

ОПУБЛИКОВАТЬ СТАТЬЮ

в изданиях НИЦ "Социосфера"



[ПОДРОБНЕЕ](#)

СОЦИОСФЕРА

- *Российский научный журнал*
- *ISSN 2078-7081*
- *РИНЦ*
- *Публикуются статьи по социально-гуманитарным наукам*

PARADIGMATA POZNÁNÍ

- *Чешский научный журнал*
- *ISSN 2336-2642*
- *Публикуются статьи по социально-гуманитарным, техническим и естественно-научным дисциплинам*

[ПОДРОБНЕЕ](#)



СБОРНИКИ КОНФЕРЕНЦИЙ

- *Широкий спектр тем международных конференций*
- *Издание сборника в Праге*
- *Публикуются материалы по информатике, истории, культурологии, медицине, педагогике, политологии, праву, психологии, религиоведению, социологии, технике, филологии, философии, экологии, экономике*



[ПОДРОБНЕЕ](#)

II. CORRELATION OF TRADITIONS AND INNOVATIONS AS THE PROBLEM OF IMPROVEMENT OF EDUCATIONAL SYSTEM



MODERNISM OR TRADITION: INDUCTIVE AND DEDUCTIVE METHODS IN LANGUAGE LEARNING CLASSES

Z. Shermatova

*Master Degree,
Chirchik state pedagogical institute,
Chirchik,
Tashkent region, Uzbekistan*

Summary. The article discusses the key problem of the language methodology – comparison of inductive and deductive methods in teaching foreign languages. The author of the article discusses advantages and disadvantages of inductive and deductive methods in language learning. Although the article is about two methods, more focus was given to inductive one.

Keywords: method; approach; language; inductive; deductive; teaching; grammar; methodology; example; teaching; nontraditional; approach; practice.

In the methodology of teaching foreign languages a method is considered as principled direction in teaching foreign languages, characterized by specific goals, content and principles. Language teaching methods are divided into traditional (deductive) and nontraditional (inductive). Speaking about deductive and inductive teaching methods, we can relate them to explicit approach which in turn, refers to nontraditional methods at teaching foreign languages.

Notwithstanding all we could say above inductance is interpreted as a modern direction in teaching methodology, while deductiveness – as traditional, outdated. Furthermore, in foreign practice, the term "inductive approach" is often used as a synonym for the term "natural approach", whereas deductive approach is related to the terms "formal, cognitive". The deductive method comes from "deduction", which means inference from the general to the particular. In the deductive method the first stage of the formation of skills and abilities – familiarization – is implemented in the process of getting to know the rule and examples, the second stage – training – includes practicing isolated formal operations, the third stage – speech practice – is organized on the basis of translation exercises.

Another method of the explicit approach is the inductive one. The inductive method comes from induction, which means the transition from isolated facts to general provisions. The inductive method presents an opportunity for students to formulate a rule based on the phenomena which they face with while learning a foreign language. In the inductive method students find unfamiliar grammatical forms in the text and try to understand their meaning through its

context. Further analysis of the new phenomenon occurs by comparing a foreign text with its translation into the native language, after which the rule is formulated. Moreover, if necessary, instructor or textbook hints are used. Then comes the series of exercises to identify and explain the new grammatical phenomena, on the actualization of its forms.

Although comparative effectiveness of given two methods varies, new studies show that both inductive and deductive techniques encourage learners, affecting positively their academic performance. Decoo (1996) proposes to observe the traditional dichotomy of "induction-deduction" through several modalities. At the same time Salaberry presents a slightly modified set of the above modalities in the form of a continuous medium: rules – talinguistic awareness – intensive development of language material – structured data – frequency. Noteworthy, that numerous researches on the comparison of inductive and deductive ways of teaching give different results focusing on the effectiveness of the first or second one. Solovolova highlights several advantages of using the inductive method concluding that the grammatical rule is deduced by students independently, making it easier to remember and learn. Prince and Felder also claim that inductive approach is "learner-centered meaning that they impose more responsibility on students for their own learning than the traditional lecture-based deductive approach does". On the basis of the research done for a month in groups of 182 learners including university and elementary school students Alzu'bi (2014) proved that L2 learners would rather communicate than learn rules explicitly, thereby revealing a significant effect of inductive method over deductive one.

However, Gorat and Prijambodo (2013) notice an advantage of deductive method explaining that it gives "the learners explicit interpretations and time to internalize the rule instead of making them to use or produce structures they cannot yet fully master". Analyzing different research results (Ellis, Widodo, etc.) one can put forward several benefits of deductive way of teaching: firstly, it saves time due to its feature to explain a form or rule directly, secondly, a number of examples are given to practice the rule immediately, and the last, most grammar rules can be learnt simply and clearly than elicited from examples.

Despite the fact that the deduction is the most common way to teach grammar in our schools, modern methodologists consider it to be less effective than inductive one. The problem of the deductive method in teaching a language is that, without being supported by the necessary amount of practice, it leads to a separation from the living language. Therefore, the vast majority of students who "successfully passed the subject" are able to remember the rule, but they have problems with its application in practice. Also, due to the prevalence of the deductive method in teaching languages, textbooks and tests often come across very strange expressions written solely for the sake of demonstrating a particular grammatical rule. Their strangeness lies in the fact that native speakers will never say so in their life. Nonetheless, exploration the experience of foreign scientists in the application of inductive and deductive techniques does not allow us

to give an unambiguous answer regarding the effectiveness of one or another approach, but rather testifies to their complementarity. Based on the idea above, Gollin makes a logical conclusion, that “from one lesson to another and during the same lesson the teacher can change approaches” using both inductive and deductive teaching techniques.

As a conclusion, we can say that the only difference between inductive and deductive approaches is not the result, but rather the means of achieving that result. Some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics in order to obtain good results.

Bibliography

1. Erlam, Rosemary. (Summer 2003). “The Effects of Deductive and Inductive Instruction on the Acquisition of Direct Object Pronouns in French”. The Modern Language Journal. Vol. 87, No. 2; pp. 242-260. 24 January 2009.
2. Hammerly, H. (1975). The deduction/induction controversy. The Modern Language Journal, 59(1/2), 15-18
3. Gratton, C. And Jones, I. (2009) Research Methods for Sports Studies, 2nd edition, London: Routledge
4. Seliger, Herbert W. (1975). “Inductive Method and Deductive Method in Language Teaching: A ReExamination.” IRAL. 13, pp. 1-18.

РАСШИРЕНИЕ УЧЕБНОЙ ПРОГРАММЫ КУРСА ИНФОРМАТИКИ С УЧЕТОМ ИНДИВИДУАЛЬНО-ЛИЧНОСТНОГО ПОДХОДА

С. В. Пеньков

*Магистрант,
Белгородский государственный
национальный
исследовательский университет,
г. Белгород, Россия*

Summary. The article considers the possibilities of expanding the computer science course taking into account the interests of students. In addition to the traditional programming tasks, the author suggests introducing practical tasks from other school disciplines into the educational material, which will increase interest in computer science.

Keywords: training; individual-personal approach; computer science.

Современный мир меняется быстро и стремительно. Если оценить изменения, произошедшие в жизни земной цивилизации за последние 50 лет, можно увидеть кардинальные изменения. Поэтому неслучайно в истории науки современный период оценивается как информационная революция, связанная с внедрением компьютерных технологий в повседневную жизнь, в результате чего происходит «качественное изменение структуры и содержания информационно-обменных процессов в обществе» [3,

СРОЧНОЕ ИЗДАНИЕ МОНОГРАФИЙ И ДРУГИХ КНИГ



*Два места издания Чехия или Россия.
В выходных данных издания
будет значиться*

**Прага: Vědecko vydavatelské
centrum "Sociosféra-CZ"**

или

**Пенза: Научно-издательский
центр "Социосфера"**

РАССЧИТАТЬ СТОИМОСТЬ

- Корректурa текста
- Изготовление оригинал-макета
- Дизайн обложки
- Присвоение ISBN



У НАС ДЕШЕВЛЕ

- Печать тиража в типографии
- Обязательная рассылка
- Отсудка тиража автору