



English Language Teaching Methods And Approaches

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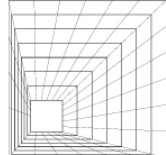
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Abstract: The foundation of learning rests upon two key pillars: knowledge dissemination and acquisition. Educators endeavor to impart information to students, drawing upon their own understanding. By embracing innovative approaches within educational institutions, we can not only elevate the quality of learning but also empower individuals, fortify public governance, and expedite the realization of human development objectives within a nation. The current generation of students enjoys access to a diverse array of educational resources, fostering the emergence of new trends that are reshaping the traditional education paradigm. Modern methodologies and advancements underscore the pivotal role of education in its entirety, integrating it seamlessly into human life, prioritizing the quality of knowledge over its quantity, embracing technological integration, and addressing the demand for skilled professionals. Theories and methods pertaining to foreign language instruction, including English language teaching (ELT), are also in a constant state of flux. This article delves into contemporary trends in ELT that have gained global traction, while acknowledging the approaches that held sway in preceding decades. Historically, the study of classical Latin and its grammatical structure laid the groundwork for foreign language pedagogy in schools. Methods and approaches rooted in this tradition culminated in the Grammar-Translation Method (GTM). Subsequently, novel trends such as the communicative approach emerged, significantly altering the landscape of foreign language instruction that implement critical thinking in the process of learning.

Key words: Methods, Approach, New devices, ICT, pedagogy, learning process, Cooperative learning, Critical thinking.

In this article, the researcher examines the concept of innovation in the context of language teaching, both in terms of methodology and materials used. He also emphasizes the difference between the scientific perception of language characteristic of research and its pedagogical application. The author analyzes trends in education, paying special attention to context, looking at historical methodologies, current trends, new approaches to teaching, technological tools, the need for change, the role of information and communication technology (ICT) and English language. English language teaching has undergone significant changes over the past decades, especially in the last ten years. Earlier, students were focused on memorizing material and attending lectures where they were given information from textbooks. Now, skills such as communication, teamwork, technical skills, interpersonal skills and ICT skills, which were once considered secondary, are becoming increasingly important. In a highly competitive global labor market, skilled graduates are in demand. Therefore, in order to improve the effectiveness of teaching, especially in the field of English language teaching, it is necessary



to introduce new trends. [1]

Times change, fashions change, and people's attitudes change. Unfortunately, the English language curriculum has not changed much over the last century. The perception of language has changed, but rigid curricula and extensive programs continue to create difficulties for students who speak regional dialects but want to succeed in learning English. Foreign languages have always had practical relevance. In the Western world, Latin has long dominated education, commerce, religion, and government. In the 16th century, the role of French, Italian and English increased due to political changes in Europe. The status of Latin changed from a living language to an academic subject. The study of classical Latin and the analysis of its grammar formed the basis of foreign language teaching in the XVII-XIX centuries. In the 21st century, the communicative approach to language teaching comes to the fore. As Kripa K. Gautam, "Teaching English: a critical study of methods and approaches" traces the history of the development of language teaching methods. [2]

Communication is the foundation on which any idea can grow and materialize. Without it, it is impossible to exist in any sphere of activity. In recent decades, a number of factors such as ineffective methodologies, inappropriate materials, lack of integration of contextualized learning and lack of attention to the development of intercultural communication skills have influenced the current approaches to teaching English. In the past, teachers practicing the grammar-translation method relied solely on the blackboard as a tool to teach communicative skills and nuances of English. Later, a projector was added, but the teacher's role remained dominant. Such teachers believed in rote learning and doing exercises. Researches, on the other hand, began to focus more on authentic and meaningful contextualized communication. They pointed out that successful adult second language acquisition is similar to the child's mother tongue acquisition process. With the advent of electronic means of communication, English teachers have an opportunity to enrich their professional activities. Traditionally, the teacher controlled the learning process by providing information to the whole class and emphasizing factual knowledge. In the other words, teachers lectured and students listened to them. This mode of learning is passive and students play a minor role in the learning process. Many university teachers and students have concluded that the traditional lecture approach has limited effectiveness for both teaching and learning. This method remained in practice for a long time because of its emphasis on the functional use of English. Nevertheless, it had many disadvantages. It was time-consuming, financially demanding, and required small groups of learners. In addition, it was ineffective in some situations. These problems led to the emergence of another method, the audiolingual method.

The direct method, also known as the natural method, involves the use of audiovisual aids. It originated in France in 1801 as a reaction to the grammar-translation method. Its basic principle is that learners should think directly in the foreign language. The direct method aims to create a direct connection between word and meaning, thought and expression. It also helps to improve pronunciation. In the 21st century, there has been an increase in the popularity of communicative methodology, which emphasizes real communication using meaningful contexts rather than artificial and distant situations from the learners' lives. By making the process of learning English more learner-centered but less time-consuming, we can expect to see an increase in the quality of teaching and the development of students' communicative skills. Ideally, language learning should be based on naturally acquired language abilities, which are then enriched through literacy development. This makes language a tool for abstract thinking and academic knowledge acquisition. Teachers use variety of texts, both original and translated into English. Language use in a variety of ways is encouraged, including a variety of emphasis in listening and assignments. With the proliferation of tablets and smartphones,



textbooks are expected to disappear in a few years. Access to knowledge has become more flexible and mobile. English language teaching focuses on the development of students' thinking as well as language content, outcomes and learning activities. There are important and complex interactions between students and teachers inside and outside the classroom. In today's knowledge-based society, teachers are expected to continually develop professionally throughout their careers. As in any profession, teachers must take responsibility for their professional learning by continually improving their knowledge and skills. [3] [4]

Aware of the need for professional development, English language teachers organize various conferences and workshops to create a platform to learn about new approaches in ELT and improve their professional development. This enables them to use grammatical constructions effectively and accurately. Academic qualification alone cannot provide professional development to teachers. They also need to be familiar with modern techniques and materials that are used around the world. There are many methodologies for teaching English. One of the most important aspects of globalization inseparable from English language teaching is the development of information and communication technology. New trends in English language teaching include interactive approach, which involves communication and information exchange between the participants of the learning process. The interactive approach is related to the actual use of language. Interactive teaching methods include: brainstorming, pair work, journaling, situation analysis, question and answer sessions, full physical response method, one-word work, counter arguments, quizzes, role plays and puzzles. [5] [6] The Consumer Electronics Show (CES), held in Las Vegas this year, featured innovative devices designed specifically for students. Exhibits ranged from 3D printers to smart watches. Next-generation devices cater to young people's needs for learning, communication, travel and mobility. Media streaming devices such as Google Chromecast and Roku make group study sessions more interactive and allow for high-level presentations. This requires streaming media to a smart TV using a dedicated device. Another useful device for today's generation is an e-book. The new Kindle Paperwhite model is real boon. Students can simply put it in their pocket for easy reading. A portable document scanner, such as the Doxie Flip Cordless, allows you to scan documents and save them digitally. Apps such as Flatbet Photo and notepad scanners can be used to organize notes. Other devices equipped with voice recorders such as Copy and Olympus allow you to record English lectures and listen to them at your convenience. [7]

The overall structure of the Language Handbook is intended to provide a framework for language programs and curricula. It defines what knowledge and skills learners need to master in order to use language effectively. A clear description of the content in terms of linguistic, sociolinguistic and pragmatic competencies provides the basis for assessing language proficiency. Descriptor scales consisting of a series of statements such as "I can do..." are used to measure learners' language proficiency and are widely recognized. The teaching and learning process emphasizes student engagement and empowerment. The traditional teaching method in which the teacher has a monopoly on teaching sometimes reduces motivation. Information technology is dramatically changing the lifestyles of students, faculty, and staff in educational institutions around the world. As the demand for technology grows, colleges and universities are moving all kinds of student services, from laundry monitoring to snack delivery, to an online format. Technology is also changing the learning environment. Tablet computers, which allow you to take notes directly on the screen with a special pen, are replacing archaic projectors. With tablet technology, teachers can take notes on charts and spreadsheets and send them directly to students' computers. The traditional method of teaching is teacher-dominated. Repetitive practice, mechanical exercises and memorizing are the hallmarks of traditional methods. The teacher's role is to follow established traditions. The pedagogical



principles come down to how clearly the teacher presents the material. [8]

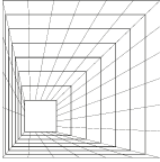
In the process of comprehensive education reform aimed at the person-centered approach, the formation of critical thinking in students becomes especially important. Recently, there has been an increased attention to the development of critical thinking in the field of English Language Teaching (ELT). However, many teachers do not fully understand the essence of critical thinking and do not realize its importance for language learning. Critical thinking promotes observation, attentiveness, and curiosity. Students with critical thinking make an objective assessment of what is going on, which allows them to make informed decisions; they are flexible in their minds and are always ready to admit their mistakes. All this helps them to be open to new ideas, knowledge and opinions (even those that contradict their personal beliefs); creative, i.e. to create new things easily; resilient in a crisis situation; resistant to manipulation and deception; persuasive, because a person with developed critical thinking is able to express himself clearly. [9]

In his book *Thinking in Education*, Lipman (2003) developed the concept of critical thinking as skillful and responsible thinking that facilitates the development on informed judgements. Such thinking is context-sensitive, criterion-based, and capable of self-correction. [10] Associate Professor, Dr. Huynh Van Son (2018) defined critical thinking as the ability to think multi-dimensionally, questioning existing problems and considering all aspects to find the truth. Critical thinking opens new perspectives by offering multiple options with better solutions. Learning fosters the intellectual life of students and intellectual activity is the foundation of the ability to think independently and critically. Thus, the quality of thinking is directly related to the process of intellectual development. [11]

It is important to understand current trends and methods of assessment in ELT. Researchers believe that the primary purpose of instruction is to transfer information or knowledge to learners. Any method that uses computers or modifies traditional teaching methods is considered innovative if it contributes to this primary goal. Critical thinking in foreign language teaching allows to achieve the assimilation of material by all group members, to solve a variety of educational and developmental tasks.

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