

METHODS OF TEACHING ENGLISH

SEVARA JALALOVA JANABAY QIZI

Student Chirchik State Pedagogical Institute

Annotation: The article provides insights into English language methodology. The data for the method and techniques are presented according to the results of the results in the applied English teaching supervised by performance linguists.

Key words: English language methodology, Grammar Translation, Direct Method, Audio-lingualism, Humanistic Approaches, Communicative Language Teaching, Principled Eclecticism

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed below in the **chronological** order of their development:

Grammar Translation – the classical method

Direct Method – discovering the importance of speaking

Audio-lingualism – the first modern methodology

Humanistic Approaches – a range of holistic methods applied to language learning

Communicative Language Teaching – the modern standard method

Principled Eclecticism – fitting the method to the learner, not the learner to the method.

The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching:

Method	Focus	Characteristics
GrammarTranslation	Written literary text	Translate from English into native language
Direct Method (also called Natural Method)	Every day spoken language	Student learns by associating meaning directly in English
CognitiveCodeApproach	Grammar rules	English grammar rules deduced and then understood in context

Grammar Translation Method

Sometimes also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century. The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication.

This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an **intellectual or linguistic perspective**. However, it does little to improve your ability to use the language for oral communication.

The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax.

Modern Teaching Methods

As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa. This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on **motivation** and helping learners become independent and inspired to learn more.

The explanation of [Principled Eclecticism](#) also includes a useful ten-point guide for teachers and language students on the best teaching and learning techniques.

Community Language Learning

Also sharing many of the same principles as the Silent Way, this technique was relatively short-lived. Seeing the student as a 'whole' person, the method involved students sitting in a circle and encouraging them to use their feelings, intellect, relationships and reactions.

Developments & Problems

This extensive memorization, repetition and over-learning of patterns was the key to the method's success, as students could often see immediate results, but it was also its weakness. The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad. It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

Some Examples

- The teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and **communicative ability**.
- The teacher corrects errors immediately if the scope of the classroom activity is **accuracy**, but if the scope of the activity is **fluency** these errors will be corrected later on.
- The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).

- To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.
- The teacher helps the student **personalize** the use of grammatical and lexical elements used in class.
- The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms, etc.
- The teacher introduces exercises of **guided discovery** for new grammar rules.
- At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.
- The teacher is committed to developing a wide range of **resources** in order to give relevant, stimulating, and productive lessons.

It is impossible to do everything if only one method is used. As a result, professional EFL teachers follow what is described as the Principled Eclecticism approach, where students are also encouraged to be **autonomous** in their learning.

In the modern world, which is developing under the sign of economic globalization, knowledge of a foreign language is a mandatory attribute of a highly qualified and competitive specialist. In this regard, a foreign language should be considered "not as a secondary discipline, but as a necessary tool for professional activity", without which it is impossible to have unified world educational standards, implement academic and professional mobility, and integrate international research activities.

However, some private schools and training companies still prefer to promote a specific in-house branded method or approach, though often mainly for commercial or marketing reasons rather than for didactic reasons.

References.

1. Wilga Rivers. Teaching foreign language skills. 2nd ed. Chicago, Il. University of Chicago Press
2. Беляева М. Грамматика английского языка.-Москва: Прогресс, 1953
3. Князев,М.Н. Проблемы технологии обучения иностранному языку на современном этапе в западноевропейской методике / М.Н. Князев // Иностр. языки в школе. – 2008
4. Нелунов, А.И. Личностно-ориентированное обучение иностранному языку на основе информационных технологий / А.И.Нелунов // Информатика и образование. - 2008. - N 9.