MODERN METHODS OF TEACHING ENGLISH

Ochilova Habiba Akramovna
The leading teacher of the academic lyceum
of Karshi State University

Abstract:

This article is devoted to the different methods and styles of teaching English in a modern audience which is based on the idea of using today's innovative activities turn t he students and the teachers into partners in the educational process .

Keywords:

Modern audience,educational process,new methods of teaching, technological innovations,task-based approach.

Introduction

In our today's life, modern pedagogical processes based on the creation, assimilation and dissemination of innovations in the field of education are organized in an open, flexible, individualized, creating new knowledge. It is clear that the formation of new educational technologies - technological innovations, new methods of teaching - pedagogical innovations, new organizational structures - organizational innovations, as well as their unity thousands. The words of the President of the Republic of Uzbekistan Sh. Mirziyoyev, "Bringing up our children as truly patriotic people with independent thinking, modern knowledge and professions, a strong life position, is a matter of great importance for all of us." After all, in the destiny of every person, his education in school, vocational colleges and universities is very important.Therefore, the interest in the use of different new methods of teaching English, innovative technologies in the education system is growing day by day. One of the reasons for this is that while the goals of education have so far been to teach youngpeople only ready-made knowledge, today modern technology allows them to search for their own knowledge and even draw their own conclusions.

Main Part

Today, the technologies of student education are being carried out in the system of teaching by different new methods in our country.Innovative technologies in the pedagogical process are innovations, changes in the activities of teachers and students, which require the use of interactive methods. In particular, the use of different new methods and innovative technologies of teaching English in the classroom stimulates students' interest in scientific research, develops creativity and ingenuity. As a result, the acquired knowledge, skills and abilities will be applied in practice, the quality of mastering will increase. To do this, the teacher must be competent and plan the lesson correctly . World experience shows that the problem of teacher competence has been studied not only in our country, but also by educators, psychologists, methodologists, political scientists, sociologists, philosophers, linguists and other scientists around the world. According to B.D. Elkonin: "Competence means the integration of knowledge, professionalism, qualification, experience, responsibility into pedagogical activity. It

means to be a master of your field, to know the secrets of your field. While traditional methodologies such as the audio-lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom.We will look at the following different methods of teaching English in the modern classroom.The first is Task-based Approach.Traditional curriculum design and class planning revolved around the topics considered useful for students. This meant students were to learn the grammar and vocabulary that educators thought students needed to know.The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies.For this method to work, teachers must understand their students' needs and expectations in order to design lessons that help their students succeed. Vocabulary , grammar and language skills are just the vehicles that enable students to achieve their final outcomes.Before adopting the task-based approach, educators must ask themselves, "Why are my students learning English?"Educators must then look at ways to help their learners achieve their personal or professional goals.The answers to these questions will help create a program that's relevant to your students.The second is Project-based Approach.Much like the task-based approach, the project-based approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally or professionally.The application of this approach begins by determining the one, global objective that the individual or group of students have.For example, if you're teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. Each student prepared the sections as if they were the real thing.In auditory, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. By adding a mixture of real-world videos, natural dialogues and relevant course content, you can revitalize your English lessons and give your students the learning material they need to succeed.The next is Lexical Syllabus.While the previous two approaches focus heavily on the skills and competencies that students need to develop, this approach focuses on what language students actually need to produce. In addition to this, any other language taught outside of this core language is meant to be supplementary and intended to enable students' communication within their respective fields. Topics such as movies and hobbies may take a back seat to things like booking a hotel or describing work experience.This approach requires teachers to understand what students really need right away, focus on that, and then expand students' horizons as their communication skills develop. The good news is that there's quite a bit of research on this topic, leading to word lists teachers can focus on.Since these lists can be quite long, it's good to categorize them into sections like '' future plans","weather and seasons" and " favorite things'' so lessons can focus on this specific vocabulary. For beginners, 10 words would make for a great lesson.Activities can range from matching pictures and definitions to working with dialogues.And the next is using Smartphones in the Auditory.Since just about everyone has some sort of internet access or data plan, banning smartphones may end up being a lost opportunity to further enhance learning experiences.Everybody must love them or hate them, smartphones are a part of modern life.

Conclusion.

Many teachers consider them to be a distraction since most students hate to part with them. Smartphones provide many useful tools for students such as dictionary, translator and grammar reference apps. Much like computers, students need to understand that their phones aren't for play or personal use, but to be used as learning tools.In my opinion, students are humans, too. They differ from each other in their preferences. When it comes to learning a new language, each student receives, processes and stores information differently. Some students may thrive using traditional papers and pencils, while others prefer collaboration and even hands-on activities. If

their ideal learning styles are not recognized in the classroom, studying becomes drudgery — and students who have a hard time tend to lose their motivation.