iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 **Issue:** XI **Month of publication:** November 2021

DOI: https://doi.org/10.22214/ijraset.2021.38892

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 9 Issue XI Nov 2021- Available at www.ijraset.com

Modern Methods of Teaching English in Higher Educational Institutions

Abduraximova Farida Komiljon Qizi
Teacher of Samarkand state institute of foreign languages

Annotation: The article discusses various methods of teaching foreign languages in universities. Special attention was paid to the following methods: direct method, grammar-translation, audiovisual, audio-lingual and communicative. It is concluded that the communicative method begins to occupy a more dominant position.
Keywords: foreign language, English, methods.

I. INTRODUCTION

Currently, there are many methods for learning a foreign language in higher educational institutions. Each of the methods has certain features, some are more popular and in demand, some are less. This article will discuss the main methods for students to learn English.

It has been a long time since learning a foreign language was reduced to passively memorizing new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate a Russian phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolutionary revolution in the methods of teaching English in our country occurred only in the XX century. Approaches and goals have changed. Today, everyone is learning a foreign language. In proportion to the number of people, the number of techniques has also increased. However, each of the techniques has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of the "classics" bore fruit, and considerable. The only question is at what cost it was possible to achieve these results. As a rule, in order to master the language, I had to spend a long time poring over books, devoting a lot of time to translation, reading texts, memorizing new words, performing various exercises and retelling. For the change of activity, tasks such as writing essays or dictation were offered.

One of these methods is the so-called linguosociocultural method. Supporters of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of non-linguistic factors leads to the fact that learning English becomes boring and purposeless. Adherents of the linguosociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not just to speak, but also gives an opportunity for self-expression. Following the principles of the linguosociocultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world. To date, there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the best suitable method of work for himself.

Currently, when teaching a foreign language in higher education institutions, classical methods are most often used. Exactly:

1) Direct method.
2) Grammar-translation method of teaching.
3) Audiovisual and audiolingual methods.
4) The communicative method.

In this article, we will look at each of these techniques 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 the spoken language itself, which is used in everyday life. The developers of this method considered that the intermediary language, that is, the language in which teaching is conducted, slows down the learning of a foreign language. Thus, students are artificially introduced into the world of the language they are learning.

©IJRASET: All Rights are Reserved

The whole lesson is conducted in English, the teacher must also give explanations and new topics in English. Only English-language literature is used.

When teaching English through this method, the role of the teacher in the successful assimilation of knowledge by students is key. That is, his speech should be absolutely clear and correct, the pronunciation should be perfect, since the trainees will constantly repeat exactly for the teacher. The ideal option for a direct method of teaching would be to make a native English speaker a teacher [4, p. 147].

II. 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. This prevalence is also due to the fact that most of the teachers themselves were trained using this method.

The purpose of the grammar-translation method is to learn to read and translate using grammatical rules.

The disadvantages of this method include the fact that not enough attention is paid to the lexical part. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translation is performed in a strict form. In addition, the texts offered for reading usually relate to complex fiction, therefore, the student studies only the literary language. Once in a language environment, it will be very difficult for him to understand others even with a good knowledge of the literary language.

III. AUDIOVISUAL AND AUDIO-LINGUAL METHODS

The essence of both methods consists in the transmission of language through clear structures, memorization occurs with the help of 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 have two channels of perception working simultaneously — visual and auditory, as a result of which associations arise in the students' heads, which allows them to better memorize the language. The purpose of the methods is to master a living, spoken language [1, p. 411].

Both methods are based on induction - learning takes place from the rule to the example. Considering 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 [6, p. 109].

IV. THE COMMUNICATIVE METHOD

Currently, an increasing number of teachers are turning to the communicative method of learning English. The object of this method is speech itself, that is, such a technique primarily teaches communication.

The communicative method implies a great activity of students. The task of the teacher in this case will be to involve everyone in the audience in the conversation. For better memorization and use of the language, it is necessary to load all the channels of perception.

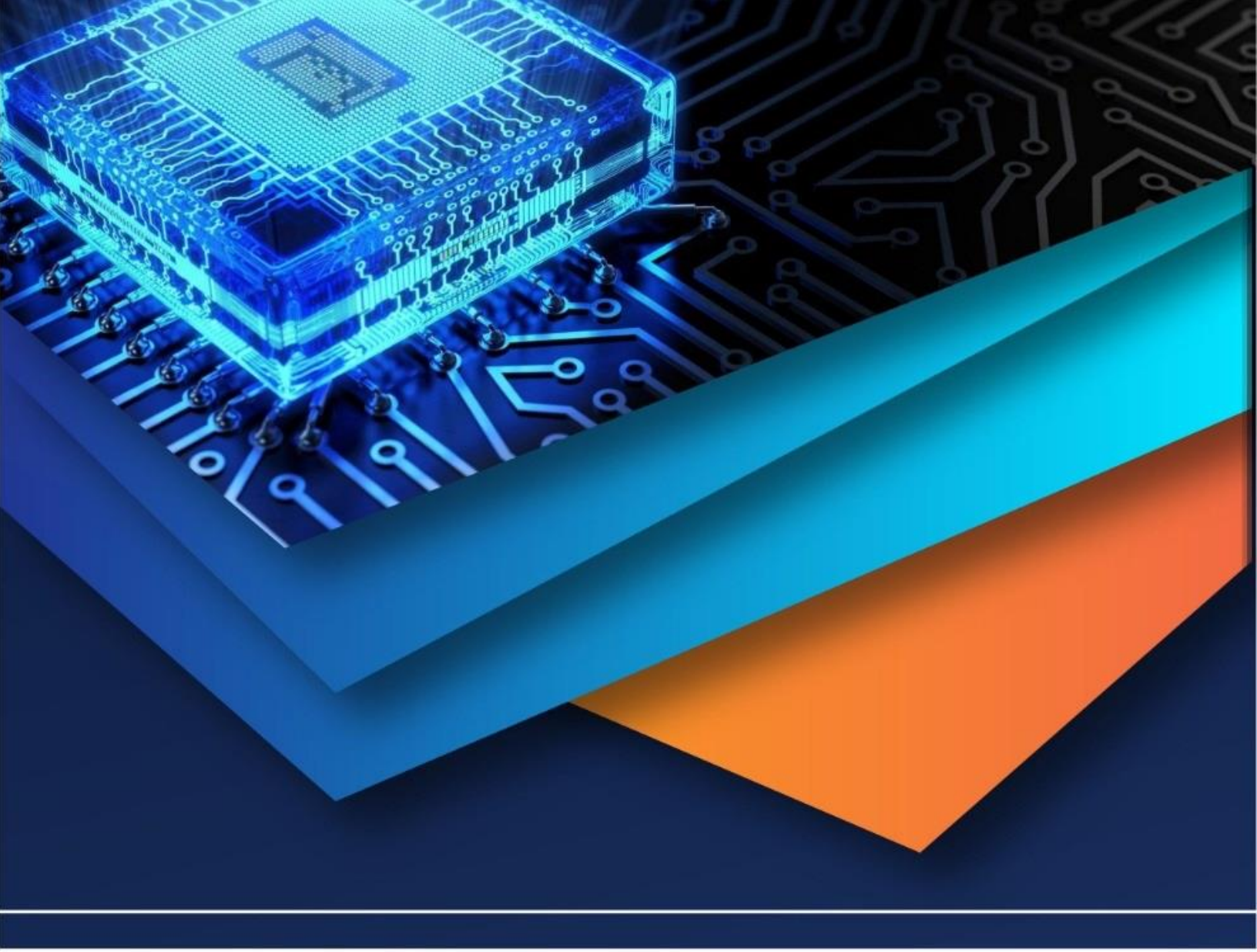
The essence of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method is that it has a huge variety of exercises: role-playing games, dialogues, simulation of real communication are used here [2, p. 85].

At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammatical-translation method. Most teachers of modern universities prefer these two methods, and they are often 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 due to the fact that the level of training of students after school is too low. Audio-visual and audio-lingual methods in their pure form are not used at all, but many teachers of universities and institutes from time to time conduct classes based on such methods. This allows you to diversify the general education program and interest students.

LIST OF LITERATURE

[1] Gromova O.A. Audio-visual method and practice of its application. M., 1977.
[2] Domashnev A.I. et al. Methods of teaching English at a pedagogical university. M., 1983.
[3] The main directions in the methodology of teaching foreign languages in the XX century. / Edited by M.V. Rakhmanov. M., 1972.
[4] Palmer G. Oral method of teaching foreign languages. M., 1960.
[5] Shales D. Communication in teaching modern languages. [Council for Cultural Cooperation. Project No. 12 "Study and teaching of modern languages for communication purposes".] Council of Europe Press, 1995.

©IJRASET: All Rights are Reserved



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)