

## **THE EFFECTIVENESS OF USING AUDIO-LINGUAL METHOD IN TEACHING FOREIGN LANGUAGES**

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Learning foreign languages is a process of forming a mechanical habit of the person being taught. This process is carried out using various methods, among which the audio-lingual method deserves a special attention. The audio-lingual method is an effective way of acquiring communicative skills, provided that the learning process is based on a colloquial speech rather

than on a written form. Oral preparation in the audio lingual method is necessary to create the basis for the development of other language skills. The idea of the abovementioned method proposes that students should practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching. Native language plays a minor role in using the audio lingual method in teaching foreign languages. Only the target language is used in the classroom by a teacher and a student. The new material in the target language is also introduced in the form of a dialogue, closest to the natural situational context, which allows students to acquire communicative competence and skills. In particular, oral exercises allow students to formulate correct analogies of the proposed situations. Therefore, the majority of teachers use an inductive approach to teaching students grammar. It has been established that the meaning of words that are understandable for a native speaker can be studied by a foreigner only in the linguistic and cultural environment [3]. The audio-lingual method in the study of grammar is aimed at modeling a sentence by a teacher, through which his particular structure is expressed, and students repeat sentences by simulating their sound patterns and intonation, seeking to be identical.

By skipping the pronunciation of words in the sentence, a student immediately receives help from the teacher, and thus avoids the formation of "bad habits" in the pronunciation of sentences. In the audio-linguistic method, grammar rules are not taught directly. Students are expected to find them in the process of using various examples and models. This method also is used in the contrast analysis approach and aimed to draw a student's attention to differences in model, structure and sound system of both languages (native and target).

One of the main approaches to the audio lingual method is the introduction of new teaching material in the form of a dialogue. The method allows you to analyze the conversational model, break it into phrases and memorize the mimic techniques of the situation. Dialogues are considered as a natural conversational context that helps students acquire the learned grammatical structures and vocabulary [1, 7]. V. Lake believes that there are both advantages and disadvantages of the audio lingual method of teaching foreign languages. The advantages can be

attributed to the fact that students get communication skills by using the target language; they have no difficulty in understanding the tasks posed by the teacher and the development of communicative situations; students respond correctly to the questions they are asked and are able to combine linguistic aspects with psychology of behavior. The disadvantages of the audio-lingual method can be attributed to the fact that students use communicative skills spontaneously and separately from the requirements of the curriculum; they often take a passive position while working in the classroom, less attention is paid to communicative skills and the content of the conversation in general, the learning process focuses on speech [2]. Despite the aforementioned disadvantages, teachers find opportunities to overcome them in the process of teaching their students. The success of teaching foreign language students through the audio lingual method can be achieved by continually conducting drills in the classroom. This requires a flexible teaching approach involving a spontaneous natural conversation in the classroom. The practice of a dialogue make students acquire audio skills in the process of systematic exercising, which they can use in a communicative situation by applying different word combinations and phrases.

Template conversations can be envisaged in the curriculum, but spontaneous dialogues allow teachers to implement a creative and comprehensive approach to each individual, so in our opinion, teachers should give their preference to audio-lingual method in their pedagogical activity. The conclusion is that undoubtedly the audio-lingual method has its advantages and disadvantages in the study of a foreign language as a second one, which, however, can be overcome by choosing the right approaches in the educational process. The role of the audio-lingual method in learning a foreign language is difficult to overestimate, although some innovators are questioning its use. In our opinion, if the method helps the student to learn in the process of learning communicative competence, then it is justified and effective.

## REFERENCES

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