

ENGLISH TEACHING METHODS

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**Abstract:** *Currently, there are many methods for teaching foreign languages in higher educational institutions. Each of the methods has certain features, some are more popular and in demand, some less. The article analyzes the possibilities of using modern methods in the process of teaching English language. The main classifications of methods are carried out, allowing the most effective help in teaching English.*

**Key words:** *new methods of teaching foreign languages, Grammar-Translation Method, Audiolingual Method, Direct method, The Structural Approach, Suggestopedia, Total Physical Response, The Silent Way, The Lexical Approach, Task Based Learning, Community Method, Communicative Language Teaching*

Languages have always been among the subjects required for study in schools, gymnasiums, colleges and universities. Of course, over time, the approach to teaching and learning languages, including English, has changed - something new has been added, but something has been abandoned.

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 desire to learn in the child, 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 and 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 — (from other Greek μέθοδος - the path) - the process of interaction between the teacher and students, as a result of which the transfer and assimilation of knowledge, skills and abilities provided for by the content of training occurs<sup>39</sup>. It should be noted that the teaching method is a complex, systemic formation, which is characterized by all the features that underlie the classification. Let's look at the main and most famous methods of teaching English.

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<sup>39</sup> [Electronic resource]. Access mode: [https://ru.wikipedia.org/wiki/Teaching\\_Methods](https://ru.wikipedia.org/wiki/Teaching_Methods)



### **Grammar-Translation Method**

This is the oldest way of teaching a language that is already considered classical. As the name implies, the basis of this method is the study of grammar and intensive work with translation. Although at present many educational institutions have abandoned it in favor of a communicative methodology, it is still used at least partially.<sup>40</sup> In the traditional Grammar-Translation Method teachers are dictators in class. Teachers deliver the contents of a textbook to students and students just copy the information into their notebooks. They passively receive the knowledge in the class.

### **Audiolingual Method**

Sometimes the audiolingual method is also called the Army method. It is based on the postulate of behaviorism that it is possible and necessary to learn and remember various things with the help of constant repetition. The method involves the oral presentation of the material and the repeated repetition of various lexical and grammatical structures under the guidance of a teacher.

### **The Structural Approach**

As the name suggests, this method is based on structure and learning about it. The main idea of the approach is the hypothesis that any language consists of complex grammatical rules, and it is necessary to learn them in a certain order. For example, before studying the Present Continuous time, one needs to study the verb to be, with the help of which this tense is formed.

### **Direct method**

This method originated in the 1900s in France and Germany in order to quickly teach the military to communicate in a foreign language. It is also called the Natural Method. It is somewhat similar to the audiolingual approach, as it involves multiple repetition and practice of various structures. However, the main difference is that the language is presented inductively, that is, the teacher does not explain the rule to the students, but rather helps them to understand and derive it on the basis of the language material. It is also worth nothing that in both the audiolingual and direct methods, the teacher uses only the target language; mother tongue is not allowed.

### **Suggestopedia**

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Although this method is often considered pseudoscientific, it was quite popular for a while. It builds on the student's confidence that the approach will work; Much attention is paid to ensuring that the student does not experience the slightest discomfort during the lesson. The use of music is also widely used in the method.

### **Total Physical Response**

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<sup>40</sup> Jue Xia, *Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class*, 2010, p. 21



The method is based on the principle of “do by studying”. It works well with younger students – preschoolers and elementary students. In the lessons, the execution of commands and instructions is practiced, for example: “Stand up!” - “Get up!”, “Close the door!” - “Close the door!” Thus, the student memorizes the simplest phrases, which become more and more complex over time.

### **The Silent Way**

In this method, much attention is paid to the independence of students: the teacher, as the name implies, practically does not speak (for example, does not give detailed and lengthy explanations of grammar). Instead, he acts as an assistant who guides students. Pronunciation is of great importance - a lot of time is devoted to it in each lesson. Vocabulary and grammar are also regularly reviewed. Often students do not even write formal tests on the studied material; instead, the teacher evaluates their progress from lesson to lesson.

### **The Lexical Approach**

Here, the study of vocabulary is at the forefront. Initially, a list of the most frequently used words and lexical constructions is determined, and the study moves gradually, from simple to complex. Grammar is given much less attention than in other methods.<sup>41</sup> This approach means mastering vocabulary in all its diversity and compatibility, while the main attention is paid to the formation of speech skills of word usage. The lack of formation of these skills causes errors at the level of usage, for example:

In England people may drink coffee and drive cars, but in English they typically do not, as the following examples reveal:

1. — Would you like a cup of coffee?  
— No, thanks. I've already had (not drunk) one.
2. — How did you come this morning?  
— I drove (or I brought the car; not I drove the car)

### **Task -Based Learning**

Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or making a telephone call. This method encourages meaningful communication and is student-centred. It encourages problem solving, creativity and spontaneity. Meaning is central to this approach. In this method, language learning is based on the performance of a communicative task<sup>42</sup>. For example, the teacher gives students the task to act out a dialogue on the topic “Scientific developments”. Students in pairs or groups perform it using only those lexical and grammatical means that they have. Then, an analysis is made of which language is necessary for the successful completion of the task, the teacher gives the students the necessary vocabulary and grammar, after which a similar task is performed using new language tools.

### **Community Method**

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<sup>41</sup> I.L. Kolesnikova, O.A. Dolgina, A Handbook of English-Russian Terminology for Language Teaching, 2001, p. 36

<sup>42</sup> Dr. Fatima Sultan Shaikh, Effective Methods of Teaching English as a Second Language in the Classroom, International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064, p. 982



Here the basis is the work of students in a group; they help each other and share their existing language knowledge. The teacher again acts only as an assistant, and not as a teacher in the classical sense of the word.

<sup>43</sup>According to Diane Larsen-Freeman the nature of student-teacher interaction in the Community Language Learning Method changes within the lesson and over time. Sometimes the students are assertive, as when they are having a conversation. At these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students may assume more responsibility for this. As Rardin and Tranel have observed, the Community Language Learning Method is neither student-centered, nor teacher-centered, but rather teacher-student-centered, with both being decision-makers in the class.

### **Communicative Language Teaching**

The communicative technique is currently the most popular. It is based, as we see from the name, on communication: a teacher with students, students in pairs or groups, the whole group together. The main task of education is to teach students how to communicate, and not to learn all grammar thoroughly or be able to translate texts. Communication between the teacher and the students is carried out entirely or almost entirely in the target language. Communication of students is also encouraged in any form; even if there are errors or inaccuracies in the speech, they are not as important as the process of communication itself.

In summary, Communicative Language Teaching is a set of principles for teaching methods focused on meaningful communication with an emphasis on meaning and fluency over structure and grammatical systems<sup>44</sup>.

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<sup>43</sup>Diane Larsen-Freeman, Techniques and Principles in Language Teaching, p.100

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