

## ENGLISH TEACHING METHODS

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qashqadaryo viloyati koson tumani 9-maktab ingliz tili fani o'qituvchisi

### ANNOTATION

*There are different ways to teach English. teaching a foreign language, It is necessary to pay attention to new ways of stimulating students' speech. However, many classical schools still try to teach using old methods and old books.*

*There are always problems and you never speak English Good. Using new methods, you can easily learn to speak English and improve it. You can speak like a native speaker.*

**Key words:** *methodology, English language, training.*

### INTRODUCTION

The prospects for socio-economic and spiritual progress are laid by the current system and quality of education, in particular, by how correctly the role of each academic subject is defined in solving the most important problems in the life of modern society. A foreign language, which is objectively a social value, is no exception. Including it in the secondary school curriculum is a kind of social order of society, because at present our society, more than ever, needs people to speak foreign languages.

The practical goal of mastering a language is its use to deepen one's knowledge in various fields of science, technology, social life, the development of an individual capable and willing to participate in dialogue in the target language at the level of free communication, which must be carried out competently. In recent decades, there has been a desire to excessively reduce the role of grammar, which has led to a significant increase in the number of errors in students' speech due to the use of a communicative approach to teaching foreign languages - this determines the relevance of this topic.

Thus, the problem of this work will be to find ways and means to increase the efficiency of mastering the grammatical material of a foreign language (English in particular) within the framework of a communicative-oriented learning orientation. As an object of study, we singled out the process of teaching English grammar at the secondary level. The subject of the research is the study, selection and practical application of the most effective methods and techniques in teaching the grammar of a foreign language (English in particular).

The purpose of this work is to study a sufficient amount of methodological literature on the problem, which will allow us to select optimal methods and techniques for presenting grammatical material, the effectiveness of which will be tested in the experimental and practical part of this work. Based on the goal, we identified the following tasks :

1. Study the historical basis of the issue (methodological systems of the past, the emergence of a communicative-oriented approach to teaching foreign languages, historical problems of teaching grammar);
2. Consider such basic methodological categories as “method”, “technique”;
3. Characterize the technology of communicative teaching by E.I. Passov (without going into details, since this issue is subject to deeper study);
4. Consider basic approaches to teaching grammar;
5. Get acquainted with the point of view of foreign methodologists on communicative-oriented teaching of grammar;
6. Study methodological recommendations on the problem of communicative-oriented teaching of grammar;
7. Identify the optimal, in our opinion, methods and their constituent techniques for teaching grammar;
8. Identify the effectiveness of the selected methods in practice.

Hypothesis - we assumed that if optimal methods and techniques are used in the process of developing grammatical skills, then the efficiency of mastering grammatical increase material will <sup>1</sup>

### **Methods and methods of teaching English**

A language teaching methodology is a set of methods and techniques, as well as ways of learning a particular language. It represents a clear algorithm of actions that allows you to learn the language from scratch to an advanced level. Languages have always been a subject compulsory for school study.

Of course, over time, the approach to [teaching](#) and learning a language has changed - something was abandoned, and something new was added. The main and most common methods of teaching English are:

grammatical-translation method;  
audiolingual method;  
direct method;

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<sup>1</sup> 1. Conversations about a foreign language lesson: a manual for students of pedagogical institutes / Passov E.I., Kolova T.I., Volkova T.A., Dobronravova T.N., Voronova O.M., Krainova E.A. – L., “Enlightenment”, - 1975.  
2. Bim I.L. On the issue of methods of teaching foreign languages. // Institute of Nuclear Sciences.-1974.- No. 2.-P.19-32.

structural approach;  
suggestopedia;  
full physical response;  
silent method;  
lexical approach;  
task-oriented learning;  
community method;  
communication technique.

### CHARACTERISTICS OF METHODS OF TEACHING ENGLISH

*The grammar-translation method* is the most common way of teaching language. Almost classic. The basis of this method is the study of grammar and full-fledged work with translation. Despite the fact that modern educational institutions have abandoned this technique in favor of the communicative one, the method is still partially used.

*The audiolingual method* is based on the postulate of behaviorists that learning and remembering various things requires constant repetition. The method involves oral presentation of the material with repeated repetition of various lexical and grammatical structures under the guidance and control of the teacher.

*The direct method* is similar to the audiolingual method, since it is also based on repeated repetition and practice of various structures. But their main difference is that the language is presented inductively, that is, the teacher may not explain this or that rule to students, but, on the contrary, helps them independently understand and deduce it based on language material. It should also be noted that in the audiolingual and direct methods, teachers use only the target language; the use of the native language is not allowed.

*Structural approach* - based on structure and its study. The main idea of the approach is [the hypothesis](#) that any language includes a set of grammatical rules, and they must be studied in a certain sequence.

*Suggestopedia* - this method was considered pseudoscientific, but for some time it was quite popular. This technique was based on the student's confidence that the approach would work, that is, they used light hypnosis methods. Great attention was paid to ensuring that the student did not experience any discomfort throughout the entire [lesson](#). The method also involved extensive use of music.

*Full physical response* – based on the principle of “doing by learning”. This technique has shown itself to be excellent in working with younger students - preschoolers and elementary school students. During the lessons they practice

performing simple and short commands and instructions. This helps the student remember the simplest phrases, which will become increasingly more complex over time.

*The silent method* pays great attention to the development of student independence. That is, the teacher hardly speaks in class, for example, does not give any detailed and spatial explanations of grammar. Instead, he takes on the role of a helper who guides students along the path. Pronunciation is of great importance; a lot of time is devoted to it in each lesson. They also regularly review already covered vocabulary and grammar. Often, students do not even have to write formal tests on the material they have learned; instead, the teacher evaluates their progress in each subsequent lesson.

*Lexical approach* – the main thing in this method is the study of vocabulary. Initially, a list of the most frequently used words and lexical constructions is determined, and the study proceeds gradually, moving from the simplest to the complex. Grammar is given significantly less attention than in the case of all other methods.

*Task-oriented learning* involves building language learning around the accomplishment of some communicative task. For example, a teacher can give [students](#) the task of acting out a dialogue on the topic “In a cafe.” Students, divided into several pairs or [groups](#), perform it using only those lexical and grammatical means that they have. Then they analyze what language and language tools are needed to successfully complete this task, and the teacher provides the students with the amount of vocabulary and grammar they need, after which they complete a similar task using new language tools.

*Community method* - based on students working in groups, they help each other and can share existing language knowledge. The teacher again takes on only the role of an assistant, and not a teacher in the classical sense of the word.

*Communicative technique* – today, this technique is the most popular. Its basis, as the name suggests, is communication. The teacher can communicate with students, students in pairs or groups, or the whole group together. The main task of teaching is to teach students to communicate, and not just to thoroughly study all the grammar or learn how to mechanically translate texts. Communication between the teacher and students is conducted entirely or almost entirely in English. Communication between students is also encouraged in any form. Even if there are errors or inaccuracies in the speech, they are not as important as the process of communication and interaction between students.<sup>1</sup>

### Conclusion

A study of methodological literature on this issue has shown that learning is an active interaction between teacher and students and it cannot be one-sided; it depends on the teacher how successful the learning process will be. Renewal processes in the field of teaching foreign languages in domestic schools create a situation in which teachers are given the right and opportunity to independently choose the model for constructing subject teaching courses, textbooks and other teaching aids. In this situation, it is the teacher who must choose from a variety of methodological systems the one that most closely corresponds to the pedagogical realities and specific conditions of teaching foreign languages. \

Obviously, each teacher is guided in accordance with his personal experience in choosing methods and techniques when teaching grammar. But, based on the results of the experimental and practical work carried out, we can claim that the use of various techniques within the framework of communicative, inductive, and deductive methods gives a positive result and undoubtedly helps to increase the effectiveness of teaching grammar.

Thus, the hypothesis we presented was confirmed, that is, we found out that if optimal methods and techniques are used in the process of developing grammatical skills, then the efficiency of mastering grammatical material will increase.

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