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DESCRIPTION OF ENGLISH LANGUAGE TEACHING METHODOLOGY IN HIGHER EDUCATION

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ABOUT ARTICLE

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Abstract: In this article, there are opinions about the description of the methodology of teaching and teaching English in higher education, which is the highest part of education today. Also, feedback on the process of organizing the educational process was held.

INTRODUCTION

With the development of our society, it has a great influence on the content of teaching foreign languages. The quality and quantity of information required by students is inevitably increasing. English is no longer considered as a separate subject, but as a necessary element in the complex and multi-level structure of education. The need to form professional mobility in the student, that is, the ability and ability to successfully move to another activity or change the type of work, is becoming more and more a question.

Currently, there are many ways for students to learn a foreign language in higher education institutions. Each of the methods has certain characteristics, for example, some are more popular and in demand, while others are less. This work is devoted to the review of students' methods of learning English. Let's look at each of them in detail.

Now we will consider the technique of the direct method. The essence of the methodology is that the teacher pays more attention to learning the spoken language used in everyday life. The developers of this method agreed that the intermediate language, that is, the language being taught, hinders the learning of a foreign language. Thus, students are artificially introduced to the world of the language they are learning. The lesson is conducted in English, the teacher must also give explanations and new topics in English. Here we observe only the use of literature in English. In teaching English using this method, the role of the teacher in the successful acquisition of knowledge by students is important, that is, his speech must be absolutely clear and correct, and the pronunciation must be ideal, because students constantly repeat after the teacher. Best suited as an English speaking teacher for the direct teaching method.

If we consider the following method, the grammar translation method is the main one in the modern education system. This is a classic method that has been used for over a decade. We can explain its spread by the fact that most of the teachers have learned by themselves using this method. The goal of the grammar translation method includes the ability to read and translate using grammatical rules.

It should be noted that this method has certain disadvantages. These include, first of all, insufficient attention to the lexical part. In other words, vocabulary learning is reduced to mechanical memorization of words. Second, reading and translation are done in strict form. In addition, the texts offered for reading usually refer to complex fiction, so the student learns only the literary language. And from this we can conclude that it will be very difficult for a student who is faced with a language environment to understand others even with a good knowledge of the literary language.

Next, we will consider the audio-linguistic method created by the American linguist C. Fries and methodist R. Lado. Their concept has had a significant impact on learning. As for educational goals, scientists promote comprehensive mastery of a foreign language, i.e. all types of oral and written communication. Learning a foreign language is inextricably linked to the culture of its people.

According to C. Friz and R. Lado, oral speech is the basis of education. The audiovisual method arose in response to UNESCO's call to the great powers, including France, to do everything in their power to facilitate the spread of French as a foreign language throughout the world. This method and its tutorial were created in Saint-Cloud, France. Its creators are Paul Rivanc, Georges Hugueneim (both France) and Peter Guberina (Croatia).

Professor P. Guberina says that everyone learning a foreign language, like the natural deaf, is really deaf to some sounds of the foreign language, and especially to sounds that do not exist in the phonetic system of the native language. In his opinion, a foreign language learner must first develop new skills.

The authors of this method believed that the teaching of a foreign language should be carried out in the form of live communication, therefore, an important factor of the pedagogical process was to create conditions for simulating a real communicative situation, so that learning takes place in a natural speech environment, using sounds, rhythm of speech encourages learning.

Based on the above, we can determine that the essence of both methods is the transmission of language through specific structures, and as for memorization, it occurs with the help of audio and video recordings.

Both methods are based on induction, and teaching goes through the rule. For example, it should be noted that audio-linguistic and audiovisual methods are suitable for university students who do not specialize in language studies only if they are used in conjunction with other educational programs. Our research shows that the most common method is the communicative approach method, which focuses on communication practice. This method "works" perfectly in the USA and Europe.

The communicative method involves a great activity of students, as well as the creation of real communication situations. The task of the teacher is to involve everyone in the audience in the conversation. When recreating the dialogue, the student has the opportunity to apply all the knowledge he has acquired. In our opinion, a very important advantage of the communicative method is that it has many different exercises: role-playing games, dialogues, simulation of real communication are used here.

Currently, in our modern world, new methods of English language teaching are being created, in which CLIL (Content and Language Integrated Learning) science and language Integrated Learning experience is often based. This allows you to form linguistic and communicative competences in students in a non-native language in the same educational environment as the formation and development of general

educational knowledge and skills. This method opens the door to attract a large audience of foreign language learners, builds the confidence of young people in their abilities, and also helps those who are not successful enough in learning languages in the traditional way.

It provides maintenance of a number of subjects that are basic for students in the language of international communication. Thus, the student develops a constant motivation to learn a foreign language not only as a means of communication, but also as a necessary tool for acquiring a future profession. In addition, in many educational institutions, the use of English is practiced in international conferences held within their walls, which requires a high level of knowledge of the language not only for students, but also for teachers.

But, unfortunately, some problems arise when cilil is introduced into the learning process at this stage. On the one hand, foreign language teachers, as a rule, do not have the amount of knowledge necessary to teach a certain subject, i.e. special education. On the other hand, the level of knowledge of a foreign language for science teachers, as a rule, is not very high. Therefore, educational institutions today, more than ever, need highly qualified specialists who can give lectures and conduct practical training in two languages.

One of the main methods of teaching a foreign language is the use of computer technologies: Internet sites, blogs, Skype, e-mail and other resources. It should be noted that now more than 50% of the total hours are allocated for independent work of students. Proper distribution of Internet resources and their use is certainly a necessary element of education, and the teacher, in this case, plays the role of an assistant, whose main task is to direct the students' addiction to the Internet in the right direction.

One way to immerse yourself in the language environment and overcome the language barrier is to communicate online with native speakers, for example via Skype. Communicating with peer students is a way to practice aural perception of speech. Emphasis should be placed on the use of e-mail and blogs in the educational process. Compared to paper, electronic correspondence has a number of advantages: it is more convenient, faster, can be carried out with any audience and at any language level, and helps to establish friendly relations. Despite the advantages listed, the Internet will never be an alternative to textbooks. Internet resources are only one of the tools that help mastering the material in this lesson, the main role in which, of course, belongs to the teacher.

So, in conclusion, we can say that all methods have a number of specific features. Human experience shows that most of them were developed on the basis of combining traditional and modern teaching methods. A multi-level approach allows for the development of an individual's personality, affects his worldview, value system, self-identification, and thinking ability. Without exception, all methods are aimed at developing four language skills: reading, writing, speaking and listening. At the same time, great attention is paid to the use of audio, video and interactive resources. Due to the variety of methodological methods, each student and teacher can choose their own methodology that will help them achieve their goals.

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