

THE MODERN METHODS OF TEACHING ENGLISH

Bukhara region

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Abstract: In many parts of the world, there is a growing interest in modern methods of teaching English, the question of how to do it - how the curriculum, subject, topic and methodology should differ from the previously developed familiar norms gives birth. Much has been written on traditional English teaching and there is a growing body of knowledge about modern methods of teaching English. Many books and articles have been written to draw attention to this topic today. The use of innovations and new pedagogical technologies is yielding good results. This article discusses several methods and types of teaching.

Keywords: Teaching methods, innovations, methodology, skills, Dialogical speech, reading strategies Introduction.

The growing interest in many parts of the world in Modern Methods of Teaching English brings with it the question of how it should be done – how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past. A lot has been written on traditional teaching English, and until recently, the demand for the information on Modern Methods of Teaching English has been limited. Nowadays many books and articles are written to attract attention to this point. In planning curricular and methods it has been suggested that an understanding of Students and their needs, interest, abilities, likes, dislikes, and developmental status should take precedence over other considerations. Main part. Known to us, using innovations and new pedagogical technologies are resulting well. Sometimes using same styles in teaching language may let go down interests of student to language. We advise some types of teaching in use, not to go down interest to foreign language. For instance: 1. Dialogical speech- in this way students have a talk each other by creative approach. “Modern Methodology of Teaching English puts Speaking in Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give an opportunity to avoid traditional rendering of the texts and turn them into living English speech”. More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of course, grammatical correctness. 2. Student reads the text himself and tells the meaning. Reading is interactive. Reading short stories, novels and other literary works written by famous Uzbek, English and American writers is very important in language learning. As a teacher of English you

may apply a variety of reading strategies, analyze literary elements use a variety of strategies to read unfamiliar words and build vocabulary, prepare, organize, and present literary interpretations. 3. Understanding by listening - by these way students can improve speech skills. Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content. 4. Learning English through the watching movies. Nowadays, teachers take into consideration students' demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages. 5. The importance of teaching Vocabulary. Vocabulary is one of the aspects of the language to be taught in the institutes. In addition to learn new vocabulary, learner need to able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing to gain fluency in using known vocabulary and to learn new words in isolation. Vocabulary learning is not on end in itself. A rich vocabulary makes to perform the skills of listening, speaking, reading and writing easier. By the type of teaching in traditional style is divided into several aspects such as speaking, analytic reading, reading at home, practice grammar, practical phonetics. As a result 3-4 teachers teach students in variety styles and as a result the connection of aspects is not provided. Some students learn grammar well, but in speech they meet difficulties to pronounce words. We've spoken about groups which are got good results in following methods: the level of knowledge of students and assimilating possibilities are learned and then tasks are given by this way, attracting students' attentions is put into practice fully and none student is never stayed out of attention, students speak mainly in foreign language during the lesson, translation of unclear words aren't told instantly, but they try to realize them with mimics. students are divided into small groups and they use these methods: "work out discussions", "speak own opinion", "realize together", make opportunities to students to think and speak minds freely, and their mistakes aren't corrected instantly, but after student speaking they are discussed together.,different grammar, phonetic and other types of games are organized. In this way roles are shared with students due to their knowledge . Retell the text, variety pictures and watching short films and discussing them together, listening to news about theme and trying to realize them. The teachers around the world are always in searching about how to teach foreign languages successfully to students. There are a lot of effective methods of teaching. Among the

major differences between the traditional methods and the modern one's is that the modern teaching refers to "Students Centered is teaching", raising the process of teaching on such a scale that it would be not only beneficial but also interesting for learners. Good doses of such activities as Project Work, Development of Dialogues, Speech skills, Group\Pair work, Whole –Class Activities, Motivating Learners, Different Games, Role-play and Physical Activities become essential in Modern Teaching. Today teachers are facing to the following fact: The language teachers need both models and tools. In addition to the essential theory, aims and goals – the vision or pattern of what is to be created – they must gain through study, reflection, trial and error, and experience, the necessary expertise in using the tools essential to success in their craft. They must give serious thought to how they may lift their work to higher levels of usefulness and joy. Teachers who study and use Modern Methods of Teaching English are those who care about their own value – to self, to family, to society, to a larger community of the world. Finally, these individuals are doers – practical achievers in their chosen profession. That's why we are sure that our work will be of a great value and help the teachers who want to become modern and up – to date professionals. Modern Methods of Teaching English can be both challenging and demanding for teachers and students; they can also be very stimulating and rewarding. The degree to which we can adopt these approaches in our institute may well depend on willingness of our students, the proficiency of our teachers and their willingness to accept these Modern Methods, and the availability of resources within our environment. Moreover, the necessity to improve the level of education at high institutional levels is obvious nowadays. We are deeply convinced that creating collaborative atmosphere in the classroom, intellectual and informational approaches in teaching, teaching students to derive generalizations, deductive conclusion as well as developing debating abilities and individual study. It's important to provide every opportunity to expand and enhance the range of activities throughout life. Good teaching strategies and techniques include the planning and stating of carefully balances, varied learning sequences with clear achievable objectives, so that students know what is expected from them. They also include project work (class magazines, group wall displays) involving students in deciding together what they to do themselves, cooperation, Students self assessment, Role – play, Group work, Pair work, Dialogues. All these will help to develop students' ability to work more effectively. The good news for teachers is that there are many things we can do in the classroom to increase the levels of extrinsic motivation. According to Manny Echevarria, There are three teaching methods that dominate the business of language instruction: the Direct Method, the Grammar-Translation Method, and the Audio-Lingual Method. Deciding which is the best method is difficult because each has strengths and weaknesses, and the nature of a student's goals will determine which is

best for that student. Although many language-training sources may speak about exclusive or unique approaches, with few exceptions they are using one of these three methods. We conducted extensive research on the subject of teaching methods for our online language training programs. Here is a description of the three primary language teaching methods along with our analysis of the strengths and weaknesses of each one:

The Direct Method The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written.

The Grammar-Translation Method This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists.

The Audio-Lingual Method This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about every day situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices.

Comparing the Language Training Methods This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. We scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar. The Direct Method gives the student the ability to communicate quickly because she is encouraged to be creative during practice. It gives, by far, the widest range of capability to understand what another person says to you and in developing your capability to speak. This is the method of choice for instruction with a live trainer and where speaking and listening are most important. The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is helpful in reading and particularly in writing. Grammar and vocabulary are emphasized throughout. This is the method of choice when the student's goal is to achieve a high level of writing and reading ability in a foreign language, versus speaking and listening. The Audio-Lingual Method also allows the learner to communicate quickly but within the limited range that the repetition allows. It improves comprehension only if the speaker uses phrases that the learner has studied. Reading is limited, and an understanding of how to use the language is very limited. This is the method that is used when a live trainer is not available.

Conclusion. To conclude the key strategies for teaching English classes are probably developing a positive and collaborative working atmosphere and providing a

variety of work suitable for different levels. We have to say, that practically it is impossible to use one method or approach solely when aiming to teach a second language successfully. Lessons should be designed with effective methods of teaching. In this way we'll get our goals in teaching successfully.

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