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## APPROACHES AND METHODS OF TEACHING ENGLISH: ORAL APPROACH, SITUATIONAL LANGUAGE TEACHING AND AUDIO-SPEECH METHOD

**Abstract:** Approaches and methods of teaching English, as well as any foreign language, are currently constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of learning it, is changing, as well as in response to the growing demand of educational institutions around the world for more effective curricula.

**Key words:** oral approach, English language, audio speech method, native speakers, foreign language, innovative method, pedagogic skill.

**Language:** English

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### Introduction

Why is English regarded as an international language in the modern world? It is obvious that in order to consider a language as such, its widespread use is a necessary condition. But if you look at the table of the most used languages in the world, then English will only be in third place! The fact is that the world is constantly increasing the number of people who speak English as a foreign language, and today there are fewer native speakers than people who use English for cross-cultural communication. Another factor affecting the use of English as a global language is that the use of English is geographically widespread, in contrast to other global languages such as Chinese (1,213,000,000 native speakers) and Spanish (329,000,000). This allows you to use English cross-culturally both within the same country and across political borders. Smith (1976) was perhaps the first to define the term "international language" - "an international language is a language that is used by people of different nationalities to communicate with each other." While working to expand and concretize the definition of "international language", Smith makes several important clarifications concerning the relationship between English language and culture [1]:

A. People who study "international language" do not need to adopt the cultural norms of native speakers of this language;

B. The possession of "international language" is denationalized;

C. The educational purpose of studying "international language" is to give students the opportunity to exchange their thoughts and culture with others.

The term "second language" implies the study of the language following the mother tongue. Despite the fact that the language is called the second, in fact, it can be the third, fourth, or even tenth. The scope of second language acquisition includes informal learning, which occurs naturally, and formal learning, which is carried out in classrooms. In the scientific literature, there are clear distinctions between the terms "second language" and "foreign language":

A second language is a typically official or socially dominant language necessary for teaching, working, and other standard purposes. We often study with small groups of people or immigrants who speak a different language from birth. In this narrower sense, this term is contrasted with the others in this list.

A foreign language is a language that is rarely used in the social environment closest to the student,

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can be used in upcoming future travel or any other cross-cultural communication, is studied as a mandatory subject or course of choice, but without immediate practical application.

A library language is a language that primarily functions as a tool for further learning through reading, especially when books or journals in the desired field of study are not usually published in the student's native language.

An auxiliary language is a language that students need to know for any official functions in their immediate political environment or will need to communicate more widely, despite the fact that their first language meets all the other requirements in their activities. Other languages with limited or highly specialized functions of a "second" language are called special-purpose languages (such as French for hotel management, English for aviation technology, Spanish for agriculture, and many others), and their study usually focuses only on a small set of functions and uses due to the specifics of the specialization [3]. In the matter of describing the methods, the difference between the philosophy of language teaching at the level of theory and principles and the set of derived language teaching procedures is the main one. In an attempt to clarify this distinction, the American linguist Edward Anthony in 1963 proposed a scheme in which he established three levels of conceptual representation and organization, called approach, method and technique. The original model proposed by Anthony was supplemented by modern linguists. Thus, the method was theoretically attributed to the approach (approach), the organization is defined by the plan (design), and is practically implemented in the process (procedure). The British linguists of the 1920s had different views on the specific methods that should be used in teaching English, but their general principles were attributed to the Oral Approach to Language teaching. By the 1950s, the Oral Approach had become the officially recognized approach to teaching English in the UK. One of the most prominent followers of the Oral Approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing training materials based on the situational approach, which was widely used in Australia, New Guinea, and the Pacific Territories. The main features of the situational approach are: Language learning begins with the spoken language.

The material is first studied orally, then submitted in writing. The learned language is the language of communication in the classroom. New language points are presented and practiced in different situations. The vocabulary selection process is carried out in order to make sure that the necessary amount of words is learned. Grammatical items are studied in such a way that easy forms should be studied before more complex ones. Reading and writing are taught when the basic lexical and

grammatical base is already mastered. In the 1960s, the term "situational" began to be increasingly used in relation to the Oral Approach [4]. The theory of situational language learning is based on a behaviorally conditioned theory based on learning through habit. It mostly refers to the process rather than the learning environment.

The student is expected to apply the knowledge gained in the classroom to situations outside of the classroom. The goals of this method are to teach practical mastery of the four main language skills, goals that are shared by almost all language teaching methods. But these skills are achieved through structure. Accuracy in both grammar and pronunciation is essential, and mistakes should be avoided at all costs. Situational language learning activities continue to be part of the standard set of procedures approved by many modern British methodologists. Textbooks based on situational language learning continue to be widely used around the world. But due to the fact that the principles of situational language teaching, with their emphasis on oral practice, grammar, and sentence structures, are consistent with the intuition of many practice-oriented teachers, this method remained widely popular in the 1980s.

The audio-speech method Linguists of the past years have put forward many hypotheses concerning language learning, and, consequently, language teaching. Since scientists usually began the description of a language at the phonetic level and ended it at the sentence level, it was assumed that this sequence was also acceptable for teaching. Since speech was considered basic and writing skills were considered secondary, it was assumed that language teaching should focus on language skills and that writing skills should be postponed until a certain time in the future. Since structure is what is essential and important in a language, the initial practice should focus on mastering phonological and grammatical structures rather than on mastering vocabulary. From these approaches, some principles of language teaching emerged, which later became the psychological basis of the audio-speech method and influenced the formation of its methodology. Later, the followers of the audio-speech method began to refer to the theory of a well-developed school of American psychology-behaviorism.

Proponents of the audio-speech approach demanded a complete rethinking of the curriculum for teaching a foreign language. They insisted on a return to oral-based teaching, with the primary goal of obtaining a high level of speech, and rejected the study of grammar or literature as the goal of learning a foreign language. In the initial stages, the training focuses on the formation of speech skills, with a gradual transition to other skills. Oral literacy involves the accuracy of pronunciation, grammar, and the ability to respond quickly and accurately to speech

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situations. Learning listening skills, pronunciation, grammar, and vocabulary relate to the development of fluency. Reading and writing skills can also be taught, but they depend on the oral skills already available. Language, according to the theory of the audio-speech approach, is speech, but the speaking skills themselves depend on the ability to accurately perceive and reproduce the main phonological features of the language being studied, on the fluency of using key grammatical structures in speech, and on the knowledge of a sufficient volume of vocabulary to use these structures. Since the audio-speech method is essentially an oral approach to language teaching, it is not surprising that the learning process includes comprehensive oral instruction. The emphasis is on spontaneity and accuracy of speech. There are many similarities between situational language learning and

the audio-speech method. The order in which language skills and competencies are presented, as well as the emphasis on accuracy that is achieved through exercises and practice based on basic sentence structures and models, suggest that the two methods evolved from one another.

However, in fact, the method of situational language learning developed from the previous direct method (Direct Method) and does not have close links with linguistics and behavioral psychology, which distinguish the method of audio speech [5]. The commonality between the two methods considered is that both methods share the same views on the nature of language and language learning, despite the fact that these views, in fact, were formed from completely different traditions.

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