

ECLECTIC APPROACH AS INNOVATION IN A FOREIGN LANGUAGE TEACHING TO THE 10-11TH GRADES LEARNERS AT THE SECONDARY SCHOOLS

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ABSTRACT

The article is dedicated to the eclectic approach of teaching a foreign language at 10-11th grades of secondary schools as an innovative way of teaching, as a great number of significant educational reforms are taking place in the system of teaching foreign languages in Uzbekistan. Therefore, pedagogical process should be based on new forms and methods of teaching aimed at educating youth as harmoniously developed personalities. Such requirement into teaching demands a well-balanced and organic approach of teaching foreign languages. Thus, in this article, eclectic approach is considered to be as one of the effective ways of teaching foreign languages to 10-11th grades learners. The eclectic approach of teaching can assist both teachers and learners to represent a language learning process from different angles making possible to integrate language skills and subskills within a lesson. Taking into account the age peculiarities of learners at 10-11th grades, the approach of teaching a foreign language should be chosen precisely. Eclectic approach will allow foreign language teachers to be more flexible with a curriculum adjusting the lesson in accordance with learners' needs, interests and attitude, respectively. As a result, learners can be more motivated to learn foreign languages at 10-11th grades being immersed into a learning process.

Keywords: 10-11th grades, secondary school, eclectic approach, language skills, effective teaching.

INTRODUCTION

The state educational policy of the Republic of Uzbekistan takes into consideration the importance of development of bilingualism and multilingualism. So in order to implement the aims and tasks considered by the Law of the Republic of Uzbekistan "On Education"[1997] and the "National Programme of Personnel Training" [1997] a great deal of complex work is being carried out to advance structure and content of teaching foreign languages in Uzbekistan taking into account contemporary achievements of science, culture, technique and technology in the world. These ideas are reflected in the Presidential Decree "On measures to further improve of foreign language learning system" [2012] which is a reliable evidence for the process of progressive development of learning foreign languages at all educational establishments starting from primary schools to higher educational institutions. This document gives evidence about language pluralism that is a consequence of the socio-political and socio-economic transformations of our society and justifies openness of our society to the world community, developing and strengthening of interstate political, economic and cultural ties, internationalization of all spheres of life in our country. In these conditions knowing foreign languages not only European (English, German, Spanish, French) but also Oriental languages (Chinese, Japanese, Hindi, Arabic)

are becoming really demanding in our society. At the same time, the ratio of learning foreign languages at schools has changed dramatically in favor of the English language regarding to be a Lingua Franco or International language.

On January 25, 2018 President of Uzbekistan Shavkat Mirziyoyev signed a decree “On measures to improve fundamentally the system of general secondary, specialized secondary and vocational education” to introduce 10-11 grades into educational system as a result of taking into account physiological and psychological features of adolescents. Since the new English language teaching curricula and coursebooks for the 10-11th grades of secondary schools have been created. However, there are still some problems in learning and teaching foreign languages at 10-11th grades of the secondary schools related to the methodology of teaching and learning which is discussed by many educators. Without doubt Uzbek education system is undergoing constant positive changes in the scope of teaching foreign languages, but new programs and national education projects indicate that in order to achieve the goals, it is necessary to improve the organization of the educational process, introduce new technologies and teaching methods, increase motivation of students to learn foreign languages. During the process of learning a foreign language, learners must not only acquire a set of subject knowledge, but also be able to apply this knowledge in real life, have well-formed self-education skills, a set of key competencies that will help them to integrate into the local and world community. Learners should be motivated to continue learning foreign languages continuously throughout their life. The main task of a teacher in modern conditions is the ability to organize educational activities so that students have neither time, nor desire, nor a chance to be distracted for a long time.

LITERATURE REVIEW

It is known that efficacy of those depends on the used technologies regarding which learners acquire language knowledge, subskills and skills. There are a lot of approaches and methods in foreign languages teaching and learning which have been already justified their efficacy. However, taking account the 10-11th grades learners’ cognitive abilities and their level of language proficiency in the continuous education we can’t use one single method. That’s why we address to Principled eclecticism as innovative idea in foreign language teaching. In the methodological literature the Principled eclecticism is considered as approach or methods that combines various methodologies to teach a foreign language depending on the complicity of the materials, aims of the lesson and the abilities of the learners [Kumar, 2013]. In turn D. Larsen-Freeman [2000] & J. D. Mellow [2002] have used the term *principled eclecticism* to describe a desirable, coherent, pluralistic approach to language teaching. Eclecticism involves an application of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions.

Consequently, different teaching methods are often borrowed and adapted to suit the needs of the learners. It breaks the monotony of the class. In addition, it is a conceptual approach that does not merely include one paradigm or a set of assumptions. Instead, eclecticism adheres to or is constituted from several theories, styles, and ideas in order to gain a thorough insight about the subject, and draws upon different theories in different cases [Farideh & Mohd Nasir, 2016].

The necessity of using eclecticism in teaching foreign languages is due to the fact that there are strengths as well as weaknesses of single theory based methods. Teaching any foreign

language relying upon a single theory of teaching hasn't been proved as constructive because the use of a limited number of techniques can become mechanic. From my own experience, I can state that learners are very familiar with traditional learning approaches such as grammar charts, drill exercises, filling the gaps which are mostly prints of grammar-translation method. In this case, development of awareness concerning basic language patterns will not be necessary. The learners, thus, cannot get benefits of learning foreign languages as their key aim.

An eclectic approach to learning, which is based on postulates that are characteristic of various methods, allows the use and combination within the framework of one method of the features inherent in opposite methods, such as incorporating some successful principles of communicative and audiolingual methods, or communicative and cognitive methods, so on. Eclecticism is a pedagogical strategy that moves away from teachers following one specific methodology in order to assimilate different existing methodologies and approaches, according to the learners' needs [Lazarus & Beutler, 1993].

It is necessary to stress that the eclectic approach does not mean unsystematic, chaotic piling up of positions from different methods. This approach is more correctly called combined, as the term has a positive connotation. Using a combined approach is justified if the elements inherent in various methods are built into a single logical system and contribute to more effective teaching of a foreign language. An example of an eclectic approach can be combinations of communicative and cognitive approaches that is used successfully in a foreign language teaching.

Moreover the eclectic approach finds its expression in the development of programmes that are essentially combined, as they include structures and lexical units characteristic of the structural and lexical approaches, speech functions used in a functional-meaningful approach, a list of skills and other components, which are usually contained in the programme. Such programmes are the most effective and detailed, as they describe the learning process from different angles. At last the use of eclecticism does not mean to mix up different approaches randomly. There must have some philosophical backgrounds and some systematic relation among different activities. Usually it is recommended to mix structural approaches with communicative use of language. According to D. Larsen-Freeman, "When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be *eclectic*". The author also stressed idea that eclecticism means *coherent* combinations of techniques and principles using of which demonstrated practicing principled eclecticism or method by blending aspects of others methods in a principled manner [2000].

METHODOLOGY

Regretfully, the "principled eclecticism" theory, immensely popular among language teaching professionals in the UK and USA even taught at universities to future ESOL teachers, is very little known in Uzbekistan and, therefore, has little or no impact on teaching English as a foreign language at Uzbekistan's secondary schools as the preference is given mostly to conventional methods of teaching foreign languages. Therefore, it would be reasonable to define the main advantages of applying eclectic approach in the process of teaching foreign languages.

Possibility to be flexible

The teacher is committed to developing a wide range of resources in order to give relevant, stimulating, and productive lessons. D.Nunan [1991. p. 228] stated that “it has been realized that there never was and probably never will be a method for all.” In his discussion on diagnosis, treatment, and assessment with respect to ESL/EFL pedagogy, Brown [2002. p. 13] suggested the use of principled eclecticism, where teachers select the teaching methodology that synchs well with their own dynamic contexts. In the frame of this approach, teachers select the syllabus and devises the course designs and objectives with a view to the learners’ specific needs in their learning contexts [Sultan, 2017].

Principled eclecticism, therefore, throws a challenge to language teachers to remind them that any decision they make must be based on a complete awareness of the purpose and context of language learning as well the needs of language learners. Teachers who make use of the eclectic method must be conversant with all teaching methodologies, knowing full well how language is learned, and how and what teaching is all about [Brown, 2002]. In his discussion on principled eclecticism, B. Kumaravadivelu [2001] defined the methodology addressed to the post-method pedagogy, as a focused context-sensitive language learning approach or A. Sultan’s opinion [2017], congruent with the understanding of local linguistic, socio-cultural, and political exigencies to enable teachers to construct their own theory of practice.

Possibility for organization of integrative teaching

The teacher usually focus on development of language skills (reading, writing, listening and speaking) and subskills (pronunciation, vocabulary, grammar) integration of which depends on the goal and task of the lesson [Jalolov, Makhkamova & Ashurov, 2015]. The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms and other important aspects of the language.

The precise usage of the systemic-eclectic method in teaching English, which is based on the communicative method, the main goal of teaching a foreign language is achieved, that is mastery of communicative competence, or an ability to communicate in a foreign language, to speak, to write, to read and to listen . This is included in the concept of speech activity, which, accordingly, is implemented in such activities as speaking, writing, reading, and listening. All of the above types are interrelated and their implementation is possible while working with authentic materials, for example, teaching four skills (speaking, writing, reading, and listening) and three subskills (pronunciation, vocabulary, grammar) of English language to 10-11th grade learners using English periodicals. They have an advantage over various textbooks and worksheets, it is a "live" language or authentic material, a language which will prevent non-native English teachers to be ridiculous among curious learners. Besides, as practice shows, the use of newspapers and magazines in the classroom is a very exciting process that inspires students to constantly improve their knowledge of a foreign language. Going on further, we will have a look to a possible option of applying all four skills and three subskills in the process of teaching English. Having listened to a news article, learners can discuss what they have heard, learn to understand the speaker and express their attitude or opinion to what is being discussed. Learners can also be given assignments to understand what they have heard, for example, a true or false task, during which they mark phrases pre-prepared by the teacher with the letter T (true), if the phrase is true and the letter F (false) - if the phrase is not true. Thus, listening and further discussion of what is heard allows learners to use two types of verbal communication at once -listening and speaking activities.

Another task is a “Brainstorming” task, when learners need only to guess by the title what the article is about and try to talk about it. In this way, learners improve their speaking skills and develop their critical thinking ability, which is also important in the learning process of a foreign language. While guessing the title of the article some new phrases, idioms or clichés related to the topic can be considered as a way of developing vocabulary range of learners.

To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher or uses different types of intonation in a certain language.

For the development of speaking skill in a communicative atmosphere, it is possible to discuss some interesting points about famous people, scientists, politicians, or about some shocking incident or an interesting scientific discovery. In this case the linking phrases may help as: “My viewpoint is that ...”, “I think that ...”, “As for me ...” Or the phrase for the answer: “Really? I don’t believe it”, “Are you joking?”, “How / when did it happen?”

Grammar will not be left out at all. Depending on the knowledge of the grammatical material, a teacher can perform tasks of varying complexity. For example, making interrogative sentences on this topic or finding verbs, after which a gerund / infinitive with to / without to is used. If learners have some problems with the usage of conditional sentences, it is a great way to illustrate them from the article. It can help them to observe a real usage of grammatical structures instead of explaining them in an artificial way.

Reading news articles is implemented as a receptive type of speech activity, after which speaking is also possible, in a way of discussion of what has been read, oral performance of tasks, and also reading can be the basis for a more complex productive type of speech activity as writing. Learners will be encouraged to express their thoughts in writing in accordance with certain rules of the lesson using speech formulas taught by the teacher during the lesson.

So, working with English publications is one of possible ways of applying principled eclectic method of teaching English to the 10-11th grades of learners at the secondary schools, which implements various types of speech activity in the classroom, expands vocabulary and outlook of learners, improves grammatical skills, develops written and oral communication skills in a target language, which all together allows a teacher and a learner to create the basic knowledge and skills, and therefore, effectively implement the requirements of the State Educational Standard and syllabus on a certain language.

Possibility for using variety of activities and exercises

The teacher proposes a variety of activities or exercises, both written and oral, to improve the learner’s accuracy, fluency and communicative ability. Consequently, the teacher corrects errors immediately if the scope of the classroom activity is accuracy, but if the scope of the activity is fluency these errors will be corrected later on.

In modern methodology, standard (traditional) and non-standard (no-tradition or innovative) lessons are distinguished. A standard lesson is a regular template lesson, which is conducted according to a certain scheme. A non-standard lesson is usually a final lesson designed on the basis of task-based approach (project, discussion, debate, role-playing and so on).

In the case of teaching English based on the eclectic approach, the teacher has an opportunity to conduct the lesson as effective as possible by having a structured mixture of traditional and non-traditional lessons. As it is well-proven, motivation of learners is of great importance in organizing the educational process in a Foreign language classrooms. It contributes to the activation of thinking, pushes interest in the performance of a particular activity or exercise. Interest is the main driving force of cognitive activity. The most powerful motivating factor is teaching methods that satisfy the learners' needs in acquiring new material and in using a variety of activities or exercises focused on learners' needs. The use of a variety of standard and non-standard lessons contributes to keeping in a long-term memory any linguistic phenomena, creating more persistent visual and auditory images, maintaining learners' interest and activity. Therefore, preference is increasingly given to eclectic approach of teaching foreign languages in the classroom.

Possibility for creating dynamic classroom atmosphere

It is impossible to do everything if only one method is used. As a result, professional foreign language teachers follow what is described as the Principled Eclecticism approach, where learners are also encouraged to be autonomous in their learning.

For instance, the teacher introduces exercises of guided discovery for new grammar rules. Through guided discovery, language learners should not expect the teacher to deliver everything to them neatly packaged, wielding some new magic teaching method, but should take charge of their own learning and jump in.

According to V.B. Bondarevsky [2005. p. 85], learning independence as a quality of a learner as a subject of the educational process involves the ability to perform a task (practical or educational) without the direct involvement of the teacher. The learning independence of learners or being autonomous in the classroom can successfully develop language abilities.

These types of programs not only negotiate teacher skill-development within an improved recognition of and respect for cross-cultural and multi-linguistic classroom settings, but also encourages learners' pride in their heritage, language, communication preferences and self-identity [Crandall, 2003].

CONCLUSIONS

It is necessary also to deal with the main trends of teaching foreign languages methodology which are discussed in the local and foreign methodology of teaching foreign languages.

The main point, which combines different areas in the methodology and various traditions in teaching, is the idea of teaching a foreign language as a means of communication, as well as the idea of communication as a means of teaching a language. However, language training should not be transformed into unconscious training of communicative use of language. Increasingly, in modern concepts of language teaching, a communicative approach is organically combined with a conscious systematization of linguistic phenomena in the learning process.

Modern teaching methods strive to shape the learners' value attitude to the language, to reveal it as a reflection of sociocultural reality, as a phenomenon of national and universal culture. This is one of the main ways to create (through language learning) an effective framework for international understanding.

For the majority of existing concepts of language learning, the need to rely on the skills of independent activity of learner is also undeniable, which, in turn, provides formation of a learner's creative activity.

Summarizing the above mentioned matters, it should be noted that according to didactics there are no universal teaching methods and means that would always be successful. And none of the teaching methods can provide any desired results. The application of any teaching methods should not be carried out by chance, but in the context of the educational system, taking into account its elements and features, the variety of students, the goals of teaching and education, the content of teaching, so forth. The application of one method or another must be methodologically ensured, without which its educational objectives will not be succeeded.

In order to ensure the choice of methods, it is necessary, first of all, to know the possibilities and limitations of all methods of teaching a foreign language, to understand what objectives and under what conditions they are solved successfully with the help of certain methods, and for which objectives they are useless or ineffective.

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