



Effective Methods and Techniques of Teaching English

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Abstract: *The article investigates the methodology of teaching English through utilizing different kind of methods and principles together with games and activities to the language learners. The main difference and advantage of using interactive methods is that instructors don't come across with hurdles and troubles in teaching during the lesson. Besides this, the effectiveness of implementing effective and innovative methods in teaching is superior to other kinds of approaches and methods since learners are eager for learning by different sorts of activities.*

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Nowadays it is widely known that English language is rapidly spreading all over the world. As a result, English is being taught as a foreign language. In our country this language also plays a significant role as a foreign language and English is getting more and more crucial for cooperating with other countries in the sphere of politics and economics. It is a fact that it is our main goal to prepare educated, professional and active personnel, smart competitors to see them in the world depository of science and culture. It is necessary to note that our teachers still use traditional ways in the education process. We need to reform all levels of education to organize of ongoing learning of foreign languages, to prepare competent, trained teachers and to provide pedagogical process with modern educational-methodological materials. By showing some of the legal bases of teaching foreign languages in our country, we intend to arise foreign language teachers' enthusiasm and challenge them to work on themselves in order to be competent teachers.

Learning a second or foreign language has always been in great demand in various phases of the history, even though there was not the notion of "foreign language" before 18th century as we know it today. It can be explained from the point of view of political, economical, scientific, social, demographic and cultural. If we go back in time, we can see that one language has a higher status for a certain period of time, and that this language is frequently employed in governing and scientific activities. This language is mostly used by people to express their dignity and status. It can be demonstrated using the idea of linguist David Crystal, whose works are primarily concerned with the study and teaching of the English language, "Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful" [3, 22]. So, he was right as the language has no autonomous existence, existing in a mysterious space separate from the individuals who speak it. It can be seen in the history that their language triumphed when they succeeded on the international stage. Their language failed when they failed. With the help of Latin, this idea can be justified. This language was used widely

throughout the Roman Empire as they were just more powerful. After the power of Roman military went up Latin was mostly used as the language of Catholic Church for a millennium. In the Middle Ages it was Latin was primary language of government, religion, education and commerce in the Western world.

In every field of science, principles are regarded as the most fundamental and, at the same time, crucial notions that must be followed. What exactly is a principle? The principle is a basic idea or rule that explains or controls how something happens or works. We can see that the concept of foreign language teaching is a set of fundamental rules and viewpoints that teachers employ for several decades with the assistance of these definitions. Though various materials refer to these concepts of foreign language teaching by different names, they may be split into three main groups:

1) *didactic principles*

2) *psychological principles*

3) *methodological principles*

If the English language teachers cover all these types of principles in the classes, they can achieve all English teaching aims such as practical, cultural, developmental and educational.

According to G.V.Rogova, “a conscious approach to language learning activity, visualization are the principles which are based on didactic ones” [4, 96]. After evaluating other resources, we can add mainly behavioral, systematization, individualization, accessibility, appropriateness of chosen material, and the foreign language syllabus to the list. Due to the unique characteristics of the topic, where both means and outcomes are equally important, these concepts are applied in a unique way in foreign language teaching.

According to Rogova G.V “*the principle of conscious approach* implies comprehension of a linguistic phenomenon of a language material by the pupils usually through the medium use of the native language or the arrangement of the material in sentence patterns graded in difficulties with the emphasis of some elements” [4, 41]. So, it is considered in language learning the primary task for the teachers, because learners and pupils should realize what they are learning and the given material should be comprehensive and interpretable for the learners. In order to follow this principle, during classes foreign language teachers must arrange their material due to difficulties and should give key points of each given material. In this concept, it is critical that learners understand the meaning and structure of the material so that they may treat it appropriately while engaging in various activities aimed at developing skills and habits in its use. On the other hand, Uzbek methodists J.Jalolov and Ashurov Sh.S show totally different view. In his point of view, “till the 50s of the last century consciousness means the theory of rules and translation. To learn a foreign language through comparison with the native language was the basis of this principle. There were a huge number of rules for learning foreign languages for teaching from even letters/sounds theoretically to the text” [1, 49]. At that time to know the rules was the main educational aim, the foreign language was felt down in abstraction. G.V.Rogova emphasizes on that “In teaching a foreign language it is required to use the mother tongue of pupils” [4, 127]. But in the beginning of the 60s, the new view point of consciousness was illuminated scientifically. However, today’s foreign language methodologists provide a different perspective on consciousness in language teaching. The main aim of language learning is realization of provided material meaning and employing learning material in speech rather than rules. Third, following the criterion “first speech, then rule” entails studying rules inductively. It is necessary to reflect on the formation of habits and skills in a foreign language in conjunction with the analyses of the principle of conscious teaching. Rogova argues that students go through the following stages:

1. “singling out of the structural signals or the “orienting” points of a foreign language phenomenon being assimilated, followed by their cognition:
2. mastering of these “orienting points” by performing operations with material under study, following a model;
3. performing of operations with the material under study without any props;
4. the usage of the given phenomenon in communication in connection with a set task” [4, 62].

In one word, this kind of instruction is known as “deductive teaching”. Teachers who like to teach using traditional ways have found this to be very useful. However, it is past time to replace our old ways with new ones, since we must be ready to adopt new teaching approaches in order to achieve our main goal of preparing language learners with good language command as foreign language teachers.

First and foremost, we would like to emphasize that methods are the first and most important stage in language learning and acquisition. As a result, teachers who want to teach English as a foreign language must first learn such methods. In a classroom when students are uncomfortable with the second language, the teacher should make language learning interactive and enjoyable by introducing games. As we know, learning a new language is a hard task, especially for children. Children, together with, young learners need an enjoyable technique in learning a new foreign language in order to avoid their boredom. One of them is a game. Learners enjoy interactive games if their level of English, age group, and needs are fully met, as well as if they are played in a more cooperative manner rather than a more competitive one, which leaves many students dissatisfied after the game. Games provide a fun-filled and relaxing learning environment for students. There are many benefits of using games in teaching English and it was proved in the research too. However games are fun and they make the learning process closer to the acquisition process, it makes students learn in a more natural way. Games may motivate, entertain, teach, and promote fluency and communication abilities. It has a high level of motivation since it is inspiring and intriguing. As a result, the importance of games in teaching and learning cannot be overstated. However, in order to be successful, suitable games must be chosen based on their age, hobbies, and language level. When conducting a game, the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings are factors that should be taken into account, and we can say that teaching through interactive games is one of the most effective and interesting ways that can be conducted.

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