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METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION IN UZBEKISTAN

Abstract

Scientific content of the article is based on opinions on improving the effectiveness of the educational process on the basis of modern teaching methods, interactive ideas in higher education. At the same time, one of the main goals is to provide students with the necessary conditions in the process of teaching and to show them on a scientific basis that they will become more knowledgeable, capable and mature professionals.

Key words: Educators, ELD, immersion, learning styles, resources, skills.

When learning to swim for the first time, children are sometimes dropped at the deep end of the pool. Their parents are told that there is safety in learning to survive this way. Despite every warning bell going on in their heads, parents are cautioned to allow their children to master their fears and with assistance, learn to tread water and swim. This method of learning, also known as immersion, is readily applied to English Language Development (ELD) for students who live in countries where English may not be the primary language in use. Language immersion is an intense educational experience, which supplies English language learners with skills they need to be naturally and socially competent communicators. English fluency among students in China, Pakistan, and Uzbekistan, for example, affords learners a highly coveted citizenship to a culturally connected world. Essentially, the challenge is to come up with comprehensive strategies, which allow learners to obtain requisite skills faster and more completely than might otherwise be deemed necessary. Because English language development among the speakers of other languages is

best achieved in an immersion environment, the teachers who aid students abroad face significant constraints and must possess several personal and professional skills and resources to be successful.

After the independence of our country, radical changes and reforms have been carried out in every sphere and sector.

Today, we can cite the modern universities being created in our country as a practical example of the work being done as a chain of these works. Decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the Higher Railway System of the Republic of Uzbekistan until 2030" as proof of the above we can show.

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to be familiar with a few of these.

➤ **The Direct Method.**

If you've ever heard the Direct Method being taught, you may have rightly mistaken it for some sort of military drill, which is not far off as it was first established in France and Germany in the early 1900's to assist soldiers to communicate in a second language quickly. The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn. Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation. Today popular forms of the Direct Method are Callan and Berlitz.

➤ **The Grammar Translation Method.**

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences. This is particularly common for those students who wish to study literature at a deeper level.

➤ **The Audio-Lingual Method.**

The Audio-Lingual Method otherwise known as the New Key Method or Army Method is based on a behaviourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English. This is related to the Direct Method and just like its predecessor it only uses the target language. The biggest difference between the Audio Lingual Method and the Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.



➤ **The Structural Approach.**

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb “to be” prior to teaching the present continuous which requires using the auxiliary form of the verb “to be.”

➤ **Suggestopedia.**

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students’ belief about the method’s effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning. It relies a lot on the atmosphere and the physical surroundings of the class. It’s essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there’s a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1. Deciphering 2. Concert Session 3. Elaboration.

➤ **Total Physical Response.**

Total Physical Response, otherwise known as TPR is an approach that follows the idea of ‘learning by doing’. Beginners will learn English through a series of repetitive actions such as “Stand up”, “Open your book”, “Close the door”, and “Walk to the window and open it.” With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

➤ **Communicative Language Teaching (CLT).**

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

➤ **The Silent Way.**

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There’s a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it’s even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

➤ **Community Language Learning.**

This is probably one of the English teaching methods where the student feels the safest as there’s a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.



➤ **Task Based Language Learning.**

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible.

➤ **The Lexical Approach.**

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

Total immersion is not a language development program that fits the needs of every student uniformly. Just as not all parents will be interested in supporting their children through a total immersion program, not all school personnel and administrators are prepared to make necessary adjustments to help motivate students to mastery a new language through immersion. Total immersion requires highly trained and skilled teachers for each immersion class. These professionals are hard to find and the demand for immersion staff can leave single-language teachers displaced as schools stretch their tight budgets to accommodate language learner.

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