

ENGLISH LANGUAGE TEACHING TECHNIQUES

Abdullayeva Naila

is an English language teacher of 317-IDUM, Sergeli District, Tashkent city

Annotation: *The article discusses the fundamental methods of teaching English and their implementation*

Key words: *Foreign language, English, teaching, methodology, theory, history, technology*

Since the builders of the Tower of Babel spoke in different languages, society has needed translators. Tolmachi valued everywhere. Until recently, Inaz was a hobby rather than a cruel reality. To know a foreign language meant to be an esthete, to belong to a certain circle, or (the most innocuous option) was to be considered an eccentric. But times are changing ...

Any home, as you know, begins with an architectural plan. Now we are less and less afraid of a huge fortress called "Foreign Language", on top of which the flag proudly flies (most often the British). And, in this case, this necessary plan will serve the knowledge of modern methods of study.

Recently, when the market for educational technologies is replete with proposals for a variety of techniques of learning English, the question "What method do you teach?" becoming increasingly relevant, which indicates an increase in the culture of consumption of intellectual products. A puzzled entrant, student or businessman (by the way, also a student) increasingly freezes in front of bookshelves with linguistic literature and media aids or pensively scans a long list of advertisements. One of the selection criteria is price, but the main one ... "English in two weeks", "Communicative methods of teaching English", "English with the English in Moscow", "Effective express method", "English at the subconscious level", eventually. So many new and unknown! And this raises doubts about the results. Can you trust modern technology? Or give preference to well-established "brands" - such as "Bonk", "Eckersley" or "Headway", gradually moving into the category of methodical classics?

Obvious is the fact that at the end of XX century. in Russia there was a "revolution" in the methods of teaching English. Previously, all the priorities without a trace were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (it is worthwhile to pay tribute to it) did bear fruit, but at what cost? Language acquisition





was carried out through long routine work. Tasks were offered rather monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. Sometimes, for the sake of a necessary change of activity, an essay or dictation, plus a phonetic drill as a rest. When priorities were given to reading and working on "topics", only one language function was implemented - informative. It is not surprising that few people knew the language well: only very purposeful and hardworking people could master it at a high level. But according to the degree of possession of grammar, they could easily bear the alumni of

Cambridge! True, they received good compensation for their work: the profession of a foreign language teacher or a translator was considered very prestigious in our country.

Now, to achieve such a still high social status, it also requires a lot of diligence, perseverance and everyday work. But truly "revolutionary" is that language has become in one form or another accessible to the majority. And the proposal is increasingly focused on the consumer. Why, for example, should the secretary acquire knowingly unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? The secretary-assistant or manager, who has 8-hour, or, as it is now customary to say, "monopolistic" office work, is focused on the development of very specific knowledge and skills, that is, on the consumption of a specific market segment of educational proposals for learning English. Renowned expert in the field of linguistics and methods of teaching foreign language S.G. Ter-Minasova rightly notes that recently language learning has become more functional: "Unprecedented demand demanded unprecedented supply. Unexpectedly, foreign language teachers were at the center of public attention: legions of impatient specialists in various fields of science, culture, technology and all other areas of human activity required the immediate learning of foreign languages as an instrument of production. They are not interested in either theory or the history of the language — foreign languages, especially Radish English, they need only functionally, for use in different areas of society as a means of real communication with people from other countries".

With the form of education, the situation has also become much simpler: going to the office, one-on-one classes with the teacher, going to the student's home, groups of "weekends", for those who are not very busy, for "pioneers" and pensioners.

It remains to solve the main question: what are the course content, its structure and training methods? Who is the author of the proposed material, where is this material developed and approved by?





Language teaching has acquired an applied character, while earlier it was relatively abstract and theorized. Even Aristotle brought the famous triad of teaching ethics, which is the best correlated with modern requirements: the *logo* - the quality of presentation, *pathos* - contact with the audience, *ethos* - attitude to others. This rule is true both for the speaker, and for the actor, and for the teacher of a foreign language, whose role implies the first two incarnations. The functions of the teacher in the educational process have changed significantly. Teacher-mentor, teacher-dictator is not able to provide students with the freedom of choice and provide the necessary in the comprehension of such subtle matter as language, "freedom of learning." Therefore, such a negative pedagogical image gradually becomes the property of history. The teacher was replaced by an observer, a teacher- mediator, a "peacemaker" teacher and the head "Although the teacher's identity in this case fades into the background, its influence on the audience, which, in turn, becomes more intimate, does not decrease, but on the contrary, it grows. It is the teacher who organizes group interaction in most modern Russian and foreign courses (the group of 10-15 people is currently considered to be an ideal team for learning a foreign language, since the people can communicate with each other to maximum effect, interest and benefit).

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of personality and group psychology. Now there are noticeable changes in the minds of people and the development of new thinking: the need for self-actualization and self-realization proclaimed by A. Maslow appears. The psychological factor of learning foreign languages is promoted to the leading position. Authenticity of communication, weighted requirements and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the system "teacher-student."

The fifth, but by no means least, element of this system is a choice. He came from a student who can attend a course that best meets his needs. In the classroom, the student is no longer limited in the choice of speech means and his own speech behavior. The teacher is also not constrained in choosing: methods and techniques of teaching - from games and trainings to simultaneous translation; in the organization of classes; in the choice of textbooks and manuals - from a wide range of domestic publications to products of Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, modify.

This is really the oldest and traditional method. That was how the lyceum students taught Latin and Greek, while the French soaked in naturally, along with





the strict suggestions of the governesses and intercourse with maman and papan. The classical method, like no other, fits the description of a “fortress capture plan”: a cipher of phonetics, visual images of syntactic constructions, an obligatory lexical reserve ... A student clearly understands: a) be patient (study begins with the basics); b) should remember, than in the native, "great and mighty" subject can be expressed, addition, and what it generally is - syntax ...

On the fundamental method seriously rely on language universities. The translator is never sure of his knowledge of a foreign language, he perfectly understands the unpredictability of arising speech situations. Pursuing the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of the "native speaker" - a native speaker.


Perhaps the most famous representative of the classical methods of teaching a foreign language is N.A.Bonk. Her English textbooks, written in collaboration with other authors, have long become classics of the genre and have withstood the competition of recent years. The classical method is otherwise called fundamental: no one promises that it will be easy, that one does not have to study at home, and the teacher's experience will save him from mistakes in pronunciation and grammar. But the reward will be, developing the metaphor of the fortress, the state of a real local who knows how not to get lost in the labyrinth of the subjunctive mood or past tense.

And further. The fundamental method suggests that your favorite question is "why?" That you are not satisfied with the explanations “this is necessary”, but are ready to plunge into an interesting, complex and very logical world, whose name is the language system. Classic approach to learning a foreign language.

In this regard, the classical approach to the study of a foreign language has been somewhat transformed, but the unshakable principles of the “classics” of Russian language methods have been preserved. Sometimes they are actively used in schools of other methodical directions. The classic course is aimed at students of different ages and most often involves learning a language from scratch. The tasks of the teacher include traditional, but important aspects of the formulation of pronunciation, the formation of a grammatical base, the elimination of the psychological and language barrier that impede communication. “Classics” did not change the goals, but the methods, due to the new approach, are different.

The classical approach is based on understanding the language as a real and complete means of communication, which means that all language components - oral and written speech, listening, etc. - should be developed in students





systematically and harmoniously. The classical technique partly makes language an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is aimed, first of all, at developing students' ability to understand and create speech. The technique involves classes with Russian teachers, but such an order (although not quite “fashionable”) cannot be considered a minus: a teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructs, better convey information, explain grammatical rules, to warn of possible errors. The general enthusiasm for foreign experts is a temporary phenomenon, because the Western world appreciated the priority of bilingualism (knowledge of two languages). The greatest value in the modern world are teachers who are able to think in the context of two cultures and convey to the students the corresponding set of knowledge.

LITERATURE:

1. Idiatulin B.C. On the implementation of modern principles of problem-based learning // Physical education in universities. 2001
2. Innovative learning: strategy and practice / Ed. V.Ya.Liaudis. M. : Publishing House of Moscow State University, 1994
3. Foreign languages and intercultural communication. M., 2001

