

Modern Methods of Teaching English in Higher Education Institutions

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Abstract: This article is devoted to the study of modern trends in the methodology of teaching a foreign language and their influence on the formation and development of the student's personality. The article discusses the principle of active communication, the principle of individualization in a communicative method, the principle of personality-oriented thinking in an intensive method, through which the final goal is achieved: to teach students not only to participate in communication in a foreign language, but also to introduce them to a foreign language culture.

Keywords: methodology, training, foreign language, communication, skills.

Introduction

Currently, the global goal of teaching a foreign language can be formulated as follows: to teach students to communicate in a foreign language. But with such a formulation of the goal, it becomes an end in itself. The goal of education is much broader than the acquisition of certain skills and abilities, and the potential possibilities of the subject "foreign language" are much wider. Therefore, the goal of teaching a foreign language in modern conditions can be formulated as follows: to teach students not only to participate in communication in a foreign language, but also to actively participate in the formation and development of the student's personality, while introducing him to a foreign language culture. Successful achievement of the set goal can only be achieved through the equivalence and interconnectedness of all aspects of learning. Adhering to such an attitude, the teacher is directly involved in the formation of the student's personality, which is undoubtedly a positive side of the learning process.

Currently, there are many methods for learning a foreign language in higher education institutions. Each method has certain characteristics, some are more popular and in demand, some are less popular. This article will discuss the basic methods for students to learn English.

In the modern world, English is very popular; moreover, this language is the language of international communication and is known all over the world. Today there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now each teacher can choose the optimal working method for himself.

Currently, when teaching a foreign language in higher educational institutions, classical methods are most often used. Namely:

1. Direct method.
2. Grammar-translation method of teaching.
3. Audiovisual and audiolingual methods.
4. Communicative method.

Communicativeness involves constructing learning as a model of the communication process. In order to give training the basic features of the communication process, firstly, it is necessary to switch to personal communication with students (the principle of individualization in the communicative method, the principle of student-oriented thinking in the intensive method), due to which a favorable psychological climate is created when working with the audience. Secondly, to solve this problem it is necessary to use all methods of communication - interactive, when there is interaction between the teacher and students on the basis of some activity other than academic, perceptual, when there is a perception of each other as individuals, bypassing the statuses of teacher and student, informational when a student and teacher exchange thoughts, feelings, rather than words and grammatical structures. Showing students' interest in the topic being studied and productively mastering new material is associated not only with the teacher's ability to use new technologies and modern didactic techniques in teaching, but also with establishing psychological contact with the team, find an approach to each student. The effectiveness of a lesson depends on a friendly atmosphere in the lesson, when the personality of each individual student is not suppressed, but a favorable environment is created where the goals and objectives of the teacher satisfy the needs of students in gaining knowledge in a specific subject area. And the third necessary condition is the creation of communicative motivation - a need that encourages students to participate in communication in order to change the relationship with the interlocutor. "Communication should be structured in such a way that gradual mastery of speech material occurs"¹.

The motivation for communication can be various incentives. When working with a project methodology, it is working on joint projects. The same incentive is used in distance learning and intensive teaching. Often, situations used during training are problematic in nature, since they should contribute to the formation of different opinions among students and not provide a clear solution. Discussion of such situations allows you to consider different opinions and creates the need to defend your point of view, i.e. there is a need to communicate in a foreign language. The use of problematic situations also has another positive side, since it makes it possible to solve educational problems, since it is possible to raise an active personality only by discussing situations that are based on genuine values.

Material and methods

And yet, collective work is implemented differently in all methods. In the communicative technique, this is the creation of situations similar to real ones, posing problematic issues and discussing them. When working with interactive methods, these are role-playing games, which, however, also allow for personal expression. When working with role-playing games, there is never a contradiction between "I am the mask" and "I am the learner." This is natural, since the behavior of students is set in situations of educational dialogues, and the personal attitudes and values of the characters do not contradict the worldview of the students. In distance learning, collaborative learning is widely used, and so that the cognitive activity of students does not become passive, the student's communication is not limited only to communication with the teacher, this involves joint group work on various joint projects. But first of all, where possible, international projects with native speakers are used.

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of individual and group psychology. Now there are noticeable changes in people's consciousness and the development of new thinking: the need for self-actualization and self-realization, proclaimed by A. Maslow, appears. "The psychological factor of learning foreign languages is moving 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"².

¹ Kolker Ya.M., Ustinova E.S. Practical methods of teaching a foreign language. – M.: Academy, 2004. – 259 p.

² Ter-Minasova S.G. Language and intercultural communication. – M.: Slovo, 2001. – 624 p.

Sh.A. Amonashvili writes that “students should be given the opportunity, when communicating with the teacher, to feel like his equal colleagues, to feel that the teacher needs them, that it is difficult for the teacher without them. Therefore, the teacher’s task is to believe for himself and “make” the students believe that everything that happens in the lesson is true. If I want the children sitting at their desks, looking into my eyes, expecting something important from me, to really enjoy every school day, to be educated and educated, without thinking about the fact that they are being educated and educated, I must take care that so that the thread of our business relationship is continuous and strong... I must muster courage and play the unique role of a teacher-actor. And the essence of this role is that the business relationship between me and the children should not lose its truthfulness for them, deprive them of a sense of free choice, a sense of exclusivity of their participation in activities in the lesson”³.

Results and discussions

“At the present stage of development of teaching foreign languages, when choosing a teaching method, it is necessary to proceed from the characteristics of the team in which it will be used, it is necessary to take into account the personal characteristics of the students, their age, interests, level of training, the period during which the training will take place, as well as technical equipment of the educational institution”.

The next characteristic found in all methods is cognitive independence. It should be taken into account the fact that in the current situation, teaching a foreign language should be built on a fundamentally new basis, which shifts the emphasis from transferring ready-made knowledge to students to acquiring it in the process of active educational and cognitive activity, due to which an active personality with creative thinking is formed . This principle is widely used in the activity method, since it is designed primarily for people with established logical thinking. In addition, it allows you to consciously master language tools and use them meaningfully, and it also ensures the formation of strong knowledge and skills. At the center of the learning process using distance learning methods is the independent cognitive activity of the student. The specificity of this area is the independent activity of students to master different types of speech activity and the formation of the necessary skills and abilities. At the same time, the distance learning system does not have a strict schedule of classes, i.e. makes it possible to study at a time convenient for the student. The features of intensive teaching methods, for example, performing multifunctional exercises, are becoming increasingly widespread in methods of teaching foreign languages. It is necessary, however, to remember that multifunctionality should be characteristic of all types of speech activity in the teaching practice under consideration, since several types of activities are involved in this process: listening, speaking and certain grammatical knowledge.

The same is true with conditional speech exercises, which were once a characteristic feature of communicative methods. Now they are also used in interactive methods.

There is another idea that is found in almost all techniques, with only slight variations. This is the principle of managing the educational process based on its quantization and programming in the communicative concept. In this case, everything is subject to quantization, from goals to material; the educational process is divided into certain cycles. In project methodology, a similar phenomenon is called the “principle of systematicity,” which manifests itself not only in dividing the material into topics and subtopics, but also in the cyclical organization of the educational process. The educational process during distance learning is subject to structuring; The course structure is modular so that the student can clearly understand his progress from module to module or choose a module depending on his level of preparation. Such systematization of training is used to more specifically set the goals of training courses; In addition, material organized by topic is more convenient for memorization, use and consolidation.

³ Amonashvili Sh.A. Pedagogical symphony: [trilogy]. – M.: International Center of the Roerichs: Master-Bank, 2002. – 664 p.

Conclusion

In this article discusses the evolving goals and methods of teaching foreign languages, particularly English, in modern education. It emphasizes that the aim of language education extends beyond mere communication skills to actively shaping students' personalities and introducing them to the culture associated with the language. Various teaching methods are explored, including classical approaches like the Direct Method and Grammar-Translation Method, as well as modern ones like the Communicative Method. The importance of fostering communicative motivation and creating a supportive learning environment is highlighted. The text also addresses the role of collective work, cognitive independence, and the systematic organization of the educational process. It emphasizes the need for personalized approaches based on student characteristics and technological advancements. Overall, the text underscores the importance of dynamic and adaptive teaching methodologies to meet the diverse needs of learners in today's educational landscape.

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