MODERN ENGLISH TEACHING METHODS

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Abstract

This article analyzes the possibilities of using modern methods in the process of teaching a foreign language. The main classifications of methods are carried out, allowing the most effective help in teaching English. Language has been and will remain the key to the world of knowledge. Proficiency with multiple languages has been valued since ancient times. At each stage of the development of society, a certain language played an important role for all humanity. Knowledge of foreign languages opens new doors for a person to improve himself and expand his worldview. If earlier knowledge of the German language was required, today English plays a prominent role. The ability to speak English competently closely related to its teaching. The modern age requires a new approach, new methods of teaching foreign languages. To awaken in the child the desire to learn, to acquire new knowledge and activities, while building the further direction of their own education, is the main goal of the current school. Giving tasks to do independently, studying, finding, analyzing materials to students, while the main task of the teacher is the right direction. The teacher needs logically correctly build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words and grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Very often, there is no positive motivation, because when learning a foreign language, students encounter some difficulties and do not learn the material due to their psychological characteristics. Work experience shows that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

Keywords: innovative methods, innovative technologies, educational process, cooperative learning, ICT, ELT.

1. INTRODUCTION

The new technologies discussed in the article relate both to the methodology and to the materials used in language teaching. The article discusses educational trends, new and existing methods, new teaching design, modern devices needed for change, the role of ICT in teaching English. The teaching of English has undergone tremendous changes over the years, especially in the last ten years. Previously, pupils and students burdened with the study and assimilation of material within the framework of lectures with a selection of relevant information from prescribed texts. At present, such alternative approaches as the development of communication, technical skills, interpersonal skills, ICT literacy are becoming increasingly important. The need for successful graduates who are able to compete in the tough survival environment of the global market is very much in demand today. Times, fashion, people's attitudes are changing, but it is discouraging that over the past century the English language curriculum has hardly changed at all. A lot has

changed in people's attitudes towards what they perceive as language. Yet rigid curricula and huge curricula continue to threaten pupils and students.

2. LITERATURE ANALYSIS AND METHODS

Teachers, who practiced the grammar translation method for the previous decade, relying solely on the blackboard as a suitable tool for conveying communication skills and nuances of the English language, are still teaching. Projectors, another medium for the teacher, still dominated by the classroom. Such teachers believed in the sayings of doctrine and practice. Previously, researchers have paid great attention to authentic and meaningful contextualized discourse. They then focused on successful adult second language learning as a parallel process of learning a foreign language. In other words, the teachers presented the content of the lecture, and the students listened to it. The learning mode tended to be passive and the students played a minor role in the learning process. Over time, many teachers and students have found that the traditional classroom lecture approach has limited effectiveness in both teaching and learning. This method remained in practice for a long period due to its focus on the functional use of the English language. Nevertheless, this method was ineffective. It took a long time, a good budget and a small class size for things to start to change. However, even that was not enough. The problems led to another method called audio-linguistic. Then came the direct method of teaching a foreign language using audiovisual means.

3. DISCUSSION AND RESULTS

Modern trends in teaching English. The communicative teaching method is more student-centered and takes less time. The quality of teaching is better, and the applied communication of students in English can be effectively cultivated, which means that the communicative competence of students will successfully developed. Ideally, language in education usually built on such a naturally acquired language ability, which, enriched by literacy, turns into a tool for abstract thinking and the acquisition of academic knowledge. Teachers use various texts in English for translation, listening and grammar tests. With the proliferation of tablets and smartphones, it believed that the textbook would disappear in a few years.

Aware of the need for transformation: English teachers convene various types of conferences and workshops to create a platform and learn about the upcoming ideologies in the ELT, as well as improve their professional level. Academic qualifications alone cannot help teachers grow professionally; on the other hand, they must be equipped with up-to-date materials. There were too many methods of teaching English. World globalization is inseparable from the teaching of English - this is the development of information and communication technologies. New trends in English language teaching, such as an interactive approach, are being developed as a result of ongoing research.

3.1. Web learning

Web learning is one of the fastest growing areas. There are thousands of English language web classes that offer teaching of various basic language skills, e.g learning, speaking, reading and writing in interactive ways. Some common techniques are as follows: students can correspond with native speakers via email by creating a personal email account (g-mail, yahoo, Hotmail, etc.) which is free. Students can mail their homework to teachers and have it reviewed. The teacher can create his own blog. A blog is a personal or professional journal, updated frequently for public consumption. Blogs allow you to upload and link files, which are very suitable for use as online personal journals for students. A blog becomes communicative and interactive when members take on multiple roles, as readers/reviewers who respond to other authors' posts, and as writer-readers who, returning to their own posts, respond to criticisms of their own posts. Readers, in turn, can comment on what they read, although blogs can also hosted in secure environments. Laptops with cameras have audio features and technology tools. Students can communicate with their teachers and friends who are far away.

3.2. New generation devices

This year's Consumer Electronics Show (CES), held in Las Vegas, gave a glimpse of innovative devices designed exclusively for students. These exhibits ranged from 3D printers to smartwatches. New devices meet the requirements of young people, allowing them to study, communicate in social networks, travel and be mobile. Media streaming devices like the Google chrome cast and Rokku make group explorations interactive and presentations amazing. One of the devices can stream media to a smart TV using a dongle. Another device, the e-reader, is a boon for the new generation on the move. The brand new kindle white paper is another invention. Portable Document Scanner is a great app that sorts Flatbet photos and notebooks. Other devices are voice recorders, such as Olympus, which can used to record all English

lectures and play back at a convenient time. New language programs, curricula for the effective development of students' skills have developed. A clear description of content in terms of linguistic competence, sociolinguistic competence and pragmatic competence constitutes a language. With the help of descriptor scales, the level of language proficiency of a student is measured. Descriptors consist of a number of can do statements that have received a lot of attention. In the process of teaching and learning, special attention also paid to the involvement of students and the empowerment of the teacher.

3.3. The role of the modern teacher

The researchers defined the term "role" as a technical term that originally came from sociology and refers to the general concept of how an individual should behave. Several methodologies highlight different roles for the language teacher. In some, the role of the teacher is part of the design, a component of the method. In others, it is a learning facilitator, warden, class teacher, counselor, and sometimes co-communicator with students. For others, the teacher plays the role of controller, organizer, evaluator, promoter, participant, resource, mentor and observer. The task of modern teaching is communicative language teaching. Experiential learning or learning by doing as the main conceptual framework of TBLT. Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on using authentic language and asking students to complete meaningful tasks using the target language. Such tasks might include visiting a doctor, conducting an interview, or contacting customer service for help. TBLT breaks down the barriers of the traditional class because in TBLT. The role of the student is changing significantly. The teacher becomes a true mediator, a teacher for exclusively dialogic communication. The role of the teacher is not completely avoided, but limited: the teacher must be a guide on the side. The role of the teacher is the lead, independent contributor, analyst, advisor, and group data manager.

3.4. Innovative Methods for assessing the results of teaching English

The Common European Framework of Reference for Languages is a practical tool for an objective assessment of the foreign language competence of students whose learning process consists of certain stages. As they are mastered, ongoing monitoring carried out for compliance with educational standards that are consistent with this stage of language learning. This system belongs to the system of international standards, which in the future can provide successful students with opportunities for professional mobility [3]. The indicated principles of the international system for assessing the results of foreign language competence should be reflected in the basic provisions and teaching aids in a foreign language in general educational organizations for conducting intermediate and final certification of students. The formation of communicative competence is one of the areas of control in teaching a language. The process of assessing this competence should adjusted taking into account the level of assimilation of the material by the students. To do this, it is necessary to build the assessment process in such a way that language acquisition not designed to prove existing knowledge, but to improve the quality of education. The analysis of scientific literature on the problem of the concept of "competence" reflects the main structural elements of the competence-based approach in the process activities, the main features of which are the application of theoretical knowledge in the framework of human practical activity to achieve high personal and professional results [2]. The assessment of knowledge formation is detailed information about the completeness and quality of acquired knowledge acquired depending on the individual characteristics of students. The system of assessing knowledge in a foreign language should be comprehensive and take into account not only theoretical knowledge, but their practical application, as well as the possibility of developing meta-subject results.

4. CONCLUSION

All over the world, information technology is fundamentally changing the way students, teachers and staff learn and work. As the demand for technology continues to grow, colleges and universities are providing a variety of services for students, from laundry to online food delivery. Technology is also changing the way we work in the classroom. Tablet PCs, compact computers that allow you to write notes directly on the screen with a special pen, are replacing the archaic projector. With tablet technology, the teacher can take notes on charts and spreadsheets and send them directly to their students' computers. The traditional method placed great emphasis on the teacher himself and was teacher-centered. Repetitive practice, rote exercise, and memorization were the hallmarks of traditional methods. The quality of teaching depended on how well the teacher taught. Modern trends and methods of ELT assessment aim to transfer information or knowledge into the minds of students.

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