

Modern Methods of Teaching a Foreign Language

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ABSTRACT

This article is devoted to using of modern methods of teaching English. There are many methods of teaching a foreign language. Everybody knows that English is an international one. All the people over the world are interested in learning English. According to normative documents which regulate educational process special attentive is paid to the intellectual development of the younger generation. English language teachers must pay great attention to use of different methods in teaching language. Using innovation and new pedagogical technologies are resulting well. That's why the content of this article is mostly development and use of new methods of teaching English.

The growing interest in many parts of the world in Modern Methods of Teaching English brings with it the question of how it should be done – how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past. A lot has been written on traditional teaching English, and until recently, the demand for the information on Modern Methods of Teaching English has been limited. Nowadays many books and articles are written to attract attention to this point. In planning curricular and methods it has been suggested that an understanding of Students and their needs, interest, abilities, likes, dislikes, and developmental status should take precedence over other considerations.

Using innovations and new pedagogical technologies are resulting well. Sometimes using same styles in teaching language may let go down

interests of student to language. There are some advises of teaching in use, not to go down interest to foreign language.

For instance: 1. Dialogical speech- in this way students have a talk each other by creative

approach. “Modern Methodology of Teaching English puts Speaking in

Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give an opportunity to avoid traditional rendering of the texts and turn them into living English speech”. More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of course, grammatical correctness.

2. Student reads the text himself and tells the meaning. Reading is interactive.

Reading short stories, novels and other literary works written by famous Uzbek, reading books English and American writers is very important in language learning. As a teacher of English you may apply a variety of reading strategies, analyze literary elements, use a variety of strategies to read unfamiliar words and build vocabulary, prepare, organize, and present literary interpretations.

3. Understanding by listening - by these way students can improve speech skills.

Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content.

4. Learning English through watching movies. Nowadays, teachers take into consideration students’ demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages.

5. The importance of teaching Vocabulary. Vocabulary is one of the aspects of the language to be taught in the institutes. In addition to learn new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing to gain fluency in using known vocabulary and to learn new words in isolation. Vocabulary learning is not an end in itself. A rich vocabulary makes to perform the skills of listening, speaking, reading and writing easier.

¹Each person has own certain moral and ethical principles that should be laid down in school and student years. Effective means of moral education of students, which has a beneficial effect on the effectiveness of all educational work is ethical education of young people, equipping them with the knowledge of ethics and morality.

By the type of teaching in traditional style is divided into several aspects such as speaking, analytic reading, reading at home, practice grammar, practical phonetics. As a result 3-4 teachers teach students in variety styles and as a result the connection of aspects is not provided. Some students learn grammar well, but in speech they meet difficulties to pronounce words. There is spoken about groups which got good results in the following methods: the level of knowledge of students and assimilating possibilities are learned and then tasks are given by this way, attracting students’ attentions is put into practice fully and none student is never stayed out of attention, students speak mainly in foreign language during the lesson, translation of unclear words aren’t told instantly, but they try to realize them with mimics. students are divided into small groups and they

¹ Zhurabekova Kh. M. Main direction of education of young people for independent family life. *Psychology and education*. (2021) 58(3): 1707-1711

use these methods: “work out discussions”, “speak own opinion”, “realize together”, make opportunities to students to think and speak minds freely, and their mistakes aren’t corrected instantly, but after student’s speaking they are discussed together different grammar, phonetic and other types of games are organized. In this way roles are shared with students due to their knowledge . Retelling the text, variety pictures and watching short films and discussing them together, listening to news about theme and trying to realize them.

The teachers around the world are always in searching about how to teach foreign languages successfully to students. There are a lot of effective methods of teaching. Among the major differences between the traditional methods and the modern one’s is that the modern teaching refers to “Students Centered is teaching”, raising the process of teaching on such a scale that it would be not only beneficial but also interesting for learners. Good doses of such activities as development of Dialogues, Speech skills, Group\Pair work, Whole –Class Activities, Motivating Learners, Different Games, Role-play and Physical Activities become essential in Modern Teaching.

Today teachers are facing to the following fact: The language teachers need both models and tools. In addition to the essential theory, aims and goals – the vision or pattern of what is to be created – they must gain through study, reflection, trial and error, and experience, the necessary expertise in using the tools essential to success in their craft. They must give serious thought to how they may lift their work to higher levels of usefulness and joy.

Teachers, who study and use Modern Methods of Teaching English are those who care about their own value – to self, to family, to society, to a larger community of the world. Finally, these individuals are doers – practical achievers in their chosen profession. That’s why we are sure that our work will be of a great value and help the teachers who want to become modern and up – to date professionals.

Modern Methods of Teaching English can be both challenging and demanding for teachers and students; they can also be very stimulating and rewarding. The degree to which we can adopt these approaches in our institute may well depend on willingness of our students, the proficiency of our teachers and their willingness to accept these Modern Methods, and the availability of resources within our environment. Moreover, the necessity to improve the level of education at high institutional levels is obvious nowadays.

We are deeply convinced that creating collaborative atmosphere in the classroom, intellectual and informational approaches in teaching, teaching students to derive generalizations, deductive conclusion as well as developing debating abilities and individual study. It’s important to provide every opportunity to expand and enhance the range of activities throughout life.

Good teaching strategies and techniques include the planning and stating of carefully balances, varied learning sequences with clear achievable objectives, so that students know what is expected from them. They also include class magazines, group wall displays involving students in deciding together what they to do themselves, cooperation, Students self assessment, Role – play, Group work, Pair work, Dialogues. All these will help to develop students’ ability to work more effectively. Good news for teachers is that there are many things we can do in the classroom to increase the levels of extrinsic motivation.

According to Manny Echevarria, There are three teaching methods that dominate the business of language instruction: the Direct Method, the Grammar-Translation Method, and the Audio-Lingual Method. Deciding which is the best method is difficult because each has strengths and weaknesses, and the nature of a student’s goals will determine which is best for that student. Although many

language-training sources may speak about exclusive or unique approaches, with few exceptions they are using one of these three methods. We conducted extensive research on the subject of teaching methods for our online language training programs. Here is a description of the three primary language teaching methods along with our analysis of the strengths and weaknesses of each one:

The Direct Method

The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written.

The Grammar-Translation Method

This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists. ²The Grammar Translation Method (GTM) is a method of second language instruction based mostly on the translation of passages from the native language into the target language.

The Audio-Lingual Method

This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about every day situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices.

Comparing the Language Training Methods

This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. We scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar.

The Direct Method gives the student the ability to communicate quickly because she is encouraged to be creative during practice. It gives, by far, the widest range of capability to understand what another person says to you and in developing your capability to speak. This is the method of choice for instruction with a live trainer and where speaking and listening are most important.

The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is helpful in reading and particularly in writing. Grammar and vocabulary are emphasized throughout. This is the method of choice when the student's goal is to achieve a high level of writing and reading ability in a foreign language, versus speaking and listening.

The Audio-Lingual Method also allows the learner to communicate quickly but within the limited range that the repetition allows. It improves comprehension only if the speaker uses phrases that the learner has studied. Reading is limited, and an understanding of how to use the language is very limited. This is the method that is used when a live trainer is not available.

² Rozimova N., Allaberganova U., Ro'zmetov X. The grammar translation method in teaching foreign languages. *International engineering journal*/ Doi: //doi.org/10.17605/OSF.IO/HJYRT

³In foreign language teaching audio-visual education has played the role of an accessory designed to present the culture of the foreign country. This “accessory” could become an integral part in teaching the language itself.

To meet the present day challenges in teaching English, first, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation, which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods, listening and speaking skills were neglected, as students cannot put their language in practice. In the era of competitive world, where the majority of the students are attempting GRE & TOEFL, good listening and speaking skills become an absolute necessity. According to academic research, linguists have demonstrated that there is no one single best method for everyone in all contexts, and that no one method is inherently superior to the other methods i.e. listed above. Also, it is not always possible - or appropriate - to apply the same methodology to all learners, who have different objectives, environments and learning needs. A few more things can be incorporated into this teaching approach to maximize the learning benefits for the students. First, encourage students to discuss about the material in small groups and eventually discuss that with the entire class. Second, prepare some questions related to the listening material for the students to discuss. Third, introduce the use of body language in class. By integrating the above concepts and teaching points with the innovative approach reported above, a teacher can successfully lead English conversation classes of any size. Moreover, it can make out that the Information and communication technology (ICT) has made many innovations in the field of teaching and made a drastic change from the old paradigm of teaching and learning. In addition to these, our faculty too should update their knowledge, skills and should acquire thoroughness over their syllabus to meet the demands of globalization since English is seen as a key educational investment in this world. If provided with the latest language teaching tools and with the support of technology, one can teach the language effectively and motivate the students towards language learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Now days, there is democratization of knowledge and the role of the teacher is changing to that of facilitator. Its need to has interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically- perceptive generation of youths.

To conclude the key strategies for teaching English classes are probably developing a positive and collaborative working atmosphere and providing a variety of work suitable for different levels. We have to say, that practically it is impossible to use one method or approach solely when aiming to teach a second language successfully. Lessons should be designed with effective methods of teaching. In this way we'll get our goals in teaching successfully.

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