

SIGNIFICANCE OF TEACHING INDUCTIVE AND DEDUCTIVE MATERIALS

Normurodova Oygul
Jizzakh State Pedagogical University
Uzbekistan, Jizzakh
Jspu
Master Student

ABSTRACT

Currently, understanding another language is important and significant for our careers and lives. Our capacity to work hard, be highly motivated, and have a good memory are currently demanded. Every language has its own core grammatical approaches, strategies, procedures, and norms. As is well known, there are several approaches to teaching languages.

Key words: Inductive, deductive, Communication of Languages in Teaching (CLT)

АННОТАЦИЯ

В настоящее время понимание другого языка важно и значимо для нашей карьеры и карьеры Лив. В настоящее время востребованы наши способности усердно работать, быть высокомотивированными и обладать хорошей памятью. Каждый язык имеет свои собственные основные грамматические подходы, стратегии, процедуры и нормы. Как хорошо известно, существует несколько подходов к преподаванию языков.

Ключевые слова: Индуктивный, дедуктивный, языковая коммуникация в обучении (CLT)

As an illustration, consider the Direct, Correct, Grammar Translation Method (GTM), the Audio Lingual Method (ALM), the Silent Way (SW), the Community Language Learning (CLL), the Communication of Languages in Teaching (CLT), the Total Physical Reaction (TPR), and so forth. Every instructor should use suitable ways to run effective courses if they want to deliver a class that is effective. Each teacher has their unique methods and style of instruction. Several theoretical methods have been established in the education process to support the learners luck in obtaining new informations. Although there are two main kinds of thinking in the academic arena, such as deductive and inductive thinking.

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I am agree that the deductive method is a more conventional method of instruction. because pupils are given a brief introduction to grammatical structures or rules. As a result, learners just be aware of the rule and begin to implement it after being introduced to it. For instance, the instructor may introduce the theme by telling, "We're going to learn about the application of the standard verb structure. If the construct getting provided is a model verb,. The norms of modal verb structure would then be explained, and the students would fill exercises—gaps in a variety of ways—according to the pattern to practice utilizing it.

As the instructor acts as driving force behind the class and is in clas with any activity and comprehending of the new content, it is essentially a rule-driven environment. That is without a doubt a "teacher-centered" class, we may stateTraditionally, the lecturer translates each term and expression from English into learners' native language or the students are requested to convert statements from native mother languages into English when reading from a coursebook. Such an interpreting tasks are based on several elements that cover the target language's grammar. Also, the teacher can quickly assess if the students have retained the material.

This approach allows even non-native English speakers to teach English since they are able to switch to their home language while introducing a new concept. Grammar and vocabulary are not taught in context and speech is neglected. (Roggers p.11–12).

The inductive method, which differs from the deductive approach in that it offers new grammar rules or rules to students in the context of actual language use, is a distinct way to teaching. By using the language in context, students first learn how to utilize the structure, and then they learn the rules through real-world applications. From particular to generic is the meaning. For instance, if the instructor wanted to teach about the prepositional structure, She might display an image of a home and declare, "This is my house, and it is comfortable. There are four seats nearby, and there is a book on the table. The teacher will then offer various examples instructional and elements from the class, restaurants, living spaces, or any other aspect of the students' regular, every-day lives to help the students comprehend how to apply the framework.

Students practice the structures purposefully in small groups or classes after each of the several exams. Accuracy is less valued than fluency. The logical technique is sometimes criticized, according to Bob Adamson:

- in a closed way;
- dedicating far too little attention to remember,
- frequently involves mechanical practice.

It's an excellent chance for the student to hone their communication abilities. In this method, the teacher's job is to motivate students to demonstrate the rule by giving them significant settings. "Tell me and I will forget, teach me and I will remember, engage me and I will learn," as Benjamin Franklin once said. (Page 9 of Rebecca L. Oxford) Indeed, if we engage our students in a variety of language-learning activities, they will do it with a lot of interest. Therefore, perfect practice makes perfect. The learners found the norms can be formally confirmed. You won't have explicitly stated these guidelines to the class; rather, you will have only shown the way.

As a result, it encourages greater student involvement and meaningful language practice in the classroom. The inductive technique has been praised for its effectiveness in classrooms all around the world, but its drawback is that it may occasionally be challenging or pupils who anticipate a more common approach of teaching to violate the complex rules from the theme and that it is more laborious.

Aside from that, using this strategy can help students develop transferrable abilities they may apply in the reality, such as:

- Ability to interact ;
- Abilities to solve problems ;
- Ability to make decisions ;
- Ability to manage the time ;
- Individual potential ;
- Ability to think critically ;
- Ability to present ;
- Ability to have leadershipness .

To broaden students' horizons, teachers could incorporate some of these talents into their class activities. Organizing various communicative activities, such as jigsaw reading, chain stories, simulations, information gap exercises, and so forth.

Instructors should give out case studies that duplicate situations and frequently incorporate dramatization or group discussions in order to make aware learners how to solve problems.

F.ex: You have been chosen to participate in "Survivor" on television. Somewhere in the Pacific, you will be stranded on a barren island for 90 days. You'll need to support your own survival there by finding food and shelter. Out of a pool of six

individuals, you were chosen to select the other three persons who would live with you. After reading their profiles, choose the top prospects and provide reasons for your selection.

Outcome is the way of making decisions amongst potential solutions to a problem as part of the larger issue-solving process. Example: Test Case

<i>Deductive approaching</i>	<i>Inductive approaching</i>
Generally to specifically	1. Specifically into general
Pursuant to regulations	2. Establishing the rules
Concentration on the tutor	3. Learner-centered
Conscious	4. Subconscious
Accuracy	5. The emphasis is on fluency
Participants	6. Participant engagement
Individual	7. Teamwork
Dependence	8. Independence
Rules of Application	9. Solving problems;
Cognitive	10. Associative

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