

## **MODERN TEACHING METHODS IMPLEMENTING IN TEACHING EFL LEARNERS IN HIGHER EDUCATION SYSTEM**

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**Annotation:** The article focuses on different approaches to teaching foreign languages in academic institutions. The following approaches are given special consideration: communicative, audio-visual, grammar-translation, the direct method, and audio-lingual. There are numerous approaches to learning a foreign language in higher education today, and each one has unique characteristics. Some are more well-liked and in higher demand than others. The primary strategies for teaching English to students will be covered in this article.

**Key words:** communicative approach, audio-visual method, audio-lingual method, direct method, and grammar-translation method.

In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world. Today there are many modern methods for teaching English. In addition, new ones are being regularly developed, so now every teacher can choose the most appropriate work method for himself. We know that we live in modern age which is based on technology and changes. At the present time everything is changeable, especially in teaching the English language. You can see that nowadays there is a great variety of methods of teaching English language.

Historically, the only technology teachers needed a blackboard and a piece of chalk. The teaching method was to read and translate. Then we can see that whiteboards and markers came along. Modern teachers use the latest technology and corresponding methodologies which motivate students in the learning process. Methods of teaching English have developed rapidly, especially in the previous 40 years. We need these methods very much because of learning English completely. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in set sequence. According to academic research, linguists have displayed that there is not one single best method for everyone in all contexts and that no one teaching method is superior to the others. Nowadays when teaching a foreign language in higher education institutions, modern methods are most often used like:

- 1. Direct method.**
- 2. Grammar-translational learning method.**
- 3. Audio-visual and audio lingual methods.**
- 4. Communicative language teaching method.**
- 5.Task-/project-/inquiry-based learning method.**

This article will look at each of these methods in detail.

**Direct method** of teaching a foreign language is based on the direct involvement of the student when speaking and listening to the foreign language in common everyday situations. The focus of this method is on good pronunciation. According to Brown, there are various methods which can be applied in the teaching learning process. First, it is Direct Method (DM). The basic premise of DM is that the second language learning should be more like first language learning—lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.[1;p28] The essence of this technique is that the teacher pays more attention to studying the spoken language directly, which is used in everyday life. The developers of this method considered that the intermediate language, that is, the language in which the teaching is conducted, inhibits the learning of a foreign language. Thus, students are artificially introduced into the world of the language they are studying. The whole lesson is conducted in English, the teacher must also give explanations and new topics in English, only English-language literature should be used.

When teaching English through this method, the role of the teacher is key point in the successful assimilation of knowledge by students. That is, his speech should be absolutely clear and correct, the pronunciation should be perfect, as the students will constantly repeat just after the teacher. The ideal option for a direct teaching method would be to make the teacher a native English speaker.

### **Grammar-translation method**

Grammar-translational method is the main method in the modern education system. This is a classic method that has been used for more than a decade. This prevalence is due to the fact that most of the teachers themselves were trained using this method. The purpose of the grammar-translation method is to learn how to read and translate using grammatical rules. The basic approach is to analyze and study the grammatical rules of the language and practice grammatical structures through the means of translation both into and from the mother. However, it does little to improve your ability to use the language for oral communication. There are some activities in this method. For example: The class begins with a reading passage the English literature. Each student is called upon to read a few lines from the passage, then they translate into their mother tongue the few lines they have just read. The teacher helps them with suitable translations in case the lack the required vocabulary. In addition, list the major characteristics of Grammar Translation Method, as follows: Classes are taught in the mother tongue, with little active use of the target language, much vocabulary is taught in the form of lists of isolated words, long elaborate explanations of the intricacies of grammar are given, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words, reading of difficult classical texts is begun early, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, little or no attention is given to pronunciation, and the focus is on accuracy, and not fluency.[2;p. 97]

The disadvantages of this method include the fact that not enough attention is paid to the lexical part. The study of vocabulary is reduced to the mechanical learning of words. Reading and translation is done in strict form. In addition, texts offered for reading usually refer to complex fiction, therefore, the student learns only the literary language. Once in the language environment, it will be very difficult for him to understand others, even with a good knowledge of the literary language.

### **The audiovisual method and audio-lingual method**

The audiovisual method of teaching involves the illustration of speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, two perceptual channels of the visual and auditory channels work simultaneously for the trainees, as a result of which associations arise in the students' heads, which makes it possible to memorize the language better. The purpose of the methods is to master the living, spoken language. It is based on the behavioral theory of learning, which told that language, like other aspects of human. The focus of this method is sentence and sound patterns. The characteristics of this method are listening and speaking drills and pattern practice only in English. There are some activities in this method. For example: Dialogues and drills form the basis of Audio-lingual classroom practice. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus various kind of drill and pattern-practice exercises. The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns [3:p.188]. They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.

### **Communicative language teaching method**

Communicative language teaching is perhaps the most popular approach among the methods of teaching ESL today. CLT emphasizes the student's ability to communicate in real-life contexts. As a result, students learn to make requests, accept offers, explain things, and express their feelings and preferences. Additionally, since CLT focuses on teaching language through real-world assignments and problem-solving, it's less concerned with grammar accuracy and instead focuses on fluency. communicative language teaching makes use of authentic material because it is important to give them the opportunity to understand how language is actually used outside the classroom. Students are involved in real life situations tasks that require communication. In this approach, the teacher sets up a situation, in which students are likely to be involved in real life. In some activities, the outcomes of them are unknown to the students. The result depends on their reactions and responses. Thus, they will be kept motivated and they will be kept in suspense until they finish the activity and see the clear outcome .[4:p.262]

Currently, an increasing number of teachers are turning to the communicative method of learning English. The object of this method is the speech itself, that is, this method teaches to communicate in the first place. The communicative method implies a great activity of students. The task of the teacher in this case will be to involve in the conversation all those present in the audience. For better memorization and use of the language, it is necessary to download all the channels of perception. The essence of the communicative method is to create real situations of communication. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method is that it has a huge variety of exercises: here we use role-playing games, dialogues, simulation of real communication. Communicative Language Teaching -it is interaction, authentic communication and negotiating meaning through active student such as role play, games, information gaps.

### **Task-/project-/inquiry-based learning**

This teaching strategy for ESL students can sometimes be considered a part of CLT, but it heavily emphasizes the students' independence and individuality. Inquiry-based learning is a modern approach that is becoming widely popular in schools all over the world. By asking

questions and solving problems, with the teacher as a mere learning facilitator, student motivation and participation in tasks and projects are thought to increase. Students need to include some the key aspects of inquiry-based classroom, new knowledge is incorporated through sensory stimuli by incorporating students' current and prior understandings. [5:p.75] Students will be involved and voice their feeling how learning environment will be implemented. They must also reflect on their experiences and knowledge, as they are constantly constructing and reconstructing their understanding. One useful strategy for creating links between existing knowledge and scientific explanations of the natural world is inquiry-based learning. Opportunities to appreciate and comprehend different types of scientific investigation should be given to them. [6:p.82-87] One approach that structures learning around projects is called project-based learning. It is unquestionably founded on difficult issues or challenges that allow students to learn in a relatively proportionate way by including them in design, problem-solving, decision-making, or investigative activities. Students can respond to events outside of the classroom and have the opportunity to work independently on multidisciplinary challenges. Students' feelings of accomplishment, comprehension of learning, study habits, and relationships with others in the teaching and learning environment are some of the influencing elements in achieving instructional goals. [7:p.27-36]

Learning Strategy Training, Cooperative Learning and Multiple Intelligence's help people, who are learning English, how to learn this language. Teach learning strategies, cooperation; activities vary according to different intelligence's. At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammar-translation method. Most teachers of modern universities prefer these two methods, and they are often used in combination. The direct method in higher educational institutions is used extremely rarely, partly due to the lack of real native speakers among teachers, and partly to the fact that the level of training of students after school is too low. The audiovisual and audio-lingual methods are not used at all in their pure form, but many university and institute teachers from time to time conduct classes based on such methods. This allows to diversify the general education program and interest students. To encourage pupils to utilize the language in authentic communication, teaching strategies for classroom usage were also necessary. This idea sparked the development of language use teaching strategies like role-playing, games, information gaps, and other teacher-developed approaches that can encourage students to use language features for authentic communication. Therefore, fluency should be assessed before correctness in the evaluation.

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