



THE MOST EFFECTIVE METHODS OF TEACHING ENGLISH

Sotvoldiyeva Maftuna

Student of Samarkand state Institute of Foreign languages

Ibadova Nafisa Axmatilloevna

Supervisor: Senior teacher of

Annotation: *in this article, it identifies the methods of implemented in teaching English language. This article was gave information about the importance of English language and useful methods. The research used qualitative descriptive method, to describe the method that implemented by the teacher in English teaching process.*

Key words: *methods, subject, social, interactive topics, facilitators, representative experiments, target, curricula.*

In teaching of English P. Gurley writes ``It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us usually becomes evident``.

We know it significantly that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it discovers while teaching, a teacher has to save in mind the aims and objectives of his subject. In other ways, we can say that teaching of any subject becomes much efficacious when the teacher is fully conscious of the aims and objectives of teaching of that subject. Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell reoccurrence and grammar worksheets, have shifted to role-plays. In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process. The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be debating specific popular and efficient ways of teaching the English language, which fulfills the demand of current learners. So that, there are many various methods, but I will tell you about the most necessary and profitable methods in this article. They are:

Audio-lingual method

This method of teaching English language was initially called 'the Army Method,' as it was devised during the second world war when it became necessary for soldiers to learn the language of their opponents. It resembles a direct method in a way. This approach is based on thinking in the language and expressing thoughts in



the same. And in the process, learning happens. The Teaching process is based on Skinner's theory of behaviorism and his representative experiment of operant conditioning. According to which a positive reinforcement helps in learning new things. In this approach, the student is supposed to learn the language's structure and everyday usage rather than emphasize understanding the words.

Content and language integrated learning (CLIL)

The CLIL approach principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time – effectively integrating the two subjects. The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students.

Bilingual Method

This is another method that strikes the balance between the grammar-translation method and the direct method. In this method, two languages are used, that is, one that is to be learnt (English) and the mother-tongue. The basic aim of this method is to help the student speak and write fluently and accurately in the target language. The use of the mother tongue makes the students understand quickly.

English language has been taught by using different approaches and techniques from time to time. As such, structural approach is one which lasted for a long time. It creates suitable environment in the class for learning a foreign language. It gives command over the language as there are more opportunities to the pupils to express their ideas, feelings and experiences in the English language. But some critics feel that the teacher cannot successfully teach prose, poetry, and composition and the present curricula is not suitable to follow this method.

In conclusion of this article, the teaching of English language is not something that 'you do the tough and master the easy.' But the reverse seems true. The four components of teaching a language – the learner, the teacher, the class, and the syllabus – if properly settled and coordinated, English teaching and learning can be effective. To sum up, we can say that unless we rectify and overcome the failures we cannot success. In implementing the Discovery Learning method, the teacher did the steps as follows: incite the students; asked students to exploring, collecting data and also completing the tasks (on textbook); asked them to discuss the answer-results to other group; last teacher asked students to present their data in front of the class. Based on the teacher's procedure in teaching and based on the method characteristics



that argued by some researches, we can say that teacher applied the method appropriated with the characteristics, even the characteristics didn't applied whole, it was because those characteristics were not suitable yet with student's degree.

REFERENCES:

1. English teaching method applied by teachers in mts negeri model limboto Nur Wahidah Pido (1), Erliana dewi(2) faddenawimar@gmail.com(1) , erlianadewi@gmail.com(2) English Education Department, IAIN Sultan Amai Gorontalo, 2019.
2. Ibadova N.A «The use of authentic video materials in order to increase the motivation to the study of English language", p177-180 / "International Journal of Innovations in Engineering Research and Technology", 04-April-2021.
3. M.L. Tickoo, Teaching and Learning English, New Delhi: Orient Longman Pvt. Ltd., 2005.
4. Sugiyono. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung, ALFABETA, 2016.
5. Suprihatiningrum, Jamil. Strategi Pembelajaran. Cet. III, Jogjakarta, Ar-Ruzz Media, 2016.
6. Sutyono, Akhmad. Model Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar Di Bandar Lampung. Bandar Lampung, (PDF) 2014.
7. ``The modern methods of teaching English`` Mamatkulova Rayhona Tojimurodovna. William O'Grady, Michael Dabrovolsky, and Mark Aronoff, Contemporary Linguistics: An Introduction, New York: St. Martin's Press, 2000.