



## EFFECTIVE ENGLISH LANGUAGE TEACHING IN MODERNIZED WAYS

Rahmatullayeva Nilufar Baxtiyarovna<sup>1</sup>

<sup>1</sup>Tashkent city, Almazar district

School No. 249

English teacher

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### ABSTRACT

*The main purpose of this article is to learn many methods of teaching languages and use of modern technology in classroom teaching. The main information in the article can be useful for language learners' skill level*

Effective, modern methods of teaching listening skills get everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, understandable activities that focus more on the learning process than on the final product.

Whether you are working with a large group of pupils or a small one, you can use any of the following examples to develop your own methods for teaching pupils how to listen, write, read and speak well. Language education may take place as a general school subject or in a specialized language school. There are many methods of teaching languages. Some have fallen into history and others are widely used; still others have a small following, but offer useful. Contribute insights that may be absorbed into the generally accepted mix.

Using of modern technology in classroom teaching is very useful for learners. There are a lot of capacities to make a teaching process easy and productive. Nobody can deny that technology has improved education. Educators have also

dramatically adjusted their teaching methods in response to new technology over the years. Many schools now carefully consider cost and application when debating how to best use new technology. Unfortunately, in state schools' teachers use computers or another technologies very rarely. Most of the lessons are classical. As the result pupils who finish school cannot understand oral speech or have another problems with foreign language.

You can also teach English through audio segments of radio programs, online material, instructional lectures and other audio messages. You should model this interactive listening process in class with your pupils, and then instruct them to repeat the exercise on their own way. First, tell pupils to prepare for listening by considering anything that they will want to learn from the plot of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the pupils to take notes if helpful. Then repeat this activity but instruct pupils to not take notes until the end of the audio segment. You can use shorter or



longer audio segments, and you can choose more easy harder material for this type of exercise. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between Level 1 and Level 2. There is abundant use of language laboratories, tapes and visual aids.

The typical structure of the Audio-Lingual-Method usually standardized as follows:

1. First item was a dialog in the foreign language to be memorized by the pupil. The teacher would go over it the day before.
2. There were then questions in the foreign language about the dialog to be answered by the pupils in the target language.
3. Often a brief introduction to the grammar of the chapter was next, including the verb (-s) and conjugations.
4. There was a vocabulary list, sometimes with translations to the mother tongue.

Another helpful resource for teaching English language are video materials, including short sketches, news programs, documentary films, interview materials, and dramatic and comedic material. There are

plenty of ideas to use when trying to Teach English with the help of videos. For the young learners also appropriate use educational cartoons which can relax child and teach something new or repeat previous theme in a kid's way. As with audio materials, select the size and length of the video materials based on the skill level of your pupils. With your pupils, first watch the segment without any sound or without translation by yourself and discuss it together. Tell the pupils to identify what they think will be the content of the story that they watch. Then, watch the video material again, this time with sound, allowing pupils to take notes if helpful for their skill level. After the completion of the video materials, you can have pupils write a brief summary of the material, or you can take time to discuss as a group how the video material compares with the pupils' expectations. All learners like this method. The method is very well developed perception and understanding of a foreign language at the listening.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years. Some people, though, use the phrase 'Blended Learning' to refer to learning taking place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10). In modern schools often found of this method of learning a foreign language. This method is similar to the method of learning a foreign language through the game.

The Silent Way is a discovery learning approach. The teacher is usually silent, leaving room for the pupils to explore the language. They are responsible for their own learning and are encouraged to interact. The



role of the teacher is to give clues, not to model the language. This method begins by using a set of colored rods and verbal commands in order to achieve the following:

- To pass on to the learners the responsibility for the utterances of the descriptions the objects shown or the actions performed.

- To let the teacher concentrate on what the pupils say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.

- To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

- To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.

Directed practice has pupils repeat phrases. This method is used by U. S. diplomatic courses. It can quickly provide phrasebook-type knowledge of the language.

Within these limits, the pupil's usage is accurate and precise. However the pupil's choice of what to say is not flexible. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech.

**To sum up,** In this article we learn a lot of methods for teaching languages and we take into consideration every advantages of these methods for young learner. According to the information in the article, the more effective method is Direct method for teaching languages than other methods because it is based on the principles of behavior psychology.

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