

THE USE OF INDUCTIVE AND DEDUCTIVE METHODS IN EDUCATIONAL SYSTEM

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Annotation

This article is about the inductive and deductive methods, which are common methods in the educational system. All languages have got their own fundamental grammatical methods, approaches, rules and techniques. As we know there are many types of methods of teaching languages. In order to provide an effective classes each teacher has own teaching and learning ways and methods. In teaching process there are more theoretical approaches that have been developed to promote the students success in learning new information. Although in teaching sphere there are 2 main reasoning, such as inductive and deductive. As far we know, the deductive approach represents are more traditional style of teaching. Because grammatical rules or structures are dictated to the students first . This is “teacher centered ” class. And the inductive approach is “learner centered “.

Keywords: Deductive and inductive approach, method, grammar teaching, methodology

We will view an ‘approach’ as a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. It contains a set of theoretical principles about teaching with practical applications. An approach gives rise to ‘methods’, the way of teaching language items, e.g., via classroom activities or techniques. A method is how a language is taught. A method is made up of a set of techniques that usually reflect a particular view of language teaching. The deductive approach is cognitive but the inductive approach is associative. The use of the inductive approach has been noted for its success in classrooms world-wide, but its disadvantages is that it’s sometimes difficult or students and learners who expect are more traditional style of teaching to induce the long rules from context and that it is more time consuming In inductive teaching strategies, learners must analyze information in front of them, come up with logical conclusions, and even if they're wrong, the process helps them engage better with the information. It helps them understand the underlying logic in a way that's more memorable.

A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practice the language. Both approaches are commonplace in published materials. Some course books may adhere to one approach or the other as series style, whereas some may be more flexible and employ both approaches according to what the language being taught lends itself to. Most inductive learning presented in course books is guided or scaffolded. In other words, exercises and questions guide the learner to work out the grammar rule. The following course book extracts illustrate the two different approaches. The subsequent practice exercises are similar in both course books. Inductive reasoning involves starting from specific premises and forming a general conclusion, while deductive reasoning involves using general premises to form a specific conclusion. Conclusions reached via deductive reasoning cannot be incorrect if the premises are true.

On the other hand, inductive learning can be more time- and energy-consuming and more demanding of the teacher and the learner. It is also possible that during the process, the learner may arrive at an incorrect inference or produce an incorrect or incomplete rule. Also, an inductive approach may frustrate learners whose personal learning style and/or past learning experience is more in line with being taught via a more teacher-centred and deductive approach.

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centered.

The deductive method is used in a large classroom setting, while the inductive method is effective when used on small groups of students.

An inductive approach to teaching language starts with examples and asks learners to find rules. It can be compared with a deductive approach that starts by giving learners rules, then examples, then practice. Learners listen to a conversation that includes examples of the use of the third conditional.

The deductive and the inductive are two nearly opposite methods when it comes to teaching. For making it easier to lay down the differences and how they are contrasting in nature, this article will focus on a classroom setting where grammar is being taught to strike up fathomable examples. The basic nature of the two methods in discussion must be first described in definitions before diving into the differences. Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures.

However, the learner- centered nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of ‘noticing’ in the student and enhance learner autonomy and motivation.

Although there is often a direct relationship between a method of teaching, a learning theory and an epistemological position, this is by no means always the case. Two types of approaches: teacher centered approach, student - centered approach, one of them teacher centered another method student – centered.

Inductive reasoning involves starting from specific premises and forming a general conclusion, while deductive reasoning involves using general premises to form a specific conclusion. Conclusions reached via deductive reasoning cannot be incorrect if the premises are true. Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. Deductive learning is a more instructor-centered approach to education. Concepts and generalizations are introduced first to learners, followed by specific examples and activities to support learning. Lessons are generally conducted in lecture form with minimal dialogue between educators and their learners.

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