



A TOUR OF ENGLISH LANGUAGE TEACHING METHODOLOGY AND ENGLISH LANGUAGE TEACHING METHODS IN SOME FOREIGN COUNTRIES

Ibragimova Shaxlo Zavqiyevna

*Tashkent State University of Economics
Academic Lyceum, senior teacher*

E-mail: ibragimovashahlo3@gmail.com

ABSTRACT: *The paper represents an excursus in methods in teaching English, presented methods of teaching English in some foreign countries. Their advantages and disadvantages, the most effective methods of their adaptation to the specifics of the Uzbek model of education are given.*

Keyword: *teaching methodology, English language, classical method, communicative method.*

Modern pedagogical science is in search of ways to modernize professional education. At the same time, great importance is given to taking into account the world experience of development in this direction, since solving the problem of improving the quality in the field of vocational education requires the exchange of knowledge, the development of meta-knowledge, the creation of interactive networks, the mobility of teachers and students, and international research projects.

Appeal to the problem of studying foreign experience in the modernization of vocational education was the result of the entry of the domestic professional school into the international educational space and the international market of educational services.

The modernization of education determines the choice of modern technologies for teaching foreign languages. This is due to the increasing importance of a foreign language for the professional growth of a specialist.

Modernization of education allows you to turn to the personality of the student, building a system of continuous education. The UK and Germany, being the most technically advanced countries, have extensive experience in teaching foreign languages through the organization of search activities, portfolio technology, and training on a block-modular basis. The solution of this problem in Uzbekistan does not involve direct borrowing of foreign experience, but a thorough study of it in order to adapt progressive ideas to the specifics of Uzbekistan education.

The search for new technologies for teaching foreign languages is due to a number of circumstances [1]:



1. The methods of teaching a foreign language in domestic universities according to the traditional system do not currently meet modern requirements for the level of language proficiency.

2. The process of teaching a foreign language is mainly focused on the development of students' memory and the ability to competently translate a foreign text in their specialty, while modern pedagogy focuses on the development of thinking and the activation of cognitive activity.

3. The expansion of Uzbekistan's economic, political and cultural ties with foreign countries has revealed the need to improve the quality of teaching foreign languages in higher education, which should be aimed at developing students' knowledge necessary for communication and work in their specialty abroad.

It should be noted modern technologies for teaching foreign languages: interactive, heuristic, problem-based learning, "student portfolio", block-modular learning, project methods, problem discussions, brainstorming, case study method.

In the field of higher professional education in highly developed countries, the following innovative trends can be distinguished:

- development of the system of higher professional education according to the scheme "education - science - production";
- use of a multi-stage learning structure;
- development of continuous education;
- improving the forms of postgraduate education;
- intensification of the educational process by directing it towards students' independent work.

The modern scientific and technological revolution has transformed the ideas about the priorities in teaching students, putting forward education, creativity, and the ability to learn independently. But these priorities came into conflict with the existing pedagogical system that developed in the industrial era of the 20th century and focused mainly on memorization, reproduction and performance, which led to a decrease in the quality of general educational fundamental training of specialists in a number of leading countries.

Therefore, among the main tasks of higher education in a rapidly changing social environment, three main areas can be distinguished:

- compliance with the requirements of modernity - the role of higher education in society, its functions, programs, content and methods of its provision;



- quality is a multifaceted concept covering all activities in relation to higher education;
- internationalization and universalization of the content of higher education using modern communication systems in the form of the Internet.

The main modern pedagogical concepts of teaching a foreign language in a foreign school include:

- grammar-translation method (deductive): reading literature in the original, translation, emphasis on vocabulary and grammar;
- direct method: no translation, the principle of visibility, speaking, inductive grammar;
- audiolingual method: mechanical use of language, listening;
- silent teaching method: cognitive approach, use of language for self-expression, language structure, diagrams, silence;
- suggestopedia: suggestion skill, role-playing games, dialogues, vocabulary, little grammar, translation is acceptable;
- whole-community method: cognitive environment, teacher-therapist, atmosphere of openness, small groups;
- total physical commitment method: listening skill, oral advance, visibility, the way of learning the native language;
- communicative approach: motivation, individualization, communicative orientation, situationality, functionality, accessibility, activity, visibility.

The most progressive of them was the American communicative theory, which is the basis of the communicative approach to teaching a foreign language abroad.

In the classical approach, all language components (oral and written speech, listening, etc.) must be developed by students in a systematic and harmonious manner. This integrated approach aims to develop students' ability to understand and create speech. A teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructions, communicate information better, explain grammatical rules, and prevent possible errors. 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.



The communicative method is aimed precisely at the possibility of communication. At the same time, increased attention is paid to speaking and listening comprehension.

The whole complex of these techniques helps to create an English-speaking environment in which students must function: read, communicate, participate in role-playing games, express their thoughts, draw conclusions. Oxford and Cambridge courses are focused on the development of not only language knowledge, but also the creativity and general outlook of students. The language is very closely intertwined with the cultural characteristics of the country, therefore, language courses include a regional aspect. The British consider it necessary to give a person the opportunity to navigate in a multicultural world, and this is easily done with the help of English. [4] With this approach to language, intercultural communication is, first of all, an adequate mutual understanding of two interlocutors exchanging information belonging to different national cultures, a sign that its speakers belong to a certain society. This method allows not only to monitor the correctness of speech, but also to strive to increase its content. This method includes two aspects of communication -linguistic and intercultural [5, p. 47].

Therefore, not only a high level of reading, writing, translation is important for a student, but also linguo-socio-cultural competence - this is the ability to "dissect" a language under the microscope of culture.

REFERENCES

1. Karimova L.A. The content and technologies of teaching foreign languages in the context of modernization of the higher professional school Diss. ... (PhD). ped. Sciences. 13.00.01. - Kazan, 2009.
2. Khabarova L.P. Bilingual education in higher education: foreign and domestic experience. // Proceedings of PSPU named by V.G. Belinsky. 2011, no. 24.
3. Efanova M.E. Modern foreign pedagogical concepts of teaching a foreign language // Electronic scientific journal of the Pedagogical College No. 18 "Mitino" 2012. No. 1.
4. Native English. (Methods of teaching English). URL: <http://www.native-english.ru>
5. Innovative directions for improving the study of foreign languages: Materials of the republican scientific and practical conference. T.: Research Institute of Pedagogical Sciences named after Kari Niyazov, 2014. 160 p.