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## THE IMPORTANCE OF USING ECLECTIC METHOD IN TEACHING ENGLISH

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Currently, the modern world is undergoing significant political, economic, social, demographic and cultural changes. Technological improvement has accelerated the pace of globalization, and development, competition, interconnection and cooperation have become key features of the international economy and foreign policy. Also, economic, political and ideological boundaries began to blur between countries, the process of world integration began, instilling hope and faith in establishing peace and maintaining stability in relations. In addition, it is important to take into consideration that the fact of fluency in English today is not as important for linguistic globalization as the fact of its active use. In comparison with the world's most widely spoken language Mandarin Chinese, has about 1 billion native speakers, and English has about 400 million, however, according to the British Council, there are still about 2 billion people who regularly use English. Moreover, global Internet communication, the main tool of which has historically been able to become English, is inexorably expanding the composition of the "users" of the global language. When representatives "gadget generations" will make up the majority of the world's population, the consequences of these trends will worsen. We can see that signs of this today. For instance, the UN currently uses five official languages: English, French, Spanish, Russian and Chinese, but about 90% of international organizations use English as at least one of their official languages (while French already accounts for less than 50%). Furthermore, about a third of international organizations employ widely English as an official language and this figure is growing – more than 90% among Asian international organizations.

In the process of teaching, it is clear that no single method will be sufficient in the field of foreign language teaching today. It is advocated by some linguists that the teachers could be as effective as theorists in the solutions of problems in foreign language teaching. In language teaching, instead of depending on a specific method in classroom activities, the idea of using an appropriate method for each situation has happened. It is called as eclectic method and it is a combination of methods [2]. Eclectic method is a language teaching method that combines various approaches



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and methods to teach language depending on the objectives of the course and the abilities of the learners. It is also known as mixed methods. This method was first used in 1920s-1930s by English linguists. Then, Larsen-Freeman and Mellow began to use the term “*principle declecticism*”. In their opinion, the principle declecticism is a desirable, consistent and pluralistic language teaching method. The eclectic method is a combination of different teaching and learning methods and approaches. This method is an effective method for students at all ages and levels. Learning is fun and innovative because of the unique structure of the process [3]. According to the statement by Tarone and Yule, this method is quite democratic, because it gives a chance to the teacher for selection. The eclectic method provides teachers with a third option, because it combines the elements of traditional and cognitive methods to make them both strong. It includes the integration of content, structuring of information, reduction of prejudice, pedagogy of equality and strengthening of competitiveness. Teachers should help children learn to control their own mental processes and to use them effectively. Teaching a foreign language should be simple for both teachers and learners and should be within the abilities of all teachers [4]. This method is called as eclectic method, because it takes and uses the useful parts of each method. The teacher chooses the method he or she will use according to the need and purpose. For example; cognitive method in the teaching of the rules of linguistic knowledge, ear-language habit method and communicative method could be used to gain the skill of speaking and listening [2]. This method in which the students are active is a method that attracts interest and desire towards the learnt language in the students and it appeals to more than one sense. When the activities of the students are organized, techniques such as demonstration, question-answer, drama, simulation, group work and games are used [1]. In the following, there are given main principles of the Eclectic approach:

- a) Language should be taught in target language. The native language of the student should also be included when necessary.
- b) It should be taken into consideration that there is a relationship between motivation and the learning of the learner when the language learning is not desired by the students and is not sufficient in terms of time
- c) Word usage must be started early and words should be used in sentences. Vocabulary items should be taught in context.
- d) So much time should not be spent for mechanical repetitions, communication-oriented activities should be conducted.



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- e) Language teaching should be appropriate to the scientific field of the student
- f) Four language skills should be included together [4],
- g) Language teaching should be vital
- h) Students should be provided with a language learning request
- i) Teaching should be from easy to hard and from concrete to abstract
- j) It should not be forgotten that there are individual differences among the students [1].

*Table 1. In the following, we will see some characteristics related to difficulties in teaching English as a foreign language*

Challenges	Supplementary information	Approach
<b>Human factor</b>		
Heterogeneity and multiplicity of groups	Recruitment without a preliminary interview, no division into subgroups by language proficiency levels	Employing collaborative learning approach, the project method
Lack of motivation in learning English	Uncertainty in their abilities. Belief in one's impotence to learn a language	Selection of materials for study. Positive attitude from the teacher
Feature of perception of information	According to statistics, modern students are visual	Maintaining the dynamics of the lesson. Increase the use of multimedia tools.
Conditions		
Rapid obsolescence of teaching aids, technological support of the university	The speed of preparing a good quality textbook lags behind the pace of technology development.	Increase work with mobile devices connected to the network. Internet to find the necessary information and complete tasks.
A small number of hours allocated for the study of a foreign language when studying in a non-philological profile	2 academic hours per week	Motivate to do more independent work

In teaching EFL, it is required from the teacher to employ a balanced approach to the choice of resources and means for teaching a foreign language. Based on the foregoing, some recommendations can be derived and displayed in Table 1 above. Thus, formulating speech clearly, briefly, vividly, figuratively might require a lot of mental effort. Learning to think, express and defend one's point of view in detail in a foreign language are significant elements of a successful professional career. English as a foreign language provides a unique opportunity to look at the problem



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from a different angle and be heard not only by your compatriots, but also by the international community. In our future studies, we will discuss some experiments from our teaching process in the context of teaching EFL in Karakalpak classroom.

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