

Effective teaching methods in teaching English

Métodos de enseñanza efectivos en la enseñanza del inglés

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ABSTRACT

The article analyzes the issues related to effective teaching methods in teaching English. The changing realities of the modern world require the same changes in educational systems. Therefore, the topic of innovation is becoming important for the entire system of education and teaching a foreign language, in particular. In the conditions of the rapidly accelerating pace of changes in society, one of the urgent problems facing the scientific community, the pedagogical community, is the conceptual need for the formation of a new generation of specialists. In this regard, a mobile, dynamic and accurate reorientation of the normative-parametric establishment of a specialist, both the technical industry and the humanitarian profile, is required. In the logic of the study of this problem, the question rightly arises: how to determine a well-trained specialist who meets the needs of modern society. Indeed, the intellectual, spiritual and cultural condition of society depends on the quality of education. The author analyzed the research and commentary of researchers on the issue of choosing appropriate teaching methods and presented them in this article.

Key words: training course, methods, speech practice, students, communication, specialist

RESUMEN

El artículo analiza los problemas relacionados con métodos de enseñanza efectivos en la enseñanza del inglés. Las realidades cambiantes del mundo moderno requieren los mismos cambios en los sistemas educativos. Por lo tanto, el tema de la innovación se está volviendo importante para todo el sistema de educación y enseñanza de una lengua extranjera, en particular. En las condiciones del ritmo acelerado de los cambios en la sociedad, uno de los problemas urgentes que enfrenta la comunidad científica, la comunidad pedagógica, es la necesidad conceptual de la formación de una nueva generación de especialistas. En este sentido, se requiere una reorientación móvil, dinámica y precisa del establecimiento normativo-paramétrico de un especialista, tanto en la industria técnica como en el perfil humanitario. En la lógica del estudio de este problema, surge la pregunta correcta: cómo determinar un especialista bien capacitado que satisfaga las necesidades de la sociedad moderna. De hecho, la condición intelectual, espiritual y cultural de la sociedad depende de la calidad de la educación. El autor analizó la investigación y los comentarios de los investigadores sobre el tema de elegir los métodos de enseñanza apropiados y los presentó en este artículo.

Palabras clave: curso de capacitación, métodos, práctica del habla, estudiantes, comunicación, especialista.

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The modern methodology of teaching foreign languages offers us a wide selection of teaching concepts, methods and technologies – as both traditional and innovative. Curriculum developers and teachers give preference to certain methods depending on the goals of the training, the contingent of students, the duration and intensity of the training course, and other conditions. Moreover, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training.

In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach not the basics of science, but skills and abilities, and this requires sufficient speech practice. The purpose of language teaching is not only to acquaint students with the system of a foreign language, but, first of all, to teach how to use the language as a means of communication. Consequently, the entire structure of classes and the methods used should correspond to the real situation of communication, and training should take place in the context of student interaction.

Educational technologies are the means to achieve objective and meta-subject results, as well as personal results of students. The system of the teacher's work to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: communicative learning technology, technology for understanding the communicative meaning of the text, game technologies, collaborative learning technologies, design technologies, etc.

The concept of "technology" is borrowed from the sphere of production. "Under technology, it is necessary to understand the totality and sequence of methods and processes for the conversion of raw materials, allowing to obtain products with specified parameters" (New pedagogical..., 2009). Under the pedagogical technologies of teaching a foreign language, we should understand the way of planning and implementing language training of a specialist for effective work. The term "innovation" refers to the Latin "*novus*" –which means the achievements of science, technology and economics should be used in innovative technologies. An analysis of the existing literature allows us to define the concept of "innovation" in relation to the process of teaching a foreign language as: the use of foreign experience and its extrapolation to our educational environment; the use of traditional scientifically based techniques of the past in modern conditions; the creation of completely new pedagogical educational technologies. The following innovative technologies are used in foreign language teaching: binary lesson, project, distance learning, co-operation training, multi-level training.

Socio-economic changes in Uzbekistan and the information explosion affecting the whole world require a revision of traditionally developed systems, content, methods and technologies of instruction. Education, as a part of culture, unconditionally, largely experiences the global process of informatization, and today it is advisable to talk not just about the educational function of a foreign language, but about the media education of students. In the new educational paradigm, the student is an active subject of cognitive activity, which, with the help of new forms of organization of the educational process, is involved in a dialogue with the teacher. Today, a student is an active, creative person, who must not only possess a certain amount of knowledge, but also be able to learn: to search and find the necessary information, use various sources for this, including media sources, and continuously develop (Vorobiev G.A. 2004).

The most important trends in the development of modern society associated with the processes of globalization and informatization are directly reflected in the educational process in general and in the field of foreign language education in particular. At present, there remains a need for further development of the issue of introducing modern Internet technologies into the educational process, especially in the field of higher professional education. There is a need to develop specially organized work with information. Today there are a large number of Internet resources. They contain material that is potentially suitable for educational use. One of the modern technologies that make it possible to organize cognitive activities of students in a special way under the conditions of an ever-growing amount of information and the appearance of accessible educational Internet resources is the technology of web quests.

Web-quest technology has great educational and developmental potential for the following reasons:

- is a model built in accordance with the "pedagogy of the post-method." This model integrates a variety of approaches, technologies, teaching methods and techniques: problem-project training, contextual learning, communicative approach, active teaching methods, ICT;
- involves the use of a group form of work, thereby contributing to the development of communicative and collaboration skills;
- can be used in an interdisciplinary context, i.e. serve for the implementation of intersubject communications in the educational process;
- contributes to the development of critical thinking;
- increases the motivation of students.

M. Luzon, who studies the use of web quests as a means of teaching English to students of engineering specialties, argues that the use of web quest technology expands the possibilities of applying linguistic knowledge and skills (Luzon M.J., 02-40-3).

Multimedia technologies opened opportunities for teachers to abandon the routine types of teaching activities characteristic of traditional teaching, giving them the opportunity to use intellectual forms of work and free from the presentation of a significant part of the teaching material and routine operations related to the development of skills. The methodically

correct use of ICT allows us to change the learning process itself, replacing memorization of the text with cognition in the process of project implementation.

Today, education, especially vocational education, should be focused not only on the diverse development of the student and his personal needs, but also take into account the needs of society. And the use of a competency-based approach in education contributes significantly to the achievement of these goals.

Features of the development of the information society determine the modernization of the education system in higher education. Modern society is interested in specialists who are ready to bear independent responsibility for the decisions made, are able to set goals and choose a way to achieve them, based on their own value priorities, thereby proving their own individuality. Young professionals in any field of activity should have the ability to really assess their capabilities, their professional activities and their results.

Today, in the practice of teaching students of various disciplines, the project method is widely used, which involves relying on the creativity of students, introducing them to research activities, and organizing training in cooperation. Group work on projects allows you to learn the skills of joint work in a team, to justify your choice, that is, to show your "I", evaluate yourself as a person and analyze your actions through the eyes of others. Therefore, one of the main tasks of project activity is the development of students' reflexive skills. In the general understanding, reflection is self-observation, self-knowledge (Tamrazova I.G.2014). Project activity is defined as a search and research activity, which provides not only for the achievement of a particular result, designed as a concrete practical output, but also for the organization of the process of achieving this result.

The project method can become one of the effective ways of forming and developing the personality of students, who can orient themselves in a huge flow of information, can make non-standard decisions, reveal their intellectual, spiritual and creative potential, increase motivation for educational and cognitive activities (Tamrazova I.G., 2016).

Another highly effective teaching method is to use the educational "Portfolio" in the process of studying at a university, as it is a means of increasing the students' independence in educational activities and their professional and personal self-development (Niyazova A.E. 2006). During its compilation, a phased documented recording of student achievements takes place. The student is given the opportunity to show not only language skills, but also communication skills, self-reflection. During learning, the student is fixed both on the process and on the product of labor; high creative and informative activity of the student is required: he learns to present the result of his work; the student performs a new role for him in relation to himself and his learning partners - the role of an evaluating teacher; the motivation of learning is increased, because the student feels that he is a real participant in the educational process, whose interests are not indifferent to both the teacher and classmates.

The current state of teaching foreign languages can be described as a state of struggle between traditional learning and innovation. Of course, the predominance of one type of training leads to extremes. We need technologies that are effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities.

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