



## Modern Methods of Teaching English in Construction Institution

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**Abstract:** This article will discuss the main methods for students to learn English. In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world. Today, there are a huge number of methods for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the most suitable method of work for himself. When teaching a foreign language in higher educational institutions, classical methods are most often used. In this article, we will look at each of these techniques in more detail. 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, others are less.

**Keywords:** technique, artificially, grammar-translation method, communicative approach, audiovisual, audience, conversation, opportunity.

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### Introduction

The essence of this technique is that the teacher pays more attention to the study of directly spoken language, 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. The 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 using this method, the role of the teacher in the successful assimilation of knowledge by students is key. That is, his speech must be absolutely clear and correct, the pronunciation must be perfect, since the students will constantly repeat exactly after the teacher. For the direct teaching method, a native English speaker is best suited as a teacher.

The grammar-translation method is the main one in the modern education system. This is a classic method that has been used for decades. Its prevalence is also due to the fact that most of the teachers themselves studied using this method.

The purpose of the grammar-translation method involves the ability to read and translate using grammar rules. The disadvantages of this method include the fact that insufficient attention is paid to the lexical part. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translation are done in a strict manner. In addition, the texts offered for reading

usually refer to complex fiction, therefore, the student studies only 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. The essence of both methods is to transfer the 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' head, which allows them to better memorize the language. The purpose of the methods is to master a living, spoken language.

Both methods are based on induction, when learning proceeds from a rule to an example. Considering all of the above, it can be noted that for university students who do not specialize in language learning, audiolingual and audiovisual methods are only suitable if they are used in combination with other training programs.

The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. The communicative method implies a greater activity of students. The task of the teacher in this case is to involve everyone in the audience in the conversation.

In order to better remember and use the language, it is necessary to involve all channels of perception.

The essence of the communicative method is to create real situations of communication. 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: it uses role-playing games, dialogues, simulation of real communication. 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 they are often used in combination. The direct method is rarely used in higher education, partly because of the lack of real native speakers among the teachers, and partly because the level of preparation of students after school is too low. Audiovisual and audiolingual methods in their pure form are not used at all, however, 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. Both methods are based on induction, when learning proceeds from a rule to example. Considering all of the above, it can be noted that for university students who do not specialize in language learning, audiolingual and audiovisual methods are only suitable if they are used in combination with other training programs. First line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique works great in Europe and the USA. The communicative method implies a greater activity of students. The task of the teacher in this case is to involve everyone in the audience in the conversation. In order to better remember and use the language, it is necessary to involve all channels of perception. The essence of the communicative method is to create real situations of communication. 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: it uses role-playing games, dialogues, simulation of real communication. 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 they are often used in combination. The direct method is rarely used in higher education, partly because of the lack of real native speakers among the teachers, and partly because the level of preparation of students after school is too low. Audiovisual and audiolingual methods in their pure form are not used at all, however, 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. The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 "pillars" on which any language training is based (reading, writing, speaking and listening comprehension), increased attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. "The oral speech of any literate person is quite different from the written one. Try to keep track of yourself during the day: how many long sentences did you use? Constructions in the subjunctive mood? Unfortunately, the epistolary genre is becoming a thing of the past, and if our descendants judge us only on the basis of e-mails and other "monuments" of online literature, then their opinion is unlikely to be flattering" However, it would be a mistake to think that the communicative method is intended only for light small talk. Those who want to become a professional in a particular field regularly read publications on their subject in foreign publications. Possessing a large vocabulary, they easily orient themselves in the text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is a flip side of the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors, and you will understand that the only way not to pass for, let's say, a stupid interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. Those who study according to the communicative method are "light cavalry". They prance under the walls of the fortress, make swift attacks and want to rip off the flag without noticing

One should not lose sight of the fact that another clear gradation of English teaching methods goes along the line "our-foreign". There are not so many foreigners. If we discard American English and the TOEFL test as a kind of indicator of the results of language learning, then there are two monopolists in the field of teaching British English - Oxford and Cambridge. Both these university centers and other educational institutions work with certain publishing houses, therefore, under one brand or another, for example, a textbook developed in Birmingham or Leeds can be offered. Both publishing houses strive to maintain their prestige, so there is no doubt that world-class products are coming to the Russian market. Their mutual competition is a guarantee of quality. The Oxford and Cambridge approaches to language are united by the fact that most of the courses are based on a communicative methodology, integrated with some traditional teaching elements. It involves the maximum immersion of the student in the language process, which is achieved by reducing the student's appeal to his native language to a minimum. The main goal of this technique is to teach the student to speak the language fluently first, and then to think in it. It is also important that mechanical reproducing exercises are also absent: their place is taken by game situations, work with a partner, tasks for finding errors, comparisons and comparisons, involving not only memory, but also logic, the ability to think analytically and figuratively. Textbooks often contain excerpts from an English-English dictionary. It is Anglo-English, and not Anglo-Russian, French, Italian, etc. The whole set of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thought draw conclusions. Oxford and Cambridge courses are focused on developing not only language knowledge, but also the creativity and general outlook of the student. The language is very closely intertwined with the cultural characteristics of the country, therefore, the courses certainly include a regional aspect. The British consider it necessary to give a person the opportunity to easily navigate in a multicultural world, and this is easily done with the help of such a powerful unifying factor as the English language. We have not yet overcome isolation enough to understand the importance and inevitable necessity of this aspect

Each lesson consists of several sections. The first is usually devoted to the development of speaking skills (for example, the fact-file of a famous person is discussed) and the analysis of some grammatical structures, the completion of a written task on the practice of communication, discussion in pairs of certain topics, the practice of compiling dialogues based on the suggested prompts, listening to an audio cassette, as well as consolidating and repeating the material covered in previous classes. The second is aimed at developing language skills (skills development): "honing" the vocabulary through oral and written exercises. This is followed by work with the text (characteristic for English textbooks. So, if we sum up, or, in English, make a summary, British methods have a number of distinctive features. Most of them are developed on the basis of the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach provide an opportunity for the development of an individual human personality, influence its worldview, value system, self-identification, and ability to think. Simply put, the now popular individual approach is at the forefront. Without exception, all British methods are aimed at developing four language skills: reading, writing, speaking and listening.

### **Conclusion.**

At the same time, great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of methodological techniques, among which one of the leading places is occupied by language technologies. British courses contribute to the formation of the skills necessary for a person in modern business life (the ability to make a report, make presentations, correspond, etc.). The indisputable "plus" of British developers is the preparation of a course based on authentic material, great attention to style, the desire to teach "situational" and "live" English through "life" examples of semi-real characters. Some (but not all) methods are distinguished by good systematization of the material. British methods are the best option for those who want to learn "real English" or have a narrowly specific goal of linguistic training. The indisputable "plus" of British developers is the preparation of a course based on authentic material, great attention to style, the desire to teach "situational" and "live" English through "life" examples of semi-real characters. Some (but not all) methods are distinguished by good systematization of the material. British methods are the best option for those who want to learn "real English" or have a narrowly specific goal of linguistic training.

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