

## THE DIRECT TEACHING METHOD

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**Mingboyeva Tursunoy Zokirjonovna**

*Student of Fergana state university*

*Telephone + 998907779157*

*tursunoyismonova5@gmail.com*

### **Abstract**

*the direct teaching method, also known as explicit instruction, has been a prominent approach in education for centuries. This method involves the teacher delivering information directly to students through structured and systematic lessons, often incorporating lectures, demonstrations, and explicit modeling of skills. Direct teaching has been a subject of ongoing debate and research within the field of education, with proponents praising its effectiveness in imparting knowledge and skills, while critics raise concerns about its potential limitations and impact on student engagement.*

### **Key words**

*Maximilian Berlitz, ELT course, fresh content, supervision, decision-making, demonstrations.*

In this academic article, we will explore the history, theoretical underpinnings, and practical applications of the direct teaching method. We will examine the various instructional strategies and techniques associated with direct teaching, as well as its potential benefits and drawbacks in different educational contexts. Additionally, we will review empirical evidence and scholarly perspectives on the effectiveness of direct teaching in promoting student learning outcomes, academic achievement, and long-term retention of knowledge. By critically analyzing the direct teaching method from multiple angles, this article aims to contribute to a deeper understanding of its role in contemporary educational practices and inform educators, researchers, and policymakers about its implications for instructional design and pedagogical decision-making. A reform movement aimed at modern language instruction was initiated in the 1880s, primarily in Germany and Scandinavia. The "direct" technique of reform was created as a reaction to the Grammar Translation technique.

Maximilian Berlitz

Maximilian Berlitz, who immigrated to the US in 1872 from Germany, invented the technique. His original plan was to use the conventional grammar approach to teach many languages. Without using the learners' mother tongue, the direct method of teaching a language involves using the teacher's body and mental abilities to immediately and visually associate words and phrases, idioms and meanings, rules and performances. Reaction against the Grammar Translation Method led to the development of the Direct Method. It was predicated on the idea that a foreign language learner ought to think naturally in the language of their choice. In the direct method, listening and speaking skills are given first priority. This would seem obvious in the field of language learning, but this is in stark contrast to the grammar-translation method where, because of the focus on linguistic structures, reading and writing skills are primarily developed. Its core tenets are as follows: instruction should be given primarily to oral and listening skills; translation should not be permitted; grammar should be taught inductively; and learners should be taught in the target language. When teaching foreign languages, the direct method – also known as the natural method – refrains from using the native tongue of the students and instead focuses solely on the target language, which has gained popularity because it allows students to converse in the language. Instead of explaining, the teacher should associate the concept through demonstration and action. This time, grammatical principles are introduced to students studying the specific subject through examples and demonstrations. This approach involves both student-teacher and student-student interactions. Hence, it becomes clear that the unit of teaching in the direct method is 'Sentence. Many ELT courses still incorporate elements of the Direct Method, such as the focus on speaking and listening, the use of the target language for all instructions, and the use of pictures to convey information. One of the best teaching techniques, according to research, is direct instruction. Students that receive education through the direct instruction approach outperform those who do not in reading, math, and spelling, despite the fact that this method is sometimes misinterpreted. You have come to the perfect place if you don't know anything about direct instruction! The most commonly asked questions concerning this teaching strategy are answered in this blog post. I will explain the what, how, and provide some useful examples. One teacher-directed teaching strategy is direct instruction. This implies that the instructor gives the material while standing in front of the class. Students receive clear, guided directions from their professors. That is how everything has always been taught in a classroom, isn't that right? Not totally. In the modern educational world, experimenting is "hot" because teachers

discover that not every student learns best by having a teacher talk to them all day long and that not every lesson is best delivered directly to the student. Teachers now adapt their instruction to the specific activity at hand. When direct instruction is appropriate for the skill that pupils need to master, it works well. The six purposes of direct instruction.

The teacher's explanation of a concept is just the beginning of direct education. Six crucial steps are involved in the procedure. I will give a quick rundown of them here, but read "Teaching Functions" if you want to learn more.

#### 1. Overview and introduction

You prepare the groundwork for learning first. The goal of this lesson's start is to draw students in, grab their interest, and draw on past knowledge. Expand on a prior lesson or find out what they already know about the topic you will be teaching them. You can provide your pupils lesson objectives to help them understand what they need to learn and what is expected of them.

#### 2. Introduce the fresh content.

Give pupils instructions that are both explicit and directed so they can start learning the new subject. The instructional material should be methodically arranged, with each step building on the previous one. You can use a demonstration or a lecture to introduce new material while using the direct instruction method. A lecture needs to follow a few crucial elements in order to be successful: list the lecture's key points. Describe the central subject or organizing principle. Give examples to support each concept. Repetition might help to reaffirm the key ideas. Recap the main notion of the organization and make reference to it. However, how do you approach these steps? This is the exciting part, where teachers can express their creativity.

#### 3. Instruction under supervision

Here, the notion is practiced jointly by the teacher and the students. With help from other students and the teacher, the student tries the skill. The instructor leads the guided practice. This step's objectives are to direct students' initial practice, rectify errors, reteach (if needed), and provide them with enough practice to enable them to work on their own. It's critical to make thoughtful questions in order to confirm that your kids have understood.

#### 4. Recommendations and adjustments

Instructors are required to correct pupils and provide feedback if they do not understand the class topic. Since students must comprehend every concept at that period of the practice, this is equally crucial.

#### 5. Self-directed exercise

Students are prepared to apply the new learning content independently after receiving appropriate feedback and participating in guided practice. Students receive the repetitions necessary to integrate newly acquired knowledge or skills with prior knowledge or skills through independent practice. Students benefit from independent practice as well because it makes the skills more automatic.

Students typically go through two stages in this phase: automaticity and unitization. Students put the skills they have learned together and apply them to novel circumstances during unitization. Students who practice consistently get to the point where they are successful and quick, no longer needing to "think through" every action. This is known as the "automatic" stage.

#### 6. Assessment/review

Before teaching your kids a new topic that builds on what they have just learned, make sure they understand everything. Gather student data so you can assess it and determine if the lesson needs to be repeated. As a result, the direct teaching method has a rich history and has been a central approach in education for generations. Its emphasis on structured and systematic instruction, explicit modeling of skills, and teacher-led delivery of information has been both praised and critiqued. While proponents highlight its effectiveness in imparting knowledge and skills, critics raise concerns about its potential limitations and impact on student engagement. Through our exploration of the history, theoretical underpinnings, and practical applications of the direct teaching method, we have gained valuable insights into its instructional strategies and techniques. We have also reviewed empirical evidence and scholarly perspectives on its effectiveness in promoting student learning outcomes, academic achievement, and long-term retention of knowledge. As educators, researchers, and policymakers continue to grapple with the complexities of instructional design and pedagogical decision-making, it is crucial to critically analyze the direct teaching method from multiple angles. By doing so, we can gain a deeper understanding of its role in contemporary educational practices and make informed decisions about its implications for student learning and academic success. Ultimately, this ongoing dialogue will contribute to the ongoing evolution of effective teaching methods and the advancement of educational practice.

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