

MODERN METHODS OF TEACHING ENGLISH

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ABSTRACT

The world has changed markedly in recent decades, and the knowledge of foreign languages is becoming an urgent need in it, and English, as you know, is one of the most frequently studied. And the more people who want to study it, the more new methods appear, so everyone can find the best solution for themselves. Methodology in a general sense means a set of means and methods of teaching. One prefers to learn on his own, the other is more comfortable with outside help and control, not to mention how the program for teaching children at home, in kindergarten or at school is built. The article analyzes the possibilities of using modern methods in the process of teaching a foreign language. The main classifications of methods are carried out, allowing the most effective help in teaching English.

Keywords: communicative learning method, intensive learning method, activity-based learning method, project method, new methods of teaching, modern, methodology, communication-oriented methods, communicative methodology.

Language has been and will remain the key to the world of knowledge. Proficiency with multiple languages has been valued since ancient times. At each stage of the development of society, a certain language played an important role for all mankind. Knowledge of foreign languages opens new doors for a person to improve himself and expand his worldview. If earlier knowledge of the German language was required, today English plays a prominent role.

The ability to speak English competently is closely related to its teaching. The modern age requires a new approach, new methods of teaching foreign languages. To awaken in the child the desire to learn, to acquire new knowledge and activities, while building the further direction of their own education, is the main goal of the current school. The students are tasked with independently studying, finding, analyzing materials, while the main task of the teacher is the right direction. The teacher needs to logically correctly build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words; grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Very often, there is no positive motivation, because when learning a foreign language, students encounter some difficulties and do not learn the material due to their psychological characteristics. Work experience shows that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

Teaching methods - the process of interaction between the teacher and students, which results in the transfer and assimilation of knowledge, skills and abilities provided for by the content of

education [1, p. 85]. It should be noted that the teaching method is a complex, systemic formation, which is characterized by all the features that underlie the classification.

The methodology of teaching a foreign language, in turn, is a set of methods, methods, teaching techniques aimed at mastering a foreign language [2, p. 52]. The combination of various forms of work and methods helps to creatively organize the lesson, awakening students' interest in this subject. One of the important tasks and goals of modern methods is teaching communication and mastery of speech means. At the same time, each technique has distinctive features, due to a combination of different methods, techniques and means.

Modern methodological concepts of teaching foreign languages are the communicative learning method (I.L. Bim, E.I. Passov), the intensive learning method (G.A. Kitaigorodskaya), the activity-based learning method (Ilyasov), the project, etc. At present, the main role is played by communication-oriented methods based on communication and creative approach of students [3, p.25].

To create textbooks in English, the communicative method served as the basis, which did not aim to master a foreign language, but to familiarize oneself with a "foreign language culture", which includes a cognitive, developing and educational character. That is, the study of not only the linguistic and grammatical system of the language, but also its culture, its relationship with the native culture, as well as the study of the structure of a foreign language, its character, features, similarities and differences from the native language. This approach may interest and give additional motivation for learning English. It is this method that will help to better develop the ability to speak fluently and competently, teach you not to be shy and avoid awkward pauses in communication. However, some believe that this method should be used only when there is a certain lexical and grammatical base of the language. [4, p. 56]. But do not get hung up on "ignorance of sufficient words, rules", this method is unique in that while translating an unfamiliar word in the process of listening, a person begins to quickly remember the meaning and correct pronunciation of the word.

An important feature of verbal methods is the creation of different kinds of situations. The main attention here is not placed on the description of fragments of reality or repetition with the help of visual aids, but focuses on the creation of situations based on the relationship of students. Such situations help to make the learning process more natural with help the feeling of real communication, built on topics from everyday life. In the communicative methodology, a special role is assigned to non-verbal means of communication, such as facial expressions, gestures, postures. They help to effectively understand and memorize lexical material.

It should be noted that many specific features that first appeared in the communicative concept were then adopted by other communicative-oriented methods and successfully used by them [5, p. 45].

The methodology distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods, a number of different approaches, techniques, and ways of transmitting a language are grouped. There are such alternative methods as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, the group method. Innovative teaching methods include: computer-assisted learning (CALL), scenario method (story line method), simulation method, carousel method, station learning method, group puzzle method, role-playing game method, case study method (work over

problem situations, students consider the problem, analyze the situation, present their ideas and options for solving the problem during the discussion). Scenario method (story line method). This method is based on the combination of planned educational meanings - for example, shops-products-sales - with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students contribute to the creation of history. This method dispenses with text tutorials. We are talking about creative planning, selection of a hypothesis, experiences, systematization and presentation of the work. The designed story also contains elements from drama and role-playing. The teacher only sets the framework for the action and presents individual episodes. Students ask their own questions and find their own answers.

Project training. Organization of the lesson as work on a project. Features of the project method:

- Orientation to action
- Teamwork
- Self-organization of students
- Situational orientation, correlation with real life
- Interdisciplinarity (interdisciplinary projects)
- Integrity - the project is considered as a whole
- Focus on the product, result.

Traditionally, the following main phases of the project are distinguished: Initiation - the invention of an idea for the project Beginning of the project Conducting the project Presentation of the results of the project Evaluation (reflection) of the project

Method of learning by stations. A learning technique in which students work on learning material that is organized into stations (students receive work plans with mandatory and optional tasks). When teaching by stations, students have the opportunity to choose the distribution of time, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, when using this method, students learn to plan their time, learn self-assessment, analyze their own academic success, plan and carry out work stages. Work on stations allows for differentiation according to the abilities, interests of students, according to the degree of complexity of the task.

Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, the simulation method can be successfully applied. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment", which simulates real situations, for example, in business, in work in a company . The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve an increase in the company's profit, to conclude an agreement, to profitably sell the company's shares, and the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and the speed of decision-making. Thanks to the simulation, the skill of strategic planning of students is formed, the ability to work in a team, negotiate, and convince a business partner develops. Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, cards.

Role play method. The role-playing game is an active teaching method, a means of developing the student's communication skills. The role-playing game is connected with the interests of

students, it is a means of emotional interest, motivation of educational activities. Role-playing is an active way of teaching practical knowledge of a foreign language. The role-playing game helps to overcome the language barriers of students, significantly increases the volume of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. So, for example, you can use the role-playing game "At the interview", where students take on the role of employer and employee.

From all of the above, it should be concluded that today it is important for a teacher to constantly improve their knowledge of the methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice, and keep up with the times. To achieve sustainable high results, it is necessary to apply an integrated approach that incorporates the best elements of different methods.

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