



## **Methods of Teaching English**

***Kuchkinov Khudoybergan Khidorovich***

*Termez Institute of Agro technology and Innovative Development, teacher*

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**Abstract:** *This article discusses the latest modern methods of teaching English, including foreign languages, in higher education.*

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### **INTROUCTION**

There are many ways to learn a foreign language in higher education today. Each of the methods has certain characteristics, some are more popular and in demand, and some are less so. This article discusses the main ways to learn English for students. Modern methods of teaching English in higher education. English is very popular in the modern world, moreover, it is the language of international communication and is known all over the world. There are many ways to teach English today. In addition, new ones are being developed on a regular basis so that now every teacher can choose the best performance methodology for himself. At present, when teaching a foreign language in higher education institutions, classical methods are most often used. Namely: 1. The direct method. 2. Grammar-translation teaching method. 3. Audiovisual and audio-lingual methods. 4. The communicative method. In this article, we will consider each of the above methods in more detail.

### **DIRECT METHOD OF TEACHING A FOREIGN LANGUAGE**

The essence of this technique is that the teacher pays more attention to the study of direct spoken language used in daily life. The developers of this method believed that the language of mediation, i.e. the language in which the teaching is conducted, hinders the learning of a foreign language. Thus, students are artificially introduced into the world of language they are learning. The whole lesson is conducted in English, the teacher should also give explanations and new topics in English. Only English literature is used. The role of the teacher in the successful acquisition of knowledge by students is the key to learning English through this method. That is, his speech should be absolutely clear and correct, his pronunciation should be ideal, because the students repeat it constantly after the teacher. Turning a teacher into a native English speaker would be an ideal option for a direct teaching method.

### **GRAMMAR-TRANSLATION METHOD**

The grammar-translation method is the main one in the modern education system. This is a classic method that has been used for decades. Such its prevalence is also due to the fact that most of the teachers themselves were trained using this method. The goal of the grammar-translation method is to learn to read and translate using grammar rules. The disadvantages of this method include the

fact that insufficient attention is paid to the lexical part. Learning vocabulary comes down to mechanical memorization of words. Reading and translation is done in strict form. In addition, the texts offered for reading usually refer to complex fiction, therefore, the student only studies the literary language. Once in the language environment, it will be very difficult for him to understand others, even with a good knowledge of the literary language.

### **AUDIOVISUAL AND AUDIO LINGUAL TECHNIQUES**

The essence of both methods is to transmit the language through clear structures, memorization occurs through audio and video recordings. The audiovisual teaching method involves illustrating speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, the trainees work simultaneously with two channels of perception -visual and auditory, as a result of which associations arise in the students' heads, which makes it possible to better memorize the language. The purpose of the methods is to master a living, spoken language. Both methods are built on induction -training passes from the rule for example. Given all of the above, it can be noted that for university students who do not specialize in language learning, audio-lingual and audiovisual methods are suitable only if they are used in combination with other training programs .

### **COMMUNICATIVE METHOD**

Currently, an increasing number of teachers are turning to a communicative method of learning English. The object of this method is speech itself, that is, such a technique first of all teaches to communicate. The communicative method involves a lot of student activity. The task of the teacher in this case will be to engage in the conversation all those present in the audience. For better memorization and use of the language, it is necessary to download all the channels of perception. The essence of the communicative method is to create real situations of communication. When reconstructing the dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method can be considered that it has a huge variety of exercises: role-playing games, dialogs, simulation of real communication are used here. At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammar-translation method. Most teachers of modern universities prefer these two methods, and often they are used in combination. The direct method is rarely used in higher education institutions, partly due to the lack of real native speakers among teachers, and partly because the level of students' preparation after school is too low. The audiovisual and audio-lingual methods in their pure form are not used at all, however, many university and institute teachers conduct classes from time to time based on such methods. This allows you to diversify the general educational program and interest students.

### **THE BILINGUAL METHOD**

The Bilingual method is mainly concerned with presentation and practice of language material. The Bilingual Method was first tried in Welsh [U.K.]. It was experimented upon at the Central Institute of English Language, Hyderabad Dr. Shastri who conducted the experiment, thinks that this method is highly successful and provides adequate use in English in the class-room It tries to make the judicious use of mother-tongue for teaching English. Its principal features are as follows.

1. Using mother-tongue and English on a 1:1 basis. 1:1 ratio means the use of one mother-tongue word or sentence to one word or sentence of English. The teacher presents the new structure or word by translating it into mother-tongue and then using it in English.
2. Instructions to repeat language item etc. are given in mother-tongue.
3. Drills are given in English, but while testing, mother tongue is used at intervals.

4. The teacher uses mother-tongue from the bilingual position to the monolingual position at the end. It is true that the method does give recognition to the fact that the second or third language learner knows his mother tongue and this situation can be profitably used for teaching English. The method does not inhibit the use of mother tongue.

### **THE DIRECT METHOD**

Also called the Natural Method or the Reformed Method. “To teach English directly is to establish a direct or immediate association between experience & expression; English word, phrase or idiom & meaning.” – H.Champion. Features:

- Translation banished.
- Grammar, when taught, taught inductively.
- Oral teaching precedes reading/writing.
- Meanings through objects/context.

Principles:

- Establish a direct bond between word/phrase/idiom and meaning.
- More emphasis on listening and speaking.
- Less importance to mother tongue.
- Follows full sentences not words.
- Vocabulary is used directly.
- Grammar is ‘Grammar of use’ not ‘Grammar of rules’.
- Follows maxims- Simple to Complex; Concrete to Abstract.
- Pronunciation taught on phonetic lines.
- Questioning used more often.

Merits:

- Encourages thinking.
- Enables expression.
- Develops language sense.
- Interesting.
- Rote learning discouraged.
- Develops language mastery.
- Ample scope for activity, teaching aids.

Demerits:

- Does not work with higher classes.
- Reading and writing sacrificed for speech.
- Expensive.
- Requires a small sized class.
- Time consuming.

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