

## Modern Methodology of English Language Teaching

***Mirzabekova Nargiza Raxmatovna***

*MIA of the Republic of Uzbekistan No. 1 Tashkent academic lyceum Teacher of English*

**Annotation:** This paper explores the modern methodologies used in English language teaching (ELT). It discusses various approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Blended Learning, Flipped Classroom, Collaborative Learning, Differentiated Instruction, and Technology-Enhanced Language Learning (TELL). Each methodology is analyzed in terms of its principles, advantages, and applications in different learning contexts. The paper highlights the importance of adapting teaching methods to meet the diverse needs of learners and the evolving educational landscape.

**Keywords:** Innovative technology, methodology, beginning, identifier, lexicography, syntax, Methodology.

**Introduction:** By the end of the twentieth century, English is a language of world importance status was finally strengthened. Knowledge of foreign languages today is becoming one of the integral parts of professional education. In various fields since specialists have a high rate of cooperation with foreign partners, they have a high demand for language learning. Modern foreign languages are becoming an important component of professional education in society. Such people acquire knowledge first at school, college, lyceum, and then at institutions the main one that helps to learn a foreign language in courses or independently they learn by familiarizing themselves with data sets. 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.

Modern methodologies in English language teaching (ELT) have evolved to include various approaches that focus on different aspects of language acquisition. Here are some of the key methodologies:

1. Communicative Language Teaching (CLT):

- Emphasizes interaction and communication as both the means and the ultimate goal of learning.
- Focuses on real-life situations and functional language use.
- Encourages learners to use language in authentic contexts.

2. Task-Based Language Teaching (TBLT):

- Involves learners in meaningful tasks, such as problem-solving or project-based activities.

- Tasks are designed to promote communication and language use.
- Focuses on the completion of tasks as a way to learn and practice language.

**3. Content and Language Integrated Learning (CLIL):**

- Integrates the teaching of content from subjects like science or history with language learning.
- Encourages learners to acquire language skills while learning subject matter content.
- Promotes bilingualism and cognitive development.

**4. Blended Learning:**

- Combines traditional face-to-face classroom methods with online digital media.
- Provides flexibility and a variety of resources for learners.
- Supports personalized learning paths and self-paced study.

**5. Flipped Classroom:**

- Reverses the traditional learning environment by delivering instructional content online, outside of the classroom.
- Classroom time is used for interactive, hands-on activities and problem solving.
- Encourages active learning and student engagement.

**6. Collaborative Learning:**

- Involves students working together in groups to complete tasks or solve problems.
- Promotes peer interaction and communication.
- Encourages cooperative learning and the development of social skills.

**7. Differentiated Instruction:**

- Tailors teaching methods and materials to the diverse needs of learners.
- Recognizes that students have varying backgrounds, readiness levels, and learning preferences.
- Uses a variety of instructional strategies to meet individual learning needs.

**8. Technology-Enhanced Language Learning (TELL):**

- Utilizes digital tools and resources, such as language learning apps, online platforms, and multimedia.
- Provides interactive and engaging ways to practice language skills.
- Supports autonomous learning and access to authentic language materials.

These methodologies often overlap and can be combined to create a comprehensive and effective language learning experience. The choice of methodology depends on the learners' needs, goals, and contexts. The conclusion is that the students of the course actively participate in the process and learn to perceive foreign speech. Speaking and listening take up most of the learning time. This method involves the artificial recreation of the language environment. The purpose of the communicative method is to help students overcome the language barrier, to teach the participants of the course to speak the language first, and then to think in this language. This gives the teacher the opportunity to plan the teaching of different groups of students / learners with different needs, knowledge levels and worldviews.

## **References**

1. Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly., – London., 2006.
2. Harmer J. The Practice of English Language Teaching. – London., 2001.

3. Пассов Э. И. Общительный метод обучения иностранного разговора. – Москва., 1985.
4. M. Sharifkhojayev. 0 Uzbekistan: new ideas, new achievements. - T.: "Sharq" publishing house, 2004.
5. Vandergrift L. (2003). Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener. *Language Learning*, 53, 463–496.