

## METHODS OF TEACHING ENGLISH

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o'qitish (ingliz tili) yo'nalishi 4.23-guruh talabasi*

The direct method: In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

Grammar-translation: In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education.

The origination of the Grammar Translation Method (GTM) dates back to the late nineteenth and early twentieth century as a classical method of teaching a foreign language. Once, it was especially used for teaching the classical Latin and Greek languages. At that time, it was believed that body and mind were two different entities, and the mind consisted of three parts: the will, emotions and intellect. It was believed if the intellect was sharpened enough, it could control the will and emotions. Thus, it was believed that learning classical literature of Greeks and Romans and mathematics was necessary for mental discipline. Besides this, the goal of teaching Latin and Greek was not to develop the learner's ability to speak. It was rather the aim to develop logical thinking and intellectual capacities in order to improve the standard of the learner's native language (Asl 18). Moreover, in the early twentieth century, GTM was used to help students read and appreciate foreign language literature. It was also expected by GTM that the study of target language grammar would help learners in terms of better familiarity with their native language grammar in order to help them write and speak better. Finally, it was even believed that foreign language learning would even help learners grow intellectually. However, it was an attempt to teach foreign languages in the twentieth century, but it is still practiced in too many educational contexts. However, it does practically nothing to develop a student's communicative competence (Brown 19), while it is "remembered with distaste by thousands of school learners, for whom foreign language learning means a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce a perfect translation of stilted or literary prose" (Richards and Rodgers 6). Besides this, it is also understood why GTM remains a popular method despite the lack of literature available to justify its foundation and relationship to any of the linguistics, psychology or educational theories (Richards and Rodgers 7). The reason behind its popularity is that it requires few skills on the part of teachers. For instance, tests of grammar rules and translation are easy to design and score

objectively. Even today, there are many standardized tests of foreign languages that do not attempt to tap into communicative ability. For instance.

#### Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

#### The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So, for example the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. This method of learning is common in language learning apps.

#### Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

#### Communicative Language Teaching (CLT)

This method’s focus is on enabling the learner to communicate effectively and appropriately in the various situations she is likely to find herself in. The content of CLT courses includes functions such as inviting, suggesting, and complaining, as well as notions such as the expression of time, quantity, and location. Much like The Structural Approach, this method is commonly used in language learning apps.

#### The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

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#### Key Points of Effective English Teaching Methodologies

1. Understanding students’ needs: Teachers must understand their students’ backgrounds, interests, and learning styles. This enables them to tailor their teaching methods to meet various requirements of the students, effectively.

2. Clear learning objectives: Clearly defined learning objectives provide direction and purpose for both teachers and students.

3. Active learning: Engaging students in active learning experiences promotes a deeper understanding of the topics. Activities such as group discussions, hands-on

experiments, role-playing, and problem-solving tasks encourage students to actively participate in various learning activities.

4. Teachers should employ differentiated instruction techniques for a quick and better understanding of the subject. This may involve varying the pace of instruction, providing additional support or enrichment opportunities, and offering alternative assessment methods.

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