# NEW WAYS OF TEACHING ENGLISH IN THE MODERN CLASSROOM

**Norova Mexri Baxtiyorovna**
mexrinorova2202@gmail.com
**Maxmurova Mavjuda Halimovna**
mavjuda550@gmail.com
Teachers of in Natural Sciences department
**Abulova Zilola Azimovna**
zilolaa849@gmail.com
Senior teacher ofin Natural Sciences department
Foreign languages faculty
Bukhara State University

*Abstract – This article discusses in detail new teaching strategies that have been widely criticized by students. In addition, the impact of modern methods on lesson productivity has been thoroughly analyzed. However, the advantages of using the new methods are illustrated using examples.*
*Key words: modern classrooms, new teaching strategies, modern methods, traditional methodologies, communicative approach, task-based approach.*

## I.Introduction

There are many reasons why learning new basic foreign language teaching methods is necessary for new and experienced teachers. Here are some ways to help as an English teacher in learning the most popular ways to teach a foreign language:

Demonstrating your knowledge of these foreign language teaching methods and strategies will allow you to further market yourself.Discussing these strategies for teaching foreign language students during the interview and using TEFL / TESOL phrases can improve recruitment opportunities. Using a variety of methods in a foreign language lesson makes the teacher more effective and attractive.

## II.Literature review

Understanding pedagogy helps to better develop foreign language materials and lessons, as it is possible to strategically select activities that benefit students and use them for learning purposes.

Although traditional methodologies such as audio-lingual and direct methods still offer useful elements, they are clearly obsolete in modern classrooms. The communicative approach, which was in vogue in the late 1990s, is still widely regarded as the latest achievement in modern language teaching. Most of the TESOL / TEFL curricula still live and swear by it.

## III.Analysis

However, it has become clear that the needs of modern students outweigh the best strategies of teachers and book publishers.

*1. Task-based approach*

The development of traditional curricula and class planning revolved around topics that were considered beneficial to students. This meant that students had to learn the grammar and vocabulary that teachers thought students should know.To say the least, the students 'feedback was minimal.What we have learned from this is why it is important to create lesson plans around activities that all students can feel comfortable with and relate to.

The task-based approach represents an important paradigm shift because the focus on content is focused on skills and competencies. So planning and design is not about what is taught, but why it is taught.This approach separates individual skills and competencies to teach students the materials they need to know in order to achieve their goals and objectives.For example, there may be advanced tasks such as ordering at a restaurant, booking at a hotel, or criticizing a movie or expressing your opinion about a policy. The language taught in this approach, on the contrary, revolves around the task itself.For this method to work, teachers need to understand their students'needs and expectations in order to design lessons that will help their students succeed. Grammar, vocabulary, and language skills are simply tools that allow students to achieve end results.Before adopting a task-based approach, teachers ask themselves, "Why are my students learning English?"

Teachers should then consider ways to help their students achieve their personal and / or professional goals.The answers to these questions will help you create a program that is relevant to your students.

*2. Project-based approach*

Like the task-based approach, the project-based approach is designed to meet the real needs of students by adapting the language to the skills and competencies they really need personally and / or professionally.Applying this approach begins with setting a single global goal for the individual or group of students.For example, if you are

teaching a business English lesson, you need to consider why students in the classroom should start the lesson and plan accordingly.

In addition to filling in all the vocabulary and grammar needed to complete each section of the lesson, I discussed the challenges my students faced. Their final draft was a completed report that they could submit to the employer for approval, and the criteria for creating the report we had was based on their company manual. It was a lot of work, but we enjoyed it.

But what if you're full of teens who don't want to start a class? Start by assessing needs, looking at what they are interested in and what topics they actually need to know.

This assessment leads to the development of a single overall project that is the end result of the class, duration, or course. This project can range from an oral presentation to a wide range of products such as classroom games. In any case, the project should consist of individual tasks that lead to goals in student assessment.

Think of the project as their final, comprehensive assessment. However, the completion of small tests or individual assignments is a cumulative assessment. Keep in mind that your assessment criteria should be clear so that students know what they are assessing, and one more thing. The project-based approach works well with many additional materials, such as the resources found in FluentU.

FluentU takes real videos like music videos, trailers, news and inspirational conversations and turns them into personal language learning lessons.By adding entertaining videos, natural conversations, and relevant lesson content, you can enliven English lessons and give your students the learning material they need to succeed.

*3. Vocabulary curriculum*

While the previous two approaches focused on the skills and competencies that students need to develop, this approach focuses on what language students should actually create. In particular, real words that students need to understand in order to complete specific tasks.This approach is based on the basic language that students need to know, taking into account their needs. However, professional students need very specific dictionaries related to their fields. For example, "benefit" is an important term for business students, just as "scalpel" is the same for medical students.

In addition, any other language taught outside of this core language is complementary and is designed to provide students with connections across their fields. Topics such as movies and hobbies can take second place in issues such as booking a hotel or describing a work experience. However, there are common skills in all areas, such as saying your name or providing your personal information.

Because this approach focuses on content, assignments and homework should focus on the real needs of students. Therefore, assessment should be based on what students have actually achieved. Examples of these assessments include taking the time to write an application for a job or an interview.

This approach requires teachers to immediately understand what students really need, focus on it, and then expand students 'horizons as communication skills develop. The good news is that there is very little research on this topic that leads teachers to a list of words that may be in the spotlight. Since these lists can be quite long, it's a good idea to break them down into sections like "weather and seasons," so lessons can focus on this specific vocabulary. 10 words can be a great lesson for beginners.

Activities can range from customizing images and descriptions to working with dialogues. Describing their favorite seasons or even guessing what they can do in summer or winter can be a progressive twist. The sky is really the limit.

*4. Using smartphones in the classroom*

Since almost everyone has an Internet connection or data plan, banning smartphones can be a missed opportunity to further improve the learning experience.Love them or hate them, smartphones are a part of modern life. Many teachers find them distracting because most students hate to say goodbye to them. Is there a common language?

Smartphones provide many useful tools for students, such as dictionaries, translators, and grammar reference books. Just like computers, students need to understand that phones are used as a learning tool, not for play or personal use.A great dictionary / translator / grammar guide available on Apple's App Store and Google Play stores is the WordReference.com mobile app. In addition to translations, WordReference has a thesaurus, an English dictionary, and a forum where other users can comment on difficult words or phrases.A good example of how smartphones improve learning in the classroom is a hunter-gatherer exercise. Here, students have to go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce the language and / or skills seen in the lesson.

The main problem here is to be creative when using smartphones. Other apps for smartphones in the classroom could be surveys, surveys or even recording, yes, recording! Students can record themselves in practice, which helps them get feedback on specific tasks and activities.

Survey Monkey is another fun program to join an English class. This allows you to create surveys where students can easily access and respond immediately from their phones. It can be used as an evaluation tool or as part of an activity portfolio. For example, students could even develop questionnaires, complete them, analyze the results, and make a presentation on the results.

Personally, I think one of the other ways to fit smartphones and tablets is without paper. If you have PDF versions for the textbooks or materials you use, this will allow you to simplify student life while being environmentally

friendly.However, it is important to make sure that students use their technology in the classroom and are not distracted by it.


*Combine them all*

While traditional approaches have laid a solid foundation for effective language teaching, it is important to understand that these techniques do not always meet the current needs of students. In fact, the communicative approach is still widely promoted as the latest and greatest approach, which already needs to change on its own.Next time, when you are preparing for a new group of students or want to change the way you teach current students, consider the following:

The task-based approach focuses on the skills and competencies that students actually need.The project-based approach is based on a task-based approach using specialized interventions.The lexical program provides students with the content they need outside the gate.Combine this with the effective use of technology in the classroom and you will have a winning formula that no teacher will ignore.

*And one more thing ...*

If you are looking for creative ways to teach English, then you will love using FluentU in your classroom!It has a collection of real English videos that people in the English-speaking world watch on a regular basis. There are so many great choices out there when you're looking for a song for a classroom session.You'll find music videos, music numbers from movies and theaters, children's singles, commercials, and much more.


### IV.Discussion

According to Asher and James (1982), "methods are a combination of methods and approaches that teachers use and plasticize to teach students - these are teachers' philosophies about language teaching, different methods of language teaching.

This method of teaching English is a classical method used since the 16th century. This approach is often fabricated to teach Latin that people do not learn and do not speak. The method of teaching English is aimed at translating Latin texts into the mother tongue in accordance with the grammatical rules and phrases of the Latin language and then mastering it. Rote learning is the most widely used method in vocabulary learning.

Later, this method was used to study other languages that were considered second languages. So this also applies to English.This approach is devoid of the fact that it is not a very good way to teach proper communication in English.Although this modern method has been widely criticized in modern times, it is still used by many institutions, especially by those who want to study English scientifically.

This method, also known as the direct method of teaching English, seems to be a response to the Grammatical Translation technique. In this process, a teacher who aims to teach English as a second language will ask the student to meditate in English so that they can communicate in English.This style aims to establish a connection between thought and expression. He asked the teacher to strictly forbid the student from using his mother tongue. The student must be able to express himself / herself correctly in English and use grammatical skills.This method of teaching English is used in modern times and is useful in teaching communication in English. As students think and speak English in real-life situations, they learn the language clearly and there is no reading or translation. This may take some time, but what is learned will have a long-lasting effect on our memory.

This method of teaching English was originally called the "army method" because it emerged during World War II when soldiers needed to learn the language of their opponents. It's kind of a straightforward style in some ways. This approach is based on thinking in language and expressing ideas in the same way. And in the process, learning happens.

The teaching process is based on Skinner's theory of behaviorism and his experiment on operant conditioning. Accordingly, positive reinforcement helps in learning new things.In this approach, the student should learn the structure and everyday use of language rather than emphasizing word comprehension. Patterns of routine discussions are taught and students repeat it, followed by a test. This process is done until the student answers correctly.


### V.Conclusion

In short, the process of the audio-lingual and other methodsare characterized by conventional drilling, they are used in everyday communication and grammatical rules are ignored, vocabulary is contextual, audiovisual aids are used in the technique. It focuses on pronunciation, and finally, any correct answer is immediately positively amplified.The method of teaching English is still in use and is suitable for learning to communicate properly in English or any other second language. Nevertheless, extensive re-learning and memorization led to a lack of regular learning of English, which created a barrier to different communication.


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