

TEACHING ENGLISH

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Abstract

There are various methods of teaching English. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. However, numerous classical schools still try to teach with the old methods and old books. There will always be problems, and you will never speak English well. Using new methods, you can easily learn to speak English and improve in it. You will be able to speak like a native speaker.

Key words: methodology, English language, teaching, fundamental method, communicative method.

A lot of time has passed since the time when the study of a foreign language was reduced to the passive memorization of new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate an Uzbek phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the 20th century. Approaches and goals have changed. Today, everyone is learning a foreign language. In proportion to the number of people, the number of techniques has also increased. However, each method has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of the "classics" has borne fruit, and considerable. The only question is at what cost it was possible to achieve these results. As a rule, in order to master the language, one had to pore over books for a long time, devoting a lot of time to translating, reading texts, memorizing new words, performing various exercises and retelling. To change activities, tasks such as writing essays or dictations were offered.

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: teaching methods and techniques - from games and trainings to simultaneous translation; in the organization of classes; in the choice of textbooks and teaching aids - from a wide range of domestic publications to the products of Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, modify.

Fundamental Method. The fundamental methodology is seriously relied upon in language universities. A translator is never sure of his knowledge of a foreign language, he perfectly understands the unpredictability of emerging speech situations. Studying according to 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 a "native speaker" - a native speaker.

Perhaps the most famous representative of the classical methodology of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly 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 you won't have to study at home and the teacher's experience will save you from mistakes in pronunciation and grammar. But the reward will be, by developing the metaphor of the fortress, the state of a real local resident who knows how not to get lost in the labyrinth of the subjunctive mood or the past tense.

And further. The fundamental technique assumes that your favorite question is "why?" That you are not satisfied with the explanations "it is necessary", but are ready to plunge into an interesting, complex and very logical world, whose name is the language system.

In this regard, the classical approach to the study of a foreign language has also been somewhat transformed, but the unshakable principles of the "classics" of domestic language methods have been preserved. Sometimes they are actively used in schools of other methodological areas. The classical course is aimed at students of different ages and most often involves learning the language from scratch. The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of the psychological and language barriers that impede communication. "Classics" has not changed the goals, but the methods, due to the new approach, are already different.

The classical approach is based on the understanding of the language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - need to be developed systematically and harmoniously among students. The classical technique partly turns the language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is aimed, first of all, at developing the ability of students to understand and create speech. The methodology 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 opportunity to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, alert possible errors. The general enthusiasm for foreign specialists is a temporary phenomenon, because the Western world has appreciated the priority of bilingualism (knowledge of two languages). The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

Linguo-socio-cultural method. One of the most serious and comprehensive methods of learning a foreign language is the linguo-socio-cultural method, which involves an appeal to such a component as the social and cultural environment. Proponents of this method are firmly convinced that the language loses its life when teachers and students aim to master only "lifeless" lexico-grammatical forms. Someone remarked that "personality is a product of culture". Language, too. And most convincingly this is confirmed by our linguistic errors. An English learner may use the grammatically correct expression The Queen and Her relatives, but a Brit will have difficulty understanding what The Royal Family means; or, for example, a phrase such as the Hero - the spokesman for the ideas of the author was translated by the sentence "The hero is the loudspeaker of the author" ("the author's loudspeaker"), and ideally it was required to use "mouthpiece". Such oddities are quite common. Let's turn to more subtle matters: for example, if for our compatriot who has a superficial command of the language, the difference between the expressions Don't you want to go? and Would you like to go? is not very great, then for the British it is fundamental, because he will perceive the first as not the best tone. Familiar to our business communication What questions are you interested in? often translated as "What problems are you interested in?", not taking into account that in English the word "problems" has a persistently negative connotation. Correctly this question will sound: "What issues are you interested in?"

The linguosociocultural method includes two aspects of communication - linguistic and intercultural. our lexicon has been replenished with a new word bicultural - a person who is easily oriented in national characteristics, history, culture, customs of two countries, civilizations, if you like, worlds. For a student of a language university, what is important is not so much a high level of reading, writing, translation (although this is by no means excluded), but "linguo-socio-cultural competence" - the ability to "dissect" a language under the microscope of culture. With this approach, the language goes hand in hand with the culture of a part of the country, region, that is, with the ideas, customs of a certain group of people, society. Sometimes culture is understood as society itself, civilization.

We believe that the definition of supporters of the linguo-socio-cultural method does not exaggerate the power and importance of language in the modern world. In their opinion, language is "a powerful social tool that forms a human flow into an ethnos, forming a nation through the storage and transmission of

culture, traditions, public self-awareness of a given speech complex. With this approach to language, intercultural communication is, first of all, "an adequate mutual understanding of two interlocutors or people exchanging information, belonging to different national cultures". Then their language becomes "a sign of belonging of its carriers to a certain society".

However, culture often acts not only as a means of uniting, identifying, but also as a tool for separating people. The linguosociocultural method combines linguistic structures (grammar, vocabulary, etc.) with extralinguistic factors. Then, at the junction of a worldview on a national scale and language, that is, a kind of way of thinking (let's not forget that a person belongs to the country in whose language he thinks), that rich world of language is born, about which the linguist W. von Humboldt wrote: "Through the diversity of language, the richness of the world and the diversity of what we learn in it are revealed to us ..." The linguo-sociocultural technique is based on the following axiom: "Socio-cultural structures underlie linguistic structures." We learn the world through thinking in a certain cultural field and use language to express our impressions, opinions, emotions, perceptions.

The purpose of learning a language using this method is to facilitate understanding of the interlocutor, the formation of perception on an intuitive level. Therefore, every student who has chosen such an organic and holistic approach should treat the language as a mirror that reflects the geography, climate, history of the people, their living conditions, traditions, way of life, everyday behavior, creativity.

Communicative method. However, in recent years, in the top of the most popular methods of teaching foreign languages is the communicative method, which occupies the first line in the ratings and calculations of extras. This technique has proven itself in America and Europe. Continuing to conquer the world, the communicative technique came to us, taking pride of place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative technique is given to communication. The main goal pursued by this technique is to overcome the language barrier. The main thing is to save a person from the fear of a foreign language, from the fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then parse the grammatical structures found in memorized phrases. In simple words, the principle of verbal advance works.

The fact that in the communicative methodology a special place is occupied by the practice of communication, says the name itself. The communicative technique is aimed at developing the skills and abilities of speaking in a foreign language. It should also be noted that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, for the ability to compare and compare. As a rule, such activities force not only memory to work actively, but also logic, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts.

The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique "works" perfectly in Europe and the USA.

The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 "pillars" on which any language training is based (reading, writing, speaking and listening comprehension), increased attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. The oral speech of any literate person is quite different from the written one.

However, it would be a mistake to think that the communicative method is intended only for light small talk. Those who want to be a professional in a particular field regularly read publications on their subject

in foreign publications. Possessing a large vocabulary, they easily orient themselves in the text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is a flip side of the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors, and you will understand that the only way not to pass for, let's say, a stupid interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. Those who study according to the communicative method are "light cavalry". They prance under the walls of the fortress, make swift attacks and want to rip off the flag, not noticing how beautiful the besieged citadel is.

If we go down "from heaven to earth" and return to the problem of course organization, then this can easily be done using the example of the Headway textbook, which occupies one of the leading places in the ratings of Russian courses. This is a course (or English learning system) specially designed by London-based educators John and Liz Soars for youth and adults. Each of the 5 levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate) has its own "methodical set", which includes a textbook, a book for students and a teacher, audio cassettes, and can be mastered within about 120 academic hours. Since Liz Soars has extensive experience as an examiner for The Cambridge RSA Dip TEFL, at the end of any level of the course, the student can try to pass the certification exam and receive a certificate.

Each lesson consists of several sections. The first is usually devoted to the development of speaking skills (for example, the fact-file of a famous person is discussed) and the analysis of some grammatical constructions, the completion of a written task on the practice of communication, discussion in pairs of certain topics, the practice of compiling dialogues based on the suggested prompts, listening to audio cassettes, as well as consolidating and repeating the material covered in previous classes. The second is aimed at developing language skills (skills development): "honing" the vocabulary through oral and written exercises. This is followed by work with the text (characteristic for English textbooks presentation - small numbered paragraphs), and the reading is also varied (scan reading, reading for gist, summary reading, etc.). Work on the text, as a rule, is preceded by classes in pairs, answers to questions, filling in tables. All this well orients the student to the perception of subsequent information, stimulates interest in reading. The lesson usually ends with an audio part, which is also preceded by various exercises that make it easier to perceive new material. A distinctive feature of the "Headway" course is the study of grammar at two levels: first in the context of the lesson, and then more fully in the student's workbook (self-study and revision exercises); it is also summarized at the end of the tutorial in a special appendix. The kit also includes the book "Headway Pronunciation", which allows you to practice both pronunciation of words and intonation - an equally important aspect of the language palette.

So, if we sum up, or, in English, make a summary, British methods have a number of distinctive features. Most of them are developed on the basis of the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach provide an opportunity for the development of an individual human personality, influence its worldview, value system, self-identification, and ability to think. Simply put, the now popular individual approach is at the forefront. Without exception, all British methods are aimed at developing four language skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Thanks to a variety of teaching methods, among which one of the leading places is occupied by language technologies, British courses contribute to the formation of the skills necessary for a person in modern business life (the ability to make a report, make presentations, correspond, etc.). The indisputable "advantages" of British developers are the preparation of a course based on authentic material, great attention to style, the desire to teach "situational" and "live" English through "life" examples of semi-real characters. Some (but not all) methods are distinguished by good systematization of the material. Perhaps the British methods are the best option for those who want to learn "real English" or have a narrowly specific goal of linguistic training. Thus, in the domestic methodological

market there are products for every taste, and it remains only to decide on the goals, means, and most importantly, methods. Then the choice of courses and training programs will not be so difficult.

In the modern world, the development of the modern IT industry makes the latest interactive resources available when learning English: the latest generation computers, the Internet, TV programs, newspapers, magazines. It is very important to put into practice all of the above. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form the skills that will be needed in the future. Learning is an active interaction between a teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be. It is obvious that each teacher is guided in accordance with his personal experience in the choice of methods and methods of work. But, based on the results of the experimental and practical work carried out, it can be argued that the use of a variety of techniques within the framework of communicative, inductive, deductive methods gives a positive result and undoubtedly contributes to an increase in the effectiveness of teaching grammar.

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