

# MODERN APPROACHES AND METHODS IN TEACHING ENGLISH LANGUAGE

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**Annotation:** Basically, teaching must contain two main components: sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and stimulate efforts to achieve the human development goal for the country. With a range of educational options available before the learners of the current generation, the more recent trends in education seem to have emerged that have completely changed the face of the traditional education system. Recent trends, methods and developments show the crucial role of the education sector in general with its internalization of the educational process, emphasis on quality over quantity, increasing adoption of technologies, need for professional talents, etc. The theories and methods are constantly evolving also in the field EL. This paper introduces the famous trends in ELT that have recently been put into practical use around the world, with particular reference to the trends that have prevailed over the past few decades. The study of classical Latin and the analysis of its grammar become the model of foreign languages in school and these methods and approaches, new trends in foreign language teaching are known as GTM to the communicative method.

**Key words:** Methods, Approach, Cooperative learning, ICT, pedagogy, learning process, New devices, Suggestopedia.

**Introduction.** The innovation that the researcher addresses in the work relates to both the methodology and the materials used in language teaching. Furthermore, this article clarifies the subtle distinction between the scientific perception of language as treated in research and pedagogy. The argument is continued later in the Educational Trends paper with particular reference to the Indian scenario, adopted methods, past methods, peer practice, present trend, new lesson designs, new devices, the need for change, ICT and English language. The teaching of English has undergone tremendous changes over the years, especially in the last decade.

**Method.** The students are charged with studying, learning and comprehending the materials and of course lectures with the collections of relevant information from prescribed texts. Many career alternatives that were once considered insignificant are now gaining in importance, such as B. Communication skills, soft skills, professional competence, people skills, ICT knowledge etc. The need for edgy graduates to successfully assert themselves in the fierce competition for survival in the global market is in high demand these days. To achieve this, a trend reversal, in particular the process of teaching and learning the English language, must undergo a change for the better. The seasons change, fashions change, people's attitudes change, but it's disheartening to note that the English curriculum has changed little over the past century. There had been many changes in people's attitudes towards what they perceive as language. Rigid curriculum and huge curriculums continue to threaten students who speak a regional dialect but like to excel in English.

Communication is the basis on which any idea can progress and develop into a full-fledged one. Without that, nutrition is not impossible in any area. During the last decade, several crucial factors have combined to influence the current ideologies of teaching English, such as the last decade relying solely on the blackboard as a suitable tool for teaching communication skills and nuances of the English language. Later, overhead projectors acted as another medium for the teacher-dominated classroom. Such teachers believed in the dictum of drill and practice. The researchers had put more emphasis on an authentic and meaningful contextualized discourse. They then focused on successful adult second language learning as a parallel process to a child's first language acquisition. With the advent of e-communications, English teachers have been able to enrich their profession. Basically, the teacher controls the teaching process, the content is conveyed to the entire class and the teacher emphasizes factual knowledge.

**Results.** This means that the lecturers deliver the lecture content and the students listen to the lecture. Therefore, the learning mode tends to be passive and the learners play only a minor role in their learning process. At most universities, many faculty and students have found that the traditional lecture approach in the classroom has limited effectiveness in both teaching and learning. This method had remained in practice for a long time due to its

focus on the functional use of English. But still, this method was tarnished with setbacks as there were many problems with this method. It took a lot of time, a good budget and a small class size. And even in some situations it wasn't very useful. These problems led to another method called the audio lingual method. In the 21st century there is a rise in communicative methodology. The method of communication that emphasizes real meaning as activity, subject and situations that are artificial and distant from the students.

**Modern Trends of Teaching English.** The process of learning English communication will be more student centered but less time consuming. Therefore, it promises that teaching quality will be improved and students' applied English communication can be effectively cultivated, which means that students' communication skills will be further developed. Language in education would ideally and normally build on such naturally acquired language skills and enrich them through the development of literacy as a tool for abstract thinking and the acquisition of academic knowledge. Teachers use a range of local texts or English translations of literature in class. The use of speech as well as the use of a variety of accents in listening exercises or tests is encouraged in English lessons. With the proliferation of tablets and smartphones, textbooks are expected to disappear in a few years. In addition, access to knowledge has changed drastically in terms of flexibility and mobility. Instruction in English language classes focuses on encouraging students' thinking, language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside of the classroom. In a knowledge-based society, and in order to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their career. As with any other profession, teachers are expected to take greater responsibility for their own professional learning and to continuously develop their knowledge and skills.

**Method.** New trends in English teaching, such as An interactive approach to teaching English, are being developed as a result of sustained research by the Central Board of Secondary Education (CBSE New Delhi). This approach is also recommended by the Indian Council of School Education (ICSE New Delhi). Interacting means communicating with one another while interacting. Its means give information, thoughts unknown to the

recipient. Interactive approach refers to actual language usage. So, interactive teaching styles are Brain Storming, Think Pair and Share, Buzz Session, Incident Process, Q-and-A-Session. In the interactive approach, some ideas follow the leader, Total Physical Response (TPR), One Word, Contrasting Arguments, Trial Tournaments, YouTube Videos, Quizzes, Electronic Role Play, Jigsaw Puzzle Pieces.

Communicative language teaching (CLT) emphasizes the communication process rather than mastery of the language. Sometimes the term functional approach is used for communicative approach or communicative method. Communicative approach based on the concept of communicative competence originally introduced by H D Hymes. In this article on communicative competence published in *New Origins in Linguistics* in 1971. The communicative approach emphasizes truly meaningful communication rather than the activity, topic and situation which are artificial and removed from the students' lives. According to Geeta Nagraj, The evolution of language learning from the based to the meaning-based approach. The communicative approach consisted of three principles: 1. which involve real communication 2. which involve various activities. 3. Emphasizing that language matters to learners.

**Conclusion.** Around the world, information technology is dramatically changing the way students learn; Faculty and staff learn and work. As demand for technology continues to rise, colleges and universities are moving all manner of student services, from laundry supervision to snack delivery, online. Technology is also changing the classroom experience. In addition, tablet PCs, compact computers with which you can write notes directly on the screen using a special pen, are replacing the archaic beamer. With tablet technology, professors can take notes on charts and spreadsheets and send them directly to their students' PCs. The traditional method puts more emphasis on the teacher himself and is teacher-centred. Repeated practice, mechanical exercises, and memorization are the hallmarks of traditional methods. The teacher's role is intended to relate to the long-held traditional notion that pedagogical principles depend on how articulately a teacher teaches. It is imperative to understand the current trends and assessment methods of the ELT. The researchers believe that the main goal of teaching is to transfer information or knowledge to the minds of the students. Any method that uses computers or modifies the existing

traditional chalk talk method is innovative if it ultimately serves to achieve the core goal of the lesson.

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