



## **EFFECTIVE STRATEGIES FOR TEACHING EFL IN MULTI LEVEL CLASSES**

**Sodiqova Iroda Ilhomjon qizi**

*Teacher, Tashkent State University of Economics*

### **ANNOTATION**

*The analysis shows that the use of pedagogical methods related to the analytical strategy is a way to individualize learning, that is, the organization of the educational process taking into account the individual psychological characteristics of students. Learning strategies are learning models that define clear learning outcomes and aim to achieve them through specially designed learning activities.*

**KEYWORDS:** *learning style, language learning strategy, strategy choice, foreign language learning, language acquisition.*

### **DISCUSSION**

The definition of the term "strategy" emphasizes the fact that it refers to "specific actions used by the teacher and the student to implement specific actions to make the educational process easier, faster, more enjoyable, more effective, more suitable for their individuality". To begin with, you should define the concepts of "style" and "strategy". Learning styles are defined as the types of cognitive processes during the acquisition of new information by students. In general, thanks to experiments conducted by psychologists and methodologists, it was noted that each person acquires information and manages it in different ways. From a practical point of view, different learning styles are reflected in a particular classroom space, when applying different cognitive approaches and models to the study of a particular discipline. These approaches are called learning strategies. The individual learning style, together with other psychological characteristics of the student, influences the choice of learning strategies.

With the advent of the cognitive approach in the 1970s, there has been a growing interest in learning foreign languages and a great deal of attention has been paid to strategies for teaching them. In particular, in the second half of the 1970s, there were studies on the "good language learner", whose language acquisition is particularly effective due to the use of various learning strategies and a high level of independence in the management of the educational process.

The ultimate goal of these studies was to achieve maximum autonomy of the student, who, using various strategies, can manage their own learning process and choose the strategies that are most suitable for them personally [10]. It was noted that some students achieved success in mastering a foreign language regardless of the methods or technologies of teaching. "Some people seemed to be endowed with the ability to succeed; others lacked these abilities".

Classification of foreign language learning strategies

Linguists and methodologists have developed various classifications of foreign language teaching strategies. It seems appropriate to refer to the classification proposed by X.Sternom, as to the most capacious. The language learning strategies are divided into five groups:

1. Management and Planning Strategies;
2. Cognitive Strategies;
3. Communicative-Experiential Strategies;
4. Interpersonal Strategies;
5. Affective Strategies.

Within such areas, learning strategies can be identified, which provide guidance for learning activities. Learning strategies, which are based on a continuum of intralanguage and interlanguage aspects, are based on the role of the native language in teaching a foreign language. Intra- and interlanguage strategies are based on two opposite approaches to the role of the native language in the



study of a foreign language. A comparison of these approaches is as follows:

The intra-language pole includes teaching methods that require complete immersion in a foreign language and use it as the only linguistic means of communication in the classroom. On the other hand, the interlanguage pole includes those methods in which there is a constant reference to the native language.

To choose an intra-language or inter-language strategy, you need to know which direction the educational process is moving in - from native to foreign or from foreign to native. Both strategies can be pedagogically successful, especially if applied at different stages of the learning process. At the early stages of learning, it is more effective to use the native language and compare its linguistic structures with the linguistic structures of a foreign language, i.e. the most appropriate strategy is the intra-language strategy. In the future, when the student has already acquired sufficient knowledge of the foreign language system, it is optimal to dive into the language being studied, without referring to the native language.

Next, the experimental and analytical field of training. Based on the premise of some theories of linguistic pedagogy, which is that it is impossible to divide a language into "sections" without compromising its basic qualities and that the native language is learned by the child in a natural way, Stern concludes that natural and informal approaches to learning are the most effective.

Such approaches belong to the "experimental" sphere, since they focus not on code (language as such), but on communication and communication. On the contrary, analytical learning strategies rely on learning different types of foreign languages.

An experimental strategy involves a specific application of the language being studied. In addition, it implies the active involvement of the student in the use of the acquired knowledge for the assimilation of new ones. One of the main goals in the experimental strategy is the fluency of the student's speech.

On the contrary, at the analytical pole, the objective-structural aspects of the code (language) are distinguished and formal teaching methods are proposed that focus on the language as a tool. In this case, the student is not a participant in the communication, but rather an observer who is provided with the necessary knowledge through individual sentences devoid of context. The main goal in the analytical strategy is the accuracy, correctness of speech and a good knowledge of the formal grammatical rules of a foreign language.

In the past, there has been a greater use of pedagogical methods related to analytical strategy in language teaching. Since the 1970s, however, empirical and communicative approaches have

prevailed. In particular, in high school, preference was given to the communicative method, justified by E. I. Passov. It is based on the ideas of communicative linguistics, psychological theory of activity, the concept of personal development in the dialogue of cultures, which determine the ultimate goal of teaching a foreign language-mastering a foreign language culture in the process of intercultural communication. The peculiarity of the method is manifested in an attempt to bring the language learning process closer to the process of real communication. One of the main characteristics of the method is the speech orientation of the training, which means the active involvement of students in the process of communication and the use of exercises that maximally recreate real life situations. As the main condition, the representatives of the communicative method put forward problemativeness as a way of organizing and presenting educational material. The advantage of the communicative method is the transformation of learning a foreign language into the process of immersion in the culture of the countries of the language being studied. In the modern methodology, this thesis has been further developed within the framework of the linguo-cultural direction in teaching and substantiating the content of intercultural competence of students.

The third sphere, highlighted by Stern, is implicit - explicit. A frequently discussed question in the context of language teaching is whether the student should be taught to "consciously" deal with a foreign language system or, conversely, to teach him to act intuitively. Stern defines the first strategy as an explicit sphere, and the second as an implicit one.

The implicit strategy focuses on an intuitive and integrated approach to the language, rather than on conscious reflection and problem - solving. The explicit strategy is based on the position that learning a foreign language is a cognitive process that leads to an explicit knowledge of the language. At the same time, the student focuses on the characteristics of a foreign language and strives to learn them consciously and rationally. This approach requires planning and clear organization of learning activities based on the analysis of all aspects of the structure of the language being studied. The main criticism of excessive explicitness in teaching is that it can deprive the student of the intuitive part in using a typical native speaker.

As for the implicit aspect of learning, despite the undeniable fact that the acquisition of the native language occurs imperceptibly and intuitively in the process of social interaction, in the case of a foreign language, a small amount of spontaneous interaction is available to the learner in order to be able to rely solely on implicit strategies.

Speaking about learning strategies, it should be noted that they can be observed, described, and,



above all, they can be taught. While learning styles are difficult to change, they are associated with fundamental personality traits, learning strategies the teacher and student may choose to correct problematic or unproductive aspects of the educational process.

In recent years, the cognitive aspects of learning have become the subject of increasing attention. It is important, however, to find out what the real meaning of learning styles is in the classroom space, so that teachers and students can take full advantage of them. Studies have shown significant gender differences between men and women who learn a language: women use a wider range of strategies than men. In addition, learning styles play a crucial role in the choice of language learning strategies. It has been argued that the individual student's learning styles and strategies can work together with a specific teaching methodology. Studies in this area have shown that the propensity for a particular learning style affects the choice of the type of learning strategy.

From the teacher's point of view, learning styles have their counterpart in teaching styles or in the teacher's preferences in the selection and presentation of educational material. The teaching style can be based on one's own teaching style or on simulating the models observed.

in the past, but it is important that often in pedagogical practice there is a discrepancy between the style of teaching and the style of language learning by some students. As a result, the educational process may lose its effectiveness. For example, if you apply a teaching method that relies primarily on oral means of communication in a classroom with a large number of students, it can give modest results. Therefore, it is very important that the teacher has a clear idea not only about the different styles of studying the subject, but also about the individual characteristics of each student, his weaknesses and strengths, and uses the most effective methods for each of them. In this sense, the question of learning strategy becomes central: under the constant guidance of the teacher, the student must figure out not only which strategies are most appropriate for his cognitive style, but also how to train himself to use those that cause problems. The study of styles and strategies should be one of those aspects of pedagogical activity that puts the student at the center of the educational process and is aimed at developing his personal qualities.

It is also very important for the student to be aware of their own style and strategy of studying the subject. The process of achieving independence is an important step in understanding your own weaknesses and strengths, in choosing the most appropriate strategy for your cognitive style. The learner should develop a so-called "monitoring function" that will allow them to become aware of

their own learning style and strategy, learn how to adjust them or apply other strategies if necessary. Knowing your abilities and skills also has important implications for reducing the affective filter, which is a prerequisite for effective learning. For example, a student who has developed their own learning strategy is less discouraged in the event of failure, not interpreting it as an inability to learn a language, but relativizing it in the light of knowledge about their achievements. As a result, the student will participate in the learning process with less anxiety and more motivation.

It should be remembered that in any multi-level training, a combination of quantitative and qualitative methods of differentiation of tasks and assessment is used, the purpose of which is to ensure the progress of each student within their individual educational track and the effective work of the class as a whole. Therefore, it is necessary to organize the educational process in such a way that would allow to take into account the differences between students and create optimal conditions for the effective educational activities of all students, that is, to realize the need to restructure the methods and forms of teaching and assessment that take into account the individual characteristics of students as much as possible. Multi-level training, in turn, provides a chance for each child to organize their training in such a way as to maximize their opportunities and allows the teacher to focus on working with different categories of students.

## REFERENCES

1. Qizi F. N. F. *Modernization Of Uzbek Language And National-Spiritual Heritage In National Culture //The American Journal of Social Science and Education Innovations.* – 2021. – T. 3. – №. 01. – C. 585-594.
2. Isroilovich I. M. et al. *PHILOSOPHICAL IDEAS AND VIEWS OF NATIONAL CULTURE IN THE CONDITION OF GLOBALIZATION //PalArch's Journal of Archaeology of Egypt/Egyptology.* – 2020. – T. 17. – №. 7. – C. 14289-14295.
3. Kashina E. G. *Traditions and innovations in the methodology of teaching a foreign language.* Samara: Univers-group, 2006. 75 p.
4. Ergashev I., Farxodjonova N. *Integration of national culture in the process of globalization //Journal of Critical Reviews.* – 2020. – T. 7. – №. 2. – C. 477.
5. Brown D. H. *Principles of language learning & teaching.* 5th Ed. Pearson: Longman, 2007. 410 p.
6. Farxodjonova N. F., Abdurahimov V. A. *MODERN TECHNOLOGIES OF STUDENTS TRAINING IN HIGHER EDUCATION //НАУКА И ТЕХНИКА. МИРОВЫЕ ИССЛЕДОВАНИЯ.* – 2020. – C. 5-7.
7. Ehrman M. E., Oxford R. L. *Effects of sex differences, career choice, and psychological type on adult language learning strategies // The*



*Modern Language Journal. 1989. № 73. P. 1-3.  
doi: 10.1111/j.1540-4781.1989.tb05302.x.*

8. *Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – C. 747-750.*