



MODERN METHODS OF TEACHING ENGLISH

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ABSTRACT

The article identifies modern methods of teaching English, which are widely used in higher education institutions and non-governmental educational institutions of the country, provides a comparative analysis of fundamental, linguo-sociocultural, communicative methods, their role and importance in the educational process.

KEYWORDS: *English, fundamental, communication, linguistics, intensive, teaching.*

DISCUSSION

Practical acquisition of a foreign language is one of the important tools of globalization and integration processes taking place in the world. Teaching a foreign language requires a scientifically based teaching methodology. A number of research works on foreign language teaching methods have been carried out in our country, the results of which are presented in the form of programs, textbooks, manuals and articles and are directly applied in practice. The work carried out in this area became the basis for the establishment of the Uzbek Scientific School of Foreign Language Teaching Methods. Doctors and candidates of sciences have developed methods of teaching foreign languages at Uzbek secondary and higher schools, and they are devoting their research work to building the capacity of the scientific school. There are serious difficulties in conducting research on foreign language teaching methods, including the interpretation of methodological terms, lack of scientific literature reflecting modern theories that have emerged in the world foreign language teaching methodology, lack of mature specialists, etc.

All people living on earth are not only witnesses of the rapidly changing world, but also direct participants in complex and continuous processes, such as the development and advancement of world culture and science. It is important to study English, which is one of the world's leading languages and has become the second language of communication for 40 percent of the world's population today. It is gratifying that in the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Training Program, a comprehensive system of teaching foreign languages has been created in our

country. The Resolution of the Government of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" laid the foundation for the popularization of English among the population of Uzbekistan. This decision envisages a radical reform of the system of teaching foreign languages, its organization at the level of modern requirements.

In a short period of time, state standards for the system of continuing education in foreign languages in our country have been developed, the requirements for the level of training of graduates of all stages of education have been set. The standards of the system of continuing education in Uzbekistan have been developed based on the requirements of the universally recognized Council of Europe's "Pan-European Competence in Foreign Language Learning: Learning, Teaching and Assessment" (CEFR). A team of experts led by Rod Bolbayto and Davis Alan from the UK was involved to ensure that state education standards were met in all respects.

Given the large number of offers in English language teaching in the education technology market in recent years, the question is, "Which method do you teach?" The question becomes more relevant, as evidenced by the growing level of consumers of intellectual products. In our fast-paced world, where the education market offers a variety of language courses, those who see time as gold and want to develop their work, study and business are often taught "Learn English in Two Weeks", "Effective Express Method", "under consciousness English language" and other similar courses. So how effective are these teaching methods? Do they give the expected result?



In the recent past, the teaching of English has focused mainly on grammar. It took a lot of time to read and translate texts, and sometimes to memorize "topics" and write dictation to revive the monotony, and this process was hard work. Today, the main supply in the language market is formed depending on consumer demand. According to SG Ter-Minasova, a leading specialist in linguistics and methods of teaching foreign languages, "Today, as a result of functionalization of language teaching and integration processes, the study of foreign languages, especially English, has become more relevant. But modern language learners are not interested in the history of language or its theory. English became necessary for them to meet their vital needs" (6, p. 56). Several methods are currently offered to students studying English. One of them is the fundamental method. It requires at least 2-3 years of study, in-depth study of grammar. This method is mainly used in the training of professional translators, and at the end of the study students are able to see the world through the eyes of the "native speaker". Based on it, language is studied as a real and complete means of communication. At present, the fundamental method has not changed its purpose, but many other methods have entered the field of competition with the fundamental method. One of them is the lingvosociocultural method. This method requires the study of language in a social and cultural environment. Proponents of it argue that students aim to learn "dead" lexical-grammatical forms. According to them, "a person is a product of culture. So is the language." In most cases, not learning the language in accordance with social life leads to many mistakes. For example, a student learning English may use the phrase *The Queen and Her relatives*, which is grammatically correct at first glance, but the British citizen has difficulty understanding what *The Royal Family* means.

For those who don't know the language well Don't you want to go? and Would you like to go? the difference between the expressions is not great, but for the British they are different. In most cases, conferences ask, "What other issues are you interested in?" "What problems are you interested in?" they translate. However, it should be noted that the word "problems" in English has a negative character, such as "What issues are you interested in?" which translates as preferred. According to linguists, 52% of such errors are due to direct translation of native language phrases into English, while 44% are determined by insufficient language learner capacity. The most important thing in the process of learning a language is how accurate the content of the information being transmitted is.

The lingvosociocultural method involves two types of communication. It is a language and intercultural communication. A university student should not only master the advanced stages of reading, writing and translating in English, but also learn to see English from the perspective of another folk culture.

An English teacher should pay close attention to these aspects in the language teaching process.

Another method of teaching a new language is the communicative method, which is effectively used today in Europe and the United States. As its name suggests, this method is based on interaction, in which it is important to read, write, speak, and understand dialogues that form the basis of any language learning training. Of course, in this method, teachers pay more attention to the last two methods (speaking and comprehension of dialogues), and in such lessons you will not encounter complex word devices and serious vocabulary. The disadvantage of this method is that a student with a vocabulary in any field can easily understand the content of the text in this context, but finds it difficult to communicate seriously with a specialist in the field. The goal of this method is, first and foremost, to overcome the fear of communication.

This means that in-depth study of the language requires effective teaching of English using the three methods listed above for easy communication. In our opinion, first the student should be taught to speak English and in the second stage to be taught to think in that language. This is a rather difficult but feasible process. To do this, the English teacher should enrich the teaching method with a variety of games, communication with peers, error finding exercises, comparative analysis of texts, in addition to the standard approach.

In today's fast-paced world, another method of teaching English that is more popular is the intensive method. It is based on about 25 percent of clichés, ie memorizing the most important phrases for communication. Of course, a student who chooses this method for learning a language may not actually be able to read Byron's works, but he or she can communicate with his or her interlocutor when needed. The teacher who teaches using this method mainly uses dialogues as a weapon. Even through the intensive method, it is not possible to learn English in 2 weeks, but hard-working, self-working students can easily master the language in 3 months.

In short, whatever method a teacher chooses to teach English should be based on the desire to give the student more knowledge and to help young people master English better. Only then will any method work. The use of pedagogical technologies in the process of teaching English provides practical assistance to students in developing oral, listening comprehension, writing, reading skills and free communication.

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