

METHODS OF TEACHING ENGLISH TO STUDENTS OF THE NO- PHILOLOGICAL DIRECTION

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Abstract

In this article, we will consider different types of methods of teaching English to students of the no philological direction. There is a growing interest in modern methods of teaching English in many parts of the world, and the question arises of how this is to be done – how the curriculum, subject, subject, and methodology should differ from previously developed familiar norms. Much has been written about teaching traditional English, and knowledge of modern methods of teaching English is growing. Many books and articles have been written today to raise awareness of this topic. Innovations and the use of new pedagogical technologies lead to good results.

Keywords: interests, abilities, likes, dislikes, Modern English, Dialogic speech, reading texts.

Introduction

The growing interest in many parts of the world in modern methods of teaching English raises the question of how the curriculum, subject, material, and methodology should deviate from known norms developed in the past. Much has been written about traditional English teaching and, until recently, demand for information on modern methods of teaching English has been limited. Many books and articles are being written today to draw attention to this point. When planning curricula and methods, it has been suggested that an understanding of students and their needs, interests, abilities, likes, dislikes, and developmental levels should take precedence over other considerations. bulk goods. The use of innovations and new pedagogical techniques is known to us and leads to good results. Sometimes using the same styles in the language of instruction can affect students' interest in the



language. For some forms of teaching, we advise not reducing interest in foreign languages.

For example:

1. Dialogic speech - this is how students converse through a creative approach. Modern English teaching methodology puts speaking in dialogue first to develop speaking skills. These skills can be trained using a variety of teaching tools, including fiction. Such dialogues offer an opportunity to avoid the traditional rendition of the lyrics and turn them into living English speech. In addition, all vocabulary is memorized much better. Fluency, reaction speed, acting skills, and, of course, grammatical correctness is trained in dialogues.

2. The student reads the text himself and explains the meaning. Reading is interactive. Reading short stories, novels, and other literary works by famous Uzbek, English, and American writers is very important in language learning. As an English teacher, you can use a variety of reading strategies, analyze literary elements, use a variety of strategies to read unfamiliar words and build vocabulary, and prepare, organize and present literary interpretations.

3. Understanding through listening - this is a way for students to improve their speaking skills. Listening is a receptive form of speaking. Speech understanding while listening is mainly based on auditory sensations. When we perceive, we reproduce what we hear in the form of inner speech. Listening comprehension is not possible without a functioning language motor analysis. Of course, internal speaking requires the ability to speak in that language. The comprehension of spoken language is accompanied by intellectual activity at the moment of comprehension, which includes the recognition of linguistic devices and the interpretation of the content.

4. Learn English by watching movies. Nowadays, teachers take into account students' demands to watch real film stories along with textbooks, magazines, and newspapers. It is well known that not only printed materials can be a great resource for teaching, but songs and films also play a key role in foreign language learning.

5. The importance of vocabulary teaching. Vocabulary is one of the aspects of the language taught in institutes. In addition to learning new vocabulary, learners must be able to apply strategies for dealing with unfamiliar vocabulary when listening or reading texts, fill in gaps in productive vocabulary when speaking and writing, use



known vocabulary fluently, and learn new words in isolation. Learning vocabulary is not an end in itself. A rich vocabulary makes listening, speaking, reading, and writing easier. By the nature of the teaching, the traditional style is divided into different aspects such as speaking, analytical reading, reading at home, grammar practice, and practical phonetics. As a result, 3-4 teachers teach students in different styles, and therefore the connection of aspects is not foreseen. Some students learn grammar well, but when speaking, they have trouble pronouncing words. We've talked about groups getting good results with the following methods: students' level of knowledge and adjustments are learned, and then assignments are set in this way, drawing the student's attention to the practice, and never anyone's attention is disregarded.

Pupils mainly speak a foreign language in class, the translation of unclear words is not said immediately, but attempts are made to implement it with facial expressions. Retell the text, vary pictures, watch short films and discuss them together, listen to the news on topics and try to implement them. Teachers around the world are always looking for ways to successfully teach foreign languages to students. There are many effective teaching methods. One of the main differences between the traditional methods and the modern ones is that modern teaching refers to student-centered teaching and elevates the teaching process to the point where it is not only beneficial but also interesting for the learners. Well-dosed activities such as project work, dialogue development, speaking skills, group/pair work, whole class activities, motivating learners, various games, role plays, and physical activities are becoming increasingly important in modern teaching. Nowadays teachers are faced with the following fact: Language teachers need both models and tools. In addition to the essential theory, goals, objectives, vision, or pattern of what is to be created, through study, reflection, trial and error, and experience they must acquire the necessary expertise in the use of the tools necessary for the creation of a successful business are required business is required. They must seriously consider elevating their work to a higher level of usefulness and enjoyment. Teachers who study and apply modern methods of teaching English are those who care about their worth to themselves, their families, society and a larger community of the world. After all, these individuals are hands-on achievers in their chosen professions. That is why we are



sure that our work will be of great value and will help teachers who want to become modern and contemporary 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 extent to which we can adopt these approaches in our institute may depend on the willingness of our students, the ability of our teachers and their willingness to accept these modern methods, and the availability of resources in our community. In addition, nowadays the need to improve the level of education at a high institutional level is evident. We firmly believe in creating a collaborative atmosphere in the classroom, creating intellectual and informative approaches in the classroom, teaching students to derive generalizations, draw conclusions, and developing debating skills and individual learning. It is important to provide every opportunity to expand and improve the range of activities throughout life. Good teaching strategies and techniques involve planning and implementing carefully balanced, varied learning sequences with clear attainable goals so that students know what is expected of them. This also includes project work (class books, group wall displays) in which the students decide together what they will do themselves, cooperation, student self-assessment, role-playing games, group work, partner work, and dialogues. All this will help develop students' ability to work more effectively.

The good news for teachers is that there are many things we can do in the classroom to increase extrinsic motivation. and the audiolingual method. Deciding which is the best method is difficult as each method has strengths and weaknesses and the nature of a student's goals will determine which is most appropriate for that student. Although many language training sources speak of exclusive or unique approaches, with few exceptions they use one of these three methods. For our online language training programs, we have conducted extensive research on the subject of teaching methods. Here is a description of the three basic language teaching methods along with our analysis of the strengths and weaknesses of each method:

The Direct Method The direct method is also known as the oral or natural method. It is based on the active participation of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of the gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language instead of translating. He or she hears and



uses the language before seeing it written. The method is based on the analysis of the written language through translation exercises, reading comprehension, and written imitation of texts. Learning mainly involves mastering grammar rules and memorizing vocabulary lists. The Audio-Lingual Method This self-learning method is also known as the Aural-Oral Method. Learning is based on repeating dialogues and sentences about everyday situations. These sentences are imitated, repeated, and drilled to make the answer automatic. Reading and writing are both reinforcements of what the learner is practicing. Comparison of Language Training Methods This comparison chart shows the expected results for a typical student who devotes the same amount of time and motivation to learning. We rated the value of each method from 1 to 10 in the following aspects: learning speed, listening comprehension, speaking ability, writing ability, and grammar. The direct method allows the student to communicate quickly as they are encouraged to be creative while practicing. There is by far the widest range of skills to understand what another person is saying to you and to develop your speaking ability. This is the method of choice for lessons with a live trainer and where speaking and listening are most important. In the grammar-translation method, the learner has to spend a lot of time understanding the language structure. hearing and speaking suffer. Understanding the structure is helpful when reading and especially when 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 in a foreign language, rather than speaking and listening. The audiolingual method also allows the learner to communicate quickly but within the limited range that repetition allows. It only improves understanding when the speaker uses phrases that the learner has learned. Reading is limited and understanding of how to use the language is very limited.

Conclusion

In summary, the key strategies for teaching English are likely to be developing a positive and collaborative working atmosphere and offering a variety of work appropriate to different levels. We must say that it is practically impossible to use only one method or approach when it comes to teaching a second language successfully. Classes should be designed with effective teaching methods. This is how we successfully achieve our goals in the classroom.



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