

## METHODOLOGY OF TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

**Jo'rayeva Mahzuna Ulug'bek qizi**

A student of foreign language and literature at the

Faculty of Foreign Philology of UzMU

mahzunajorayeva@gmail.com

<https://doi.org/10.5281/zenodo.7615360>

**Abstract.** This article contains information about the development of the methodology of teaching English in higher education institutions in our country, in particular, new methods of teaching English in higher education institutions, current shortcomings, and new proposals on teaching English in higher education institutions have also been given.

**Keywords:** memory exercises, "chain", "broken phone", "Speaker with Translator", efficiency, education system, language teaching, world models, spiritually mature, dedicated, intellectual, ability.

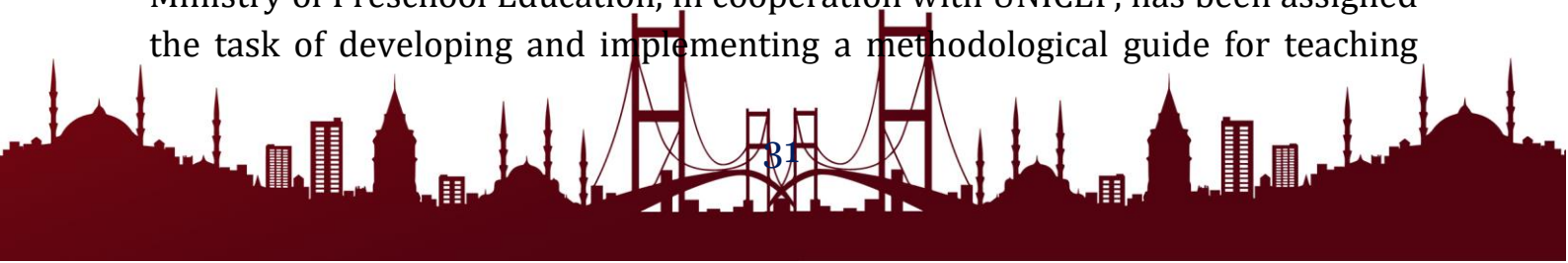
In the higher education system of our republic, in the process of training future personnel and finding information necessary for scientific purposes, English language classes are held in order to form the ability to read original literature on the specialty and participate in oral communication in a foreign language. A specialist in his field should be able to read the original English language literature related to his profession, understand the read text and be able to apply it in his profession. In addition, he should be able to freely exchange ideas with the interlocutor in a foreign language on the given topic.

In higher education institutions that do not specialize in the language, teaching English through interactive methods has a good effect, it allows students to think, to receive and give information in English, to get new knowledge about the English language, to observe scientific research in their field, to follow the changes and stay up-to-date, and it broadens the horizons of students. It is interesting and useful for students to work on relevant material, that is, topics in their profession. For this, the student must first know the meaning, pronunciation and usage of new words or terms that are present in the text. Various interactive methods come in handy for this. For example, the "chain" (chain drill) method. Student listens to the audio of a new word or term and pronounces it and says the word he or she has learned well with the translation, and the next student repeats the word without the translation and adds one more word he or she has learned. In this way, the game continues until the last student's word, the student who repeats the words in the word order can help

by saying this word only in Uzbek or Russian, and if he can't say it, he leaves the game. This game helps the student to memorize new words more easily and with interest.

The second method: the group is divided into 2 or 3 small groups and they stand in a row and reinforce the words through the game "broken telephone". In this, the first student makes a sentence with the participation of new words and phrases and tells it to the ear of the student standing behind him, who then tells the next student, and the game continues in this way. And the game continues until the last student is reached. The main task of the game is to work together with the team and strive to fully understand and deliver the ideas of each student. They absorb a lot of information in the process of understanding and delivering. The first group to deliver their opinion without error is declared the winner. Now it becomes much easier to work with groups that have mastered words. Students listen to the text in audio and follow the written form. When the audio is played the second time, the teacher distributes the new words from the same text in the same state. The student should fill it in at the same time without looking at anything. The result of this practical work is checked with all group students and errors are worked on. Now the text is divided into 2 or 3 parts and distributed to groups. Depending on the capacity of the group, time is set and they are given a task in the style of the game "Speaker with Translator", in which each of the students works as a translator and a speaker, that is, he translates the speaker's speech not dot by dot, but tone by tone, and for the next sentence he becomes a speaker himself. This is done one by one. The rest of the groups observe their mistakes and shortcomings and write "feedback" on their work and talk in English about what they have understood with the help of their speech and translation. The rest of the groups work the same way. The grade is set by the students themselves. In this practical exercise, each student works for the quality output of their group work.

The quality of teaching also depends on textbooks and methodical manuals that meet international standards. Therefore, the task was set to implement the English language textbooks of the Cambridge University Publishing House in 200 schools and to implement them in all schools next year. Such works will be organized in Russian, German, Korean, Chinese and French languages. 1 million soums will be allocated from the budget to each foreign language teacher so that they can keep up with changes in the field, buy new literature and manuals. The Ministry of Preschool Education, in cooperation with UNICEF, has been assigned the task of developing and implementing a methodological guide for teaching



foreign languages to children under 7 years of age. I believe that we, the teachers, in order to ensure the performance of these tasks, should first of all fundamentally reform our educational materials and bring them to the level of perfect learning of foreign languages, including English, based on the requirements of today's times. For this, I believe that it is appropriate to abandon the old traditional methods and use new methods of teaching such as memorizing by listening, strengthening by speaking, and correcting pronunciation by speaking.

#### CONCLUSION

From the evidence presented above, it is known that today attention is being paid to the issue of providing educational institutions with qualified foreign language teachers and training personnel with deep knowledge at the level of state policy. As we mentioned above, special requirements are placed on foreign language teachers in higher education institutions, and they are required to have an appropriate certificate in order to work as a foreign language teacher. In addition, it is required to have a certificate of knowledge of one of the foreign languages in order to enter the master's degree, which is considered the second stage of higher education, and the doctorate, which is considered post-higher education. Besides, professors and teachers of higher educational institutions are required to know foreign languages step by step. In addition, it is established that after the specified period, specialized subjects in higher education institutions will be conducted in foreign languages. It can be seen that special importance is attached to the teaching of foreign languages, including English, in higher education institutions. We believe that it is appropriate to implement the following in order to ensure the implementation of these tasks, to bring the teaching of foreign languages, including English, up to date in higher education institutions, to improve students' learning of foreign languages.

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