

ENGLISH LANGUAGE TEACHING TECHNIQUES

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Annotation: *Since the builders of the Tower of Babel spoke different languages, society began to need translators. Interpreters were appreciated everywhere. Until recently, foreign languages were more of a hobby than a cruel reality. To know a foreign language meant to be an esthete, to belong to a certain circle, or (the most innocuous option) - to be known as an eccentric. But times are changing...*

Any house, as you know, begins with an architectural plan. Now we are less and less frightened by a huge fortress called "Foreign Language", at the top of which a flag (most often British) flies proudly. And, in this case, knowledge of modern teaching methods will serve as this necessary plan.

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INTRODUCTION

Recently, when the educational technology market is replete with proposals for a wide variety of methods of learning English, the question "What method do you use to teach?" becomes more and more relevant, which indicates an increase in the culture of consumption of intellectual products. A perplexed applicant, student or businessman (also a student, by the way) increasingly freezes in front of bookshelves with linguistic literature and media aids, or ponders a long list of advertisements thoughtfully. One of the selection criteria is the price, but the main one ... "English in two weeks", "Communicative methods of teaching English", "English with Englishmen", "Effective express method", "English at the subconscious level", at the end ends. So much new and unknown! And this gives rise to doubts about the results. Can you trust modern technology? Or give preference to well-established "brands" - such as "Bonk", "Eckersley" or "Headway", which are gradually moving into the category of methodological classics?

The fact remains obvious that at the end of the XX century in Russia there was a "revolution" in the methods of teaching English. Previously, all priorities were completely given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (to give it its due) still bore fruit, but at what cost? Language acquisition was carried out through long routine work. The tasks were quite monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. Sometimes, for the sake of the necessary change of activity, - an essay or dictation, plus phonetic drills as a rest. When priority was given to reading and working on "topics", only one function of the language was realized - the informative one. It is not surprising that only a few people knew the language well: only very purposeful and hardworking people could master it at a high level.

MAIN PART

Now, to achieve this still high social status, it also requires a lot of diligence, perseverance and everyday work. But what is truly "revolutionary" is that language has become accessible to the majority in one form or another. And the offer is more and more consumer-oriented. Why, for example, would the secretary acquire knowingly unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? A secretary-assistant or manager who has 8-hour, or, as it is now customary to say, "monopoly" office work, is focused on the development of very specific knowledge and skills, that is, on the consumption of a specific segment of the market for educational offers for learning English. A well-known specialist in the field of linguistics and methods of teaching a foreign language S.G. Ter-Minasova rightly notes that recently, language learning has become more functional: "The unprecedented demand demanded an unprecedented supply other areas of human activity demanded immediate teaching of foreign languages as a tool of production. They are not interested in either theory or history of the language - foreign languages, primarily English, they require exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries".

The main question remains to be resolved: what are the content of the course, its structure and teaching methods? Who is the author of the proposed material, where was this material developed and by whom was it tested?

Language teaching has acquired an applied character; while earlier, it was comparatively abstract and theorized. Even Aristotle brought out the famous triad of teaching ethics, which is the best fit with modern requirements: *logos* - the quality of presentation, *pathos* - contact with the audience, *ethos* - attitude towards others. This rule is true for the orator, and for the actor, and for the teacher of a foreign language, whose role presupposes the first two hypostases. The functions of the teacher in the educational process have changed significantly. A teacher-mentor, a teacher-dictator, is not able to provide students with freedom of choice and provide the "freedom of learning" necessary in comprehending such a subtle matter as language. Therefore, such a negative pedagogical image is gradually becoming the property of history.

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of personality and group psychology. Now there are noticeable changes in the consciousness of people and the development of new thinking: the need for self-actualization and self-realization, proclaimed by A. Maslow, appears. The psychological factor in the study of foreign languages is being promoted to a leading position. Authenticity of communication, balanced demands and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the "teacher-student" system.

The fifth, but by no means the least important element of this system is choice. It comes from a student who can attend a course that best suits his needs. In the classroom, the student is no longer limited in the choice of speech means and his own speech behavior. The teacher is also not constrained in choosing: methods and techniques of teaching - from games and trainings to simultaneous translation; in the organization of classes; in the choice of textbooks and teaching aids - from a wide range of domestic publications to products from Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, modify.

Fundamental technique

This is indeed the oldest and most traditional technique. This is exactly how the lyceum students taught Latin and Greek, while French was absorbed naturally, together with the strict suggestions of the governesses and communication with maman and papan. The classical method, like no other, fits the description of the "plan to capture the fortress": phonetic cipher, visual images of syntactic constructions, obligatory vocabulary ... 2-3 years; b) be patient (study starts from the beginning); c) I must remember how the subjects, the addition can be expressed in the native, "great and mighty", and what it is all about - syntax ...

The fundamental methodology is seriously relied on in language universities. The translator is never sure of his knowledge of a foreign language, he perfectly understands the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker.

And further. Fundamental methodology assumes that your favorite question is "why?" That you will not be content with explanations "it should be so", but are ready to plunge into an interesting, complex and very logical world, the name of which is the language system.

The classic approach to learning a foreign language

In this regard, the classical approach to the study of a foreign language has also somewhat transformed, but the unshakable principles of the "classics" of Russian language methods have been preserved. Sometimes they are actively used in schools of other methodological directions. The classic course is aimed at students of different ages and most often involves learning the language "from scratch". The tasks of the teacher include traditional, but important aspects of the formulation of pronunciation, the formation of the grammatical base, the elimination of the psychological and language barriers that impede communication. "Classics" did not change the goals, but the methods, due to the new approach, are already different.

The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - need to be developed in students in a systematic and harmonious manner. The classical technique partly turns language into an end in itself, but this cannot be considered a disadvantage. This integrated approach is aimed primarily at developing students' ability to understand and create speech.

Linguistic sociocultural method

One of the most serious and all-encompassing methods of learning a foreign language is linguistic-socio-cultural, involving an appeal to such a component as the social and cultural environment. Proponents of this method firmly believe that a language loses its life when teachers and students aim to master only "lifeless" lexical and grammatical forms. Someone remarked that "personality is a product of culture." Language too. And our language mistakes confirm this most convincingly. An English learner may use the grammatically correct expression *The Queen and Her relatives*, but a Briton will have a hard time understanding what *The Royal Family* is referring to; or, for example, the phrase "The hero is the loudspeaker of the author" was translated by the sentence "The hero is the loudspeaker of the author", and ideally it was required to use "mouthpiece". Such curiosities are quite common.

Let's turn to more subtle matters: for example, if for our compatriot who has a superficial command of the language, the difference between the expressions *Don't you want to go?* and *Would you like to go?* is not very great, then for the Briton it is of principle, because he will perceive the first as not the best tone. The usual for our business communication *What questions are you interested in?* often translated as "What problems are you interested in?" The correct question would sound: "What issues are you interested in?"

Most of the methods initially allow such "blunders", attributing them to "ignorance of the country." But at the present stage, when interest in individual cultures and nations is constantly growing, such mistakes are already unforgivable. The linguistic-sociocultural method takes into account the simple fact that 52% of mistakes are made under the influence of the native language, and 44% are hidden within the studied language. Previously, they monitored the correctness of speech; now, in addition to this, they strive to increase its content.

The linguistic-sociocultural method includes two aspects of communication - linguistic and intercultural. Our lexicon has been replenished with the new word *bicultural* - a person who is easily guided by national characteristics, history, culture, customs of two countries, civilizations, if you like, worlds. For a student of a language university, it is not so much a high level of reading, writing, and translation that is important (although this is by no means excluded), but "linguo-socio-cultural competence" - the ability to "dissect" a language under the microscope of culture.

We believe that the definition of the supporters of the linguo-sociocultural method does not exaggerate the strength and significance of language in the modern world. In their opinion, language is "a powerful social tool that forms the flow of people into an ethnos, forming a nation through the storage and transmission of culture, traditions, social consciousness of a given speech complex. With this approach to language, intercultural communication is, first of all," adequate mutual understanding of two interlocutors or people exchanging information belonging to different national cultures. "Then their language becomes" a sign of the belonging of its speakers to a certain society. "

However, culture often acts not only as a means of unification, identification, but also as a tool for separating people. For example, in medieval Russia, a foreigner was first called a German, that is, "dumb" who did not know the language, then a foreign guest was called a foreigner, that is, "a stranger among their own." And, finally, when the national consciousness made it possible to smooth out this opposition of "friends and foes", a foreigner appeared. If you think about the meaning of the Russian word *foreign*, then the origin of the "conflict of cultures" becomes clearer: "Its internal form is absolutely transparent: from other countries.

The linguistic-sociocultural method combines linguistic structures (grammar, vocabulary, etc.) with extra-linguistic factors. Then, at the junction of the worldview on a national scale and language, that is, a kind of way of thinking (let's not forget that a person belongs to the country in whose language he thinks), that rich world of language is born, about which the linguist W. von Humboldt wrote : "Through the diversity of language, the richness of the world and the diversity of what we learn in it open up for us ..." We get to know the world through thinking in a certain cultural field and use language to express our impressions, opinions, emotions, perception.

Communicative approach

The first line in the rating of the popularity 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 United States.

The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 "whales" on which any language training (reading, writing, speaking and listening comprehension) rests, increased attention is paid to the latter two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. Oral speech of any literate person is quite different from written speech. Try to keep track of yourself throughout the day: how many long sentences have you used? 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 network literature, then their opinion will hardly 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 be a professional in a particular field regularly read publications on their topic in foreign publications. Possessing a large vocabulary, they can easily navigate the text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic.

Do not lose sight of the fact that one more clear gradation of methods of teaching English goes along the line "ours-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 publishers, so, for example, a textbook developed in Birmingham or Leeds may be offered under one brand or another. Both publishers strive to maintain their prestige, so there is no doubt that world-class products are supplied to the Russian market. Their mutual competition is a guarantee of quality.

The Oxford and Cambridge approaches to the language are united by the fact that most of the courses are based on a communicative methodology, integrated with some of the traditional elements of teaching. It assumes maximum immersion of the student in the language process, which is achieved by reducing the student's appeal to the native language to a minimum. The main goal of this technique is to teach the student to first speak fluently in the language, and then 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 to search for errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. Often textbooks contain excerpts from the English-English dictionary. It is English-English, not English-Russian, French, Italian, etc. The whole complex of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thoughts, draw conclusions.

If we go down "from heaven to earth" and return to the problem of organizing the course, then this can be easily done using the example of the Headway textbook, which occupies one of the leading places in the ratings of Russian courses. This is a course (or system for learning English) specially designed by London Methodists John and Liz Soars for

youth and adults. Each of the 5 levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate) has its own "methodological package", which includes a textbook, a book for students and for a teacher, audiocassettes, and can be mastered within about 120 academic hours. Since Liz Soars has extensive experience as an examiner for The Cambridge RSA Dip TEFL, at the end of any level of the course, a student can try to pass the certification exam and receive a certificate.

Intensive technique.

Tests are divided by levels, and the preparation methodology depends, first of all, on the student's knowledge base. It should be noted that the test does not provide any additional knowledge, it is only a check and certification of the already existing "baggage". Therefore, test methods do not serve to study the language: they help the student to better imagine himself in the exam, encourage him to repeat sections of grammar and vocabulary, and orient him to specific forms of work.

"Aerobatics" of test methods - preparation for foreign exams. If you are pursuing the goal of their successful delivery, you will need not only knowledge, but also speed, the ability to concentrate, discard unnecessary information, highlight the main thing, as well as the ability to show maximum creative abilities when writing an essay. Obtaining a diploma or certificate is a qualification and a guarantee of employment, therefore it requires a particularly serious approach and preparation.

CONCLUSION

So, in the domestic methodological market there are products for every taste, and it remains only to decide on the goals, means, and most importantly - methods. Then the choice of courses and training programs will not be so difficult ...

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