EFFECTIVE METHODS OF TEACHING ENGLISH

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Abstract: *Learning a new language requires a certain determination and regular effort from a person. Today, English has emerged as a language that contains a large amount of information. Today, English is recognized as the second most advanced language after the mother tongue, which many people want to learn. In this article, we will introduce the methods and technologies of teaching English in detail, and we will try to present the most effective methods to you.*

Keywords: *Language, English, independent language learning, educational technologies, project, interest, activity, interactive methods.*

As we all know, the English language is recognized as a convenient and useful language in all respects, incorporating the latest knowledge and skills of our time. Computer programs, even developed techniques, instructions are in English. This means that the English language is becoming very important in construction, education, and production processes. Therefore, there are many people who want to learn this language, and they need a quick and easy learning environment. However, nothing is easy to achieve. Various methods are being developed and tested on thousands of people every year. However, naturally, since there are many learning methods, it is difficult to make a choice, that is, it is important to find the most suitable method. In fact, in order to know a new language perfectly, it is enough to write, read, listen and speak it freely. For this reason, methodologies are being developed with these aspects in mind.

Concept Checking – Taking time to check students understanding by asking carefully devised questions specific to the topic, as opposed to generic, closed questions.

• Drilling – Repetition of words and phrases in a teacher-student synchronised manner so that students can focus on pronunciation and better memorise them.

• Eliciting – Providing the meanings of words through examples, drawings or definitions and asking students try to provide the words. This gives students a chance to show what they know and keeps them involved.

• Guided discovery: These exercises prompt students to work out grammatical rules for themselves.

• Presentation-Practice-Production – The teacher presents the grammar first, then the students practise in a controlled way before a more free-standing practice.

• Reading and listening skills – Teachers use lead-ins, pre-teaching vocabulary, gist and specific information tasks along with consensus-building to form a process which helps students improve their comprehension skills. This is amplified by using authentic recordings and texts taken from the internet, newspapers, and magazines.

• Speaking skills – Students take turns paraphrasing with a focus on varying intonation, repeating tasks to improve performance and lots of practice to develop fluency. Personalisation and the natural cultural knowledge gap that exists between our international students are used to generate interest and listening.

• Task-Teach-Task – Students are first given a task that requires them to use grammatical structures which will be the focus of the lesson. The teacher observes how the students perform the task and then builds on their errors, gaps and successes before practising. This is particularly useful for higher level mixed-nationality groups whose members are familiar with the structures to varying degrees.

• The Phonemic chart – All our teachers are familiar with the phonemic symbols and provide transcriptions of words with troublesome pronunciation. As students pick up the symbols this provides them with the independence to check the pronunciation of new words in their dictionaries.

• The Lexical Approach – We place a strong focus on vocabulary, particularly collocation, and draw students' attention to the way words often appear together in semi-fixed phrases.

• Study Skills – Students are shown ways to help them study English outside the classroom which gives them independence, particularly in the area of recording and revising lexis.

• Writing – We teach writing as a process, helping students to review, evaluate and improve their compositions, moving from a draft to a polished product.

• Weekly Progress Tests – Students are tested at the end of each week on the vocabulary covered in order to assess the success of the teaching and learning and to recycle the language.

DISCUSSION AND RESULTS Language is the main means of communication, without which it is difficult to imagine the existence and development of human society. Today, at a time when there are great changes in social relations in our world, communication media (information technologies) require the improvement of students' communicative skills, they can exchange ideas in different situations during interaction with other participants of communication, language and so It is necessary to use the

norms of behavior correctly. In such conditions, the main purpose of a foreign language is the formation of communicative skills, that is, it is required to carry out interpersonal and intercultural communication in a foreign language. By the end of the 20th century, English had finally established itself as a world language. Its study became compulsory in most schools around the world, and the teaching methodology began to develop by leaps and bounds. Not everyone has the opportunity to attend the courses that led to the emergence of the first method of independent English language learning.

The method involves using the environment, music, decoratives, etc., for adopting the language. It depends a lot on the atmosphere and the physical environmental factors of the class. When teachers are made to use the Suggestopedia method, there's a great deal of craftsmanship and music included.

The approach is based on the power of suggestion in learning; the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and promote positive suggestions, suggestopedia uses music, a comfortable and relaxing environment, and a relationship between the teacher and the student akin to the parent-child relationship. Music, in particular, is central to the approach.

Total Physical Response

Total Physical Response, also called TPR, is a method that follows 'learning by doing. For example, the new learner will learn English through a series of activities, "Close the door", "Stand up", "Open your book", and "Stroll to the window and open it." With TPR, the most significant aptitude is aural perception, and everything else will be regular.

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. In the beginning, students learn the meaning of the commands they listen to by direct observation. After they learn the meaning of the words in these commands, the teacher provides a command that uses novel combinations of the words the students have learned.

Communicative Language Teaching

The thought behind this method is to help students convey all the more successfully and effectively in a sensible situation they may wind up in. So, this teaching includes focusing on essential capacities like thanking, complaining, suggesting, inviting, and requesting directions to give some examples.

There are some learning and teaching techniques that can be used in Communicative Language Teaching class, for example, role play, information gap, language exchanges, simulation, discussion, games, pair work, and group work. All these techniques can engage the learners in the communication process.

The Communicative Language Teaching approach focuses on giving students the skills to clearly and confidently communicate in real-world situations with native speakers of their target language.

It is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. This approach emphasizes the use of language for meaningful purposes in authentic situations.

EXICAL APPROACH

The Lexical approach depends on computer studies with the most customarily utilized words. This approach in teaching centers around vocabulary securing and teaching lexical lumps arranged by their recurrence and use. Teachers of the Lexical Approach place an extraordinary accentuation on bona fide materials and practical situations for increasingly important learning.

Fluency does not depend on a set of generative grammar rules and a separate store of isolated words but on the ability to rapidly access this inventory of chunks. These chunks occupy a crucial role in facilitating language production and are the key to fluency. Two points to remember about lexical chunks: learners are able to:

• comprehend lexical phrases as unanalyzed wholes or chunks.

• use whole phrases without understanding their constituent parts.

Grammar-Translation

This is a very traditional teaching approach which prioritises translation from the students' mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of vocabulary and detailed grammar formats and rules.

The approach favours accuracy over fluency and tends to favour the development of reading and writing skills instead of speaking skills. The downside of this approach is that it does not prepare students with spontaneous communication skills. Classroom activities therefore usually include grammar drills, vocab tests and encouraging students to incorporate new grammar concepts in standardised writing tasks.

Our Core Aspects of Teaching

Our teaching aspects are unified to ensure that everyone receives the lessons they need to become expert teachers in the future. These core aspects of teaching are:

Language input must be balanced with language practice and that practice must have emphasis on speaking and listening.

Lessons must be centred on the student with opportunities for those students to work problems out and practice their skills with limited teacher talking time.Language input must be recycled, for example, checking and reinforcing of any language previously taught.

Lessons need to be linked to the world outside of the classroom. Learning a language should be related to the work you do.

CONCLUSION AND PROPOSAL In conclusion, it should be said that modern language teaching helps to change the cultured person in the form of self-analysis and systematization of new knowledge. Innovative methods are an integral part of the modernization of the entire system. In this way, it is possible for teachers to get acquainted with the most advanced signs and then to combine them and start installing them in the educational system. In particular, new methods not only facilitate the process of language learning, but also increase the number of people who are in the process of learning a new language. These methods introduce a new culture through the English language and encourage the growth of a person's world view.