

ABOUT SOME METHODS OF TEACHING ENGLISH LANGUAGE

Abstract: The article discusses some methods of teaching foreign languages in higher education. Special attention is paid to grammar and translation, audio-visual, audio-lingual and communicative methods of teaching students in the higher education.

Keywords: English language, innovation method, student - teacher.

More and more active learning of English in educational institutions is a factor of not only active interest in English, but also the acquisition of better knowledge of this language. Because in the modern world, English is very popular. Moreover, this language is the language of international communication. Today, there are a huge variety of methods for effective teaching of English in higher educational institutions. Each of the methods has certain features, some of them are more popular and in demand, and some are less. In addition, new methods of teaching a foreign language are regularly developed, so now every Higher education teacher can choose the optimal method of work. When teaching a foreign language in higher education institutions, classical methods are most often used. These include:

- direct method,
- grammar-translation method of teaching,
- audio-visual method,
- audio-lingual method,
- communicative method.

The direct method of teaching a foreign language is that the teacher pays more attention to learning the spoken language directly, which is used in everyday

life. When teaching English using this method, the role of the teacher in the successful acquisition of knowledge by students is key. That is, his speech should be absolutely clear and correct, and the pronunciation should be perfect, since the students will constantly repeat the words exactly for the teacher.

This means that the ideal option for the direct method of teaching is the teacher as a native English speaker.

The grammar-translation method is one of the main methods in the modern system of continuing education. This is a so-called classic method that has been used in teaching foreign languages for decades. This prevalence is also due to the fact that most of the teachers themselves were trained using this method. The goal of this method is to learn to read and translate using grammatical rules. The disadvantages of this method are that not enough attention is paid to the lexical part. Learning vocabulary is reduced to mechanical memorization of words. Reading and translation are performed in strict form. In addition, the texts offered for reading are usually related to complex fiction, therefore, the student only studies the literary language. Once in the language environment, it will be very difficult for him to understand the people around him, even with a good knowledge of the literary language itself. The essence of audio-visual and audio-lingual methods is to convey language through clear structures. Here learning takes place using audio and video recordings. For example, the audio-visual method involves illustrating speech with appropriate pictures, that is, students are shown videos, art and documentaries in English. In this case, they work simultaneously with two channels of perception - visual and auditory, resulting in associations in the head of students, which allows them to better remember the language.

The purpose of the methods is to master a live, spoken language. Both methods are based on induction, when the training goes from a rule to an example. Currently, more and more teachers are turning to the communicative method of learning English. The object of this method is speech itself. As a result, this technique allows you to learn how to communicate. Also, when using the communicative method, students are more active in teaching.

The task of the teacher in this case becomes the ability to engage in a conversation with all those present in the audience. To better remember the language, you need to download all the channels of perception. Before the teacher task – to teach students both individually and as a group:

- Analyze the information,
- Sort it for solving a given problem,
- Identify key issues
- Generating alternative solutions and evaluate them,
- Choose the best solution and form a

program of action, etc. In addition, the students:

- Prepared communication skills
- Develop presentation skills
- Generate interactive skills to effectively interact and take collective decisions
- Acquire expertise and skills
- Learn to learn, self-seeking the necessary knowledge to solve situational problems
- Change the motivation to learn.

Thus, the active participants of the situational training analysis are presented facts (events) associated with a situation in its state at a particular time. The task of students is to take a rational decision, acting in the framework of collective discussion of possible solutions, game interaction.

The essence of this method is to create real situations of communication. When recreating the dialogue, the student has the opportunity to put all the knowledge they have gained into practice. An important advantage of the method is that it has a variety of exercises: role-playing games, dialogues. Due to this, today the communicative method occupies a leading position in teaching English, along with the traditional grammatical and translation method.

It is fair to say that every qualified teacher of a foreign language has its own original approach and teaching methodology. Nevertheless, each teacher uses the techniques of these methods in their work, which are chosen in different combinations and, being used in the context of different forms, conditions and other pedagogical factors, make the activity of each teacher original. However, it seems that the activity of a foreign language teacher in a non-linguistic higher education should be based on one method that can organically complement the techniques of other methods. The fact is that in conditions of lack of time, using different methods in turn can only harm, since none of them will be fully disclosed.

If a student is motivated to communicate in a foreign language, but does it according to a template, does not use a new word that expresses an original idea, then we should talk about educational, and not about communicative motivation. When learning a foreign language, typical "communicative" structures and phrases are used, speech itself is a creative process, and in real communication (with the exception of the simplest communicative situations such as greetings, apologies, requests, etc.), it is necessary to move away from the template, forming your own communication style. If this is not evident in the classroom, communication is formal.

The presented material is related to the practical activity of the teacher and is suitable for describing the process of linguistic training in a non-linguistic higher education. Understanding the pros and cons of each method and an objective assessment of the feasibility of its application in the existing conditions is one of the signs of professionalism, high qualification of the teacher and methodological flexibility, which is a mandatory and basic requirement for a modern foreign language teacher.

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