

**UDC: 378.30**

## **COMPARATIVE CHARACTERISTICS OF MODERN TECHNIQUES OF TEACHING ENGLISH**

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**Abstract:** As mentioned earlier, many modern techniques are communicatively-oriented, and one of their most important aim is to teach communication and ownership of speech means. Each of the techniques uses different tools, methods and principles. That is, each technique has distinctive specific features

**Key words:** foreign language culture, cognitive, educational, developmental, educational aspect, language and grammar, relationship.

The very first specific feature of the communicative method is that the purpose of education is not mastery of a foreign language, but “foreign language culture”, which includes cognitive, educational, developmental and educational aspect. These aspects include the introduction and study of not only the language and grammar, but also its culture, its relationship with the native culture, as well as the failure of a foreign language, its nature, characteristics, similarities and differences with their own language. They also include the satisfaction of personal cognitive interests’ trainee in any of its activities. The latter provides an additional motivation to study a foreign language by students, who is not interested.

The second specific feature of the communicative approach is to capture all aspects of foreign language culture through communication. This communicative method first put forward the proposition that the communication should be taught only through communication that was for modern methods of one of the

characteristic features. In the communicative teaching methodology communication serves as teaching, learning, development and education.

Another feature of the proposed concept is the usage of all the functions of the situation. Communicative learning is based on situations which (unlike other teaching schools) are understood as a system of relationships. The main emphasis here is put not to play with the help of visual aids or a verbal description of the fragments of reality, and to create a situation as a system of relationships between the trainees. Discussion on the situation, based on the relationship of trainees, can make learning a foreign language culture as possible natural and close to the conditions of real communication.

Communicative methodology also includes the acquisition and non-verbal means of communication: such as gestures, facial expressions, posture, distance, which is an additional factor in memorizing vocabulary and any other material.

A specific feature of the communicative approach is the use of conditional speech exercises, that is, those exercises that are based on full or partial repetition of the remarks of the teacher. As you gain knowledge and skills of the character of conditional speech exercises become increasingly complex, while the need for them does not exhaust yourself when statements trainees do not become self-sufficient and meaningful.

The effectiveness of the project techniques is provided to a greater extent by the intellectual and emotional richness of the education topics. Also we should note their gradual complication. But the distinctive feature is the fact of their concrete. From the outset of training the trainees are expected to participate in meaningful and complex communication, without simplification and primitivism.

The other distinguishing feature of the project methodology is a particular form of communicative and cognitive organization of students in draft form. That, indeed, appeared the name of the method.

The project is an independent, implemented by the trainees' work, in which verbal communication is woven into the intellectual and emotional context of other activities.

Particularly important is the fact that students have the opportunity to talk about their thoughts, their plans.

The specific skills are also a division into two types: learning to learn languages and skills of language users. For the development of the first kind of skills phonetic and lexical-grammatical exercises of training nature are used. These are exercises in imitation, substitution, expansion, transformation, restoration of individual phrases and texts. Their peculiarity is that they are given in an interesting way: as a text to check the memory, attention, games conjecture; puzzles, sometimes in the form of a soundtrack.

Education grammatical skills and their training are usually conducted in the form of work based on the tables. All the exercises, most importantly, are running on the background of the development project submitted.

To practice in using language a large number of situations is given created by using verbal and object-like clarity.

The obvious here is that the specific features of the communicative and projective techniques have many similarities, are built on identical principles, but apply them in different ways of learning. In the first case the study is based on the use of situations, in the second - on the use of the projects.

We now turn to the intensive method and consider its specificity. This method is based on the psychological term of "suggestion". This is the first specific feature of intensive techniques. The use of suggestion can pass or shoot various types of psychological barriers in the trainees the following way. The teacher conducts classes in the light of psychological factors, emotional impact, using the logical form of training. It is also used in the classroom various art forms (music, painting, elements of the theater) to the emotional impact on students.

Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. On the one hand, this is an important incentive to create and

sustain interest in the subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills.

Another distinguishing factor is the active use of role-playing games. Specifics of intensive training are laying in the fact that the educational communication keeps all socio-psychological processes of communication. Role dialogue - is both a play and learning, and speech activity. But in this case, if the position of students is role-play game communication - play activity or natural communication, where the motive is not in the content of activities, but outside it, from a teacher role-play game dialogue is a form of organization of educational process.

According to L.G. Denisova [5, 35], the main efficient moments of interactive methods of teaching foreign languages are:

- creation of a strong motivation for immediate study, carried out with casual conversation and motivating communication closer to reality;
- high and immediate impact of training: on the second day of classes, students interact in the target foreign language, using verbal clichés inherent in the core of training text - remember, the text of polylogue introduced for the first day of school.

All of the above is particularly intense techniques that provide greater effectiveness. These specific moments entirely differ from the two previous methods. Only one of them, perhaps, is similar. All three techniques considered essential for a successful learning teamwork in a positive emotional atmosphere. This intensive method pays more attention to activities such as speaking and listening.

What are specific features for Activity Based Methods of teaching English? It should be noted that there are quite a lot of such learning tools specific to the Activity Based methods.

In the beginning, we note that the creators of this technique believe that we should teach separately design skills and the ability to work with content following

information. In order to ensure a conscious mastery of linguistic tools and training in design, they must form before there will be a learning to work with content. From this follows another specific feature of this method.

In Activity Based method is a separation between the tentative mastery of language means and subsequent mastery of communication on the basis of existing knowledge, abilities, skills, use of language.

But really specific feature of Activity Based method is the selection of what is called linguistic communicative units. As for complete communication during training not only verbal status of linguistic units is required, speech status must be combined with freedom of choice in speech. Linguistic units which have the status of speech and provide a full communication with the terms of the freedom of choice, on the basis of meaning imparted called communicative language units.

And the last specific feature is the use of this method, a conventional version, which is used not only what students have mastered and what they are taught at this stage.

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