



THE MAIN FEATURES OF ECLECTIC APPROACH TO TEACHING ENGLISH LANGUAGE

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Annotation.

The article deals with the peculiarities of foreign language teaching and learning at linguistic universities. Several facts and statistics are illustrated in terms of the quality of the English language proficiency in Uzbekistan. Some difficulties that teachers and learners face on a daily basis are analyzed. To overcome these difficulties an eclectic approach is described. The author focuses on the issue of efficiency of the eclectic approach in foreign language teaching and learning.

Keywords:

Method, methodology, approach, eclecticism, eclectic approach, combined approach, linguo didactics, didactic eclecticism, teaching technology, post-method.

Nowadays the percentage of the English language learners remains consistently high, while the one of speakers of the language is still very low. The country is in 88th place in terms of English proficiency, a situation exacerbated by the fact that Uzbekistan occupies a position between Syria and Cameroon, showing a low index of mastering the language. The leading countries are the Netherlands, Denmark and Finland. Along with this, the need to enter into communication in English among the scientific community quite clearly exists and is not denied by either young scientists or university students. Professor Lee Giles (2018) from the College of Information Technology under the Pennsylvania State University published the information that 114 million scientific papers are available in English. The English language is a vehicle that brings scientists together. 2/3 of scientific publications and 28% of books published in the world are published in English, this language is used for 3/4 of world correspondence.

However, the urgency of the problem lies in achieving the effectiveness of teaching a foreign language in the strict framework of the philological profile and the program of a linguistic university. The requirements for a graduate student are steadily growing: the labor market clearly demonstrates the need for specialists of various profiles and specialties with knowledge of a foreign language. In 80% of vacancies, proficiency in English is indicated among the basic requirements, which is a necessary filter for finding high-level specialists, it is argued that subsequently the language may not be used at all. At the same time, in the classroom at a higher educational establishment, teachers and students are faced with several problems that do not bring them closer to their cherished goal.

Common problems in foreign language teaching and their solutions

Difficulties	Additional information	Solution
Human factor		
Heterogeneity and multiplicity of groups	no division into subgroups by levels of language proficiency	Using a collaborative learning approach, project method
Lack of motivation to learn English	Students' uncertainty in their abilities. The conviction that they are powerless to learn the language.	Selection of materials feasible in the study. Positive attitude on the part of the teacher
Feature of information perception	According to statistics, modern students are visual learners	Maintaining the dynamics of the class. Increase the use of multimedia tools.
Conditions of education		
Rapid obsolescence of teaching aids, technological support of the university	The speed of preparation of a good quality textbook lags behind the pace of technology development.	Increase work with mobile devices connected to the Internet to find the information you need and complete tasks.

The table above represents the common present challenges that teachers and learners of linguistic universities in our country come across and we have tried to provide some solutions that in our view will better the situation.

New generations of foreign language teachers are facing a methodological crisis. For several decades, there has been no revolutionary approach to language learning. To a large extent, the birth of a balanced method depends on the ability to synthesize teaching approaches. Moreover, the subject "foreign language", and in particular the English language, has "polyfunctionality", "pointlessness" (intersubjectness), "infinity" and "heterogeneity", which means that only a range of approaches, methods and practices will allow creating a successful version of the methodology, bringing positive results in teaching students a foreign language. The role of the teacher's personality in teaching foreign languages remains paramount, because he is the organizer of group interaction, and the maximum effect, interest and benefit from teaching depend on him. Whatever classroom the teacher is in, he himself solves the problem of choosing methods, techniques and forms of teaching, as well as the content of training.

Eclecticism (derived from ancient Greek. Ἐκλεκτικός "eclectic", from ἐκλεκτός "chosen, picked out, selected") in teaching English means having no fear of experimenting with materials and technologies. It is selecting what appears to be best in various methods or styles.

An eclectic approach to teaching, which is based on the provisions characteristic of various methods, allows the use and combination of features inherent in the opposite methods, such as communicative and audio-lingual, communicative and cognitive, etc. within one method.

An eclectic approach does not mean a haphazard, chaotic heap of provisions from different methods. It is more correct to name this approach a combined approach, since the term has a positive connotation. The use of a combined approach is justified if the elements

inherent in various methods are built into a single logical system and contribute to more effective teaching of a foreign language. An example of an eclectic approach can be the communicative-cognitive approach - an approach to teaching adopted in modern local methodological science, which uses the provisions of the communicative and cognitive approaches.

The eclectic approach finds its expression in the development of programs that are essentially combined, since they include structures and lexical units characteristic of the structural and lexical approaches, speech functions used in the functionally meaningful approach, a list of skills and abilities and other components that usually contained in the program. Such programs turn out to be the most effective and detailed, as they describe the learning process from different angles.

The practice of linguodidactics shows that none method of teaching a foreign language is perfect. Obviously, therefore, from the end of the 20th century, methods of a synthesizing nature begin to form, involving the interaction of a variety of methods in relation to a specific situation and learning goals.

Standard approaches require standard conditions for their implementation, which is not the case in modern realities. In a rare case, the teacher works in comfortable conditions, namely with a homogeneous and small group. Each specific activity is a challenge, a way out of the comfort zone.

Principally the eclectic "Post-method", which emerged at the same time, implies the interaction of various teaching methods and encourages teachers to create their own methodology, based on borrowing elements of already published methods and author's textbooks. Modern didactic eclecticism is distinguished by methodological flexibility and the ability to successfully adapt to various educational situations, provided, of course, the choice of the most effective methodology, taking into account students' age, motivation, abilities, interests and psychological characteristics.

Balancing the lesson, choosing the right material and meeting the needs of the group as a whole and organizing a lesson that is interesting for each single student are the tasks that a modern teacher faces. Eclecticism in teaching should not be perceived as a destructive force. This is precisely the way that helps to modify and adapt the resources available to the teacher into an effective method that produces results.

In conclusion, the study of new teaching technologies and methods is a matter of honor for every teacher. It is known that there are no miracles in language learning. Any technique should be supported, first of all, by regular classes, the desire to learn the language and belief in success. Of course, all methods and approaches play an important role in the process of teaching a foreign language, but the dominant is still a teacher's personality, since it is he who decides what methods and approaches to choose for the implementation of the main goal - the formation of students' basic language knowledge, skills and abilities.

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