

THE IMPORTANCE OF FOREIGN LANGUAGE TEACHING

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Annotation: English teaching is not so an easy job for the educators. It requires concrete syllabus including teaching methods, set of games and visual aids. The article explains the types of approaches and methods; aims of teaching EFL, focusing lessons to four skills: reading, writing, listening and speaking.

Keywords: approach, visual, aids, methods, FL teaching, practical, educational, cultural.

*"One language sets you in a corridor for life.
Two languages open every door along the way."*

Frank Smith

There are many techniques and methods in foreign language teaching. At the same time, many scientists are working on creating new methods. By the help of these methods, teachers can develop the knowledge of their pupils they get more benefits in Foreign Language Teaching system. According to William Glasses, "We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss, 85% of what we experience, 95% of what we teach to others". It means that by the help of teaching students one can develop his knowledge and can widen horizon. Because of this reason, learning and teaching foreign languages are evaluating alarmingly.

Many Methodists constitute their methods in this field. One of them is Jill Kelper Mora and the following approaches and methods are described according to her classification:

1. Grammar-translation approach;
2. Direct approach;
3. Reading approach;
4. Audio-lingual approach;
5. Audiovisual approach;
6. Community language learning;
7. The silent way;
8. The communicative approach;
9. Functional Notional approach;

10. Total physical response approach;

11. The natural approach.

In our educational system, all the above-mentioned methods occur during classroom teaching. Methods of Foreign Language Teaching (MFLT) is scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. Aims of teaching foreign language There are three aims which should be achieved in FL teaching: practical, educational and cultural [1.p.7].

MFLT is closely related to other sciences such as pedagogy, psychology, physiology, linguistics and some others. In MFLT, we differentiate between aims (long-term goals) and objectives (short-term goals, immediate lesson goals). There are three aims, which should be achieved in FL teaching: practical, educational, cultural.

The practical aim: the acquisition of a FL as a means of communication. Practical aims cover habits and skills, which pupils acquire in using a foreign language. A habit is an automatic ¹response to specific situations, acquired normally as a result of repetition and learning. A skill is a combination of useful habits serving a definite purpose and requiring application of certain knowledge.

The educational aim: Through FL study, we can develop the pupil's intellect. Teaching a FL helps the teacher to develop the pupils' voluntary and involuntary memory, his imaginative abilities and will power.

Cultural aims: learning a FL makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material and reading material; with the countries where the target language is spoken.

The principle of activity. In teaching a FL it is necessary to stimulate pupils' activity by involving them in the act of communication in the target language, either in its oral (listening, speaking) or written (reading, writing) form. One needs a lot of practice in the use of the language to master it.

The principle of visualization. Visualization is defined as specially organized demonstration of linguistic material and language behavior characteristic of the target language with the purpose of helping the pupil in understanding, assimilating and utilizing this in connection with the task set. Visualization implies an extensive use of audio-visual aids and audio-visual materials throughout the whole course of FLT.

The principle of individualization. The teacher should assess the progress of each individual in the class and find the way to manage the classroom activity so that the slowest learners are not depressed by being left behind and the fastest and most able learners are not frustrated by being held back.

Direct method encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Audio-lingual method applied the principles of structural linguistics to language

teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

The Natural approach put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The Silent Way was based on the premise that the teacher should be silent as much as possible in the classroom, while the learners will produce more language. A typical feature of the Silent Way is the use of color charts and rods as memorable images and signals to help in verbal responses.

Conclusion. All the above-mentioned methods are considered as a fundamental part in teaching foreign languages. Therefore, in foreign language, teaching the main thing is to involve all the pupils in activities and exercises, but to manage it teachers need some good planning principles. These approaches must be different from time to time. Because of the fact that pupils must not be bored with the same techniques. With the mentioned methods any teacher can reach his intends in Foreign Language Teaching.

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