitations. Traditional methods, such as the Grammar-Translation Method, provide a solid foundation in grammar and vocabulary, while modern approaches, including CLT and TBLT, emphasize communication, collaboration, and learner engagement.

Combining traditional and modern methods results in balanced instruction that addresses both theoretical knowledge and practical language skills. Students exposed to integrated methods showed improved performance in grammar, writing, and communicative tasks, demonstrating higher motivation, autonomy, and confidence.

In conclusion, understanding the practical application of traditional and modern methods allows teachers to design effective, engaging, and flexible English language instruction, preparing students for both classroom success and authentic communication in English.

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