



Applying Interactive Audio-Lingual Approaches in Teaching Foreign Languages to Primary School Children

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Abstract

This article describes the Audio-Lingual method as an approach to teaching foreign languages to primary school children. The method helps young learners practice correct pronunciation, build simple sentences, and use language patterns automatically. It also reduces reliance on the mother tongue and encourages active participation with engaging and effective ways.

Key words: audio-lingual method, oral skills, language learning, interactive approach, army method, classroom management, drills, real-communication.

Introduction

Today, learning foreign languages has become an important and highly relevant process. In particular, learning languages at an early age has significant global implication. In modern education, taking into account learners' age characteristics, psychological state, and interests makes the learning process more effective. From this perspective, the interactive audio-lingual approach is considered an important tool for helping children learn a new language more quickly and efficiently.

Literature Review

The Audio-Lingual Method (also known as the Army Method) is associated with linguists such as Leonard Bloomfield and psychologists such as B. F. Skinner, and it emerged during World War II. Its history goes back to the mid-20th century. At that time, there was a strong need in the U.S. army to teach soldiers foreign languages in a short period of time. As a result, a rapid language teaching system called the "Army Method" was developed. Later, this approach became the basis for the development of the Audio-Lingual Method.

Methodology

The Audio-Lingual Method is a system of teaching foreign languages that focuses more on listening and speaking skills rather than reading and writing. In classroom practice, especially for children, learning is made easier through games, dialogues, role-plays, and other interactive activities. It also significantly reduces the use of the mother

tongue in the classroom. The Audio-lingual method focuses on oral skills. It aims to improve students' speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively.

The method facilitates learners' ability to communicate freely in a second language and significantly improves the practical application stage of language learning. Teachers usually use this method to develop listening comprehension, as students are exposed to dialogues and audio materials. It also improves correct pronunciation through constant repetition, develops speaking skills through dialogues and drill activities, and helps learners internalize grammatical structures through repeated practice rather than memorization. In this way, the approach turns language use into a habitual and automatic process. In addition, this method increases the overall effectiveness of the teaching process. Better classroom management: Enhanced audio can cause less in the classroom and fewer discipline issues. With the help of microphone amplification, teachers can speak in their natural, soothing voice to teach their lessons and students no longer face as though they are being yelled at. The audio-lingual method or Army Method is a method used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while the incorrect use of that trait would receive negative feedback.

Results & Discussion

Here are some basic techniques that help teachers facilitate language learning in the classroom environment.

1. Repetition Drill

The repetition drill is often used to teach the lines of a dialogue. Students are required to repeat the teacher's model as quickly and accurately as possible.

Teacher: They are playing football.

Student: They are playing football.

The sequence of this drill is: *listen – repeat – memorize – speak correctly*.

2. Single-Slot Substitution Drill

A single-slot substitution drill is an activity in which students replace one part of a sentence with another word or phrase provided by the teacher while keeping the rest of the sentence unchanged.

Base sentence: I like oranges.

Teacher's prompts: apples, bananas, watermelons.

Students' responses: I like apples.

I like bananas.

I like watermelons.

3. Expansion Drill

An expansion drill is a practice activity in which students begin with a short sentence and gradually add words or phrases to make it longer and more complex. This technique helps learners construct longer sentences step by step.

Teacher: She is reading.

Students: She is reading a book.

She is reading a book in the library.

She is reading a book in the library quietly.

4. Question-and-Answer Drill

A question-and-answer drill is a speaking activity in which the teacher asks questions and students respond quickly and accurately using either short or complete answers.

Teacher: Do you like English?

Student: Yes, I do.

Teacher: What is your name?

Student: My name is Ali.

5. Multiple-Slot Substitution Drill

A multiple-slot substitution drill is a language practice activity in which students replace two or more parts of a sentence using prompts given by the teacher while maintaining the same grammatical structure.

Base sentence: I went to the cinema with my friend.

Substitutions:

Place: cinema, school, market.

Person: my friend, my father, my sister.

Students' responses:

I went to school with my sister.

I went to the market with my father.

6. Backward Build-Up Drill

A backward build-up drill is a speaking activity in which a long sentence is taught by beginning with the final words and gradually adding preceding words until the complete sentence is formed.

Base sentence: She goes to the library every day.

Teacher-Student sequence:

Every day.

To the library every day.

Goes to the library every day.

She goes to the library every day.

The principle of this drill is: *start from the end – build backward – complete the full sentence.*

7. Chain Drill

A chain drill is a speaking activity in which students ask and answer questions sequentially, passing the conversation from one learner to another like a chain.

Teacher: Where are you from?

Student A: I am from Tashkent.

Student B: I am from Samarkand.

Student C: I am from Bukhara.

These activities are based on the Audio-Lingual Method and are designed to help students learn a foreign language through intensive practice. Collectively, the drills enable learners to listen, repeat, substitute, expand, and produce language automatically. As a result, students gradually develop greater fluency, grammatical accuracy, and confidence in real-life communication.

Conclusion

To conclude, the Audio-Lingual method is an effective approach in foreign language teaching, especially for developing young children's oral skills. Through continuous repetition, drills, and structured practice, students are able to form correct language habits and use the language more naturally and automatically. Therefore, this method helps reduce learner's dependence on their mother tongue and increases their confidence in real communication.

Bibliography

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