

**MODERN METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION
INSTITUTIONS**

**СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО
ЯЗЫКА В ВУЗАХ**

**OLIY TA'LIM MUASSASALARIDA INGLIZ TILI O'QITISHNING
ZAMONAVIY USULLARI**

Abdurakhmanova Mushtariybegim Iloxomjon qizi,

Master degree student, FSU m.abdurakhmanova7@gmail.com

Abbasova Nargiza Kabilovna,

FSU Senior teacher, PhD abbasovanargiza@gmail.com

Annotation: This article explores several approaches to teaching foreign languages in academic settings. The direct method, grammar-translation, audio-visual, audiolingual, and communicative methods all received special consideration. It is considered that communicative method has begun to take center stage.

Keywords: foreign language, English, methods, direct method, grammar-translation method, communicative method, English as the medium of instruction.

Аннотация: В данной статье рассматриваются несколько подходов к преподаванию иностранных языков в академических условиях. Особое внимание уделялось прямому методу, грамматическому переводу, аудиовизуальному, аудиолингвальному и коммуникативному методам. Считается, что коммуникативный метод начал выходить на первый план.

Ключевые слова: иностранный язык, английский язык, методы, прямой метод, грамматико-переводческий метод, коммуникативный метод, английский язык как средство обучения.

Annotatsiya: Ushbu maqola akademik sharoitlarda chet tillarini o'rgatishning bir necha yondashuvlarini o'rganadi. To'g'ridan-to'g'ri usul, grammatika-tarjima, audio-vizual, audiolingual va kommunikativ usullarning barchasi alohida e'tiborga sazovor bo'ldi. Kommunikativ usul markaziy o'rinni egallay boshlagan deb hisoblanadi.

Kalit so‘zlar: chet tili, ingliz tili, usullar, to‘g‘ridan-to‘g‘ri metod, grammatika-tarjima usuli, kommunikativ usul, ingliz tili o‘qitish vositasi sifatida.

Currently, there are many methods for learning a foreign language in higher education institutions. Each method has certain features, some are more popular and in demand, some less so. This article will cover basic methods for students to learn English.

Modern methods of teaching English in higher education institutions. In the modern world, the English language enjoys enormous popularity, moreover, this language is the language of international communication, it is known all over the world. Today there are many methods for teaching English. Besides, new ones are regularly developed, so now every teacher can choose the optimal working method for himself.

Literature Review:

Teaching English in higher education institutions is a complex and multifaceted topic that has been extensively researched and discussed in the field of language education. In this literature review, we will explore some of the key themes and findings related to teaching English in higher education institutions.

A study by Macaro et al. (2018) examined the attitudes and perceptions of students and lecturers towards EMI in four European countries. The results showed that while students generally had positive attitudes towards EMI, they also expressed concerns about their ability to understand lectures and participate in discussions. On the other hand, lecturers reported challenges in adapting their teaching style and materials to suit the needs of non-native English speaking students.

Another important aspect of teaching English in higher education institutions is the use of technology in language teaching. With the increasing availability and accessibility of technology, many universities have incorporated online learning platforms, virtual classrooms, and digital tools in their language courses. A meta-analysis by Wang et al. (2019) found that technology-enhanced language learning can

have a positive impact on students' language proficiency, motivation, and engagement.

In addition to EMI and technology, another key area of research is the role of teacher beliefs and attitudes in teaching English in higher education institutions. A study by Borg (2015) explored the beliefs and practices of teachers in a university language center in Hong Kong. The findings showed that teachers' beliefs about language learning and teaching influenced their instructional practices, with some teachers relying heavily on traditional methods and others incorporating more communicative and student-centered approaches.

Furthermore, the issue of assessment in university language courses has also been a topic of interest in the literature. In a study by Leung (2017), university students' perceptions of assessment in an English course were examined. The results showed that students preferred a variety of assessment methods, including written exams, presentations, and group projects, as they felt it better reflected their language abilities and learning progress.

Finally, there has been a growing focus on the professional development of teachers in higher education institutions language programs. A study by Li (2016) investigated the impact of a teacher training program on the beliefs and practices of EFL teachers in a Chinese university. The results showed that the training program helped teachers develop a more student-centered approach to teaching and improved their confidence and competence in using English as the medium of instruction.

Currently, when teaching a foreign language in higher education institutions, classical methods are most often used. Namely:

1. Direct method.
2. Grammar-translation method of teaching.
3. Audiovisual and audiolingual methods.
4. Communicative method.

Direct method

The essence of this technique is that the teacher pays more attention to the study of the spoken language directly, which is used in everyday life. The developers of this method considered that the intermediary language, that is, the language in which teaching is conducted, slows down learning foreign language. Thus, students are artificially introduced into the world the language they are learning. The entire lesson is conducted in English, explanations and new topics the teacher must also give in English.

When teaching English using this method, the role of the teacher is key in the successful acquisition of knowledge by students. That is why, his speech must be absolutely clear and correct, pronunciation must be ideal, since students will constantly repeat exactly behind the teacher. The ideal option for a direct teaching method would be make a native English speaker a teacher [4, p. 147].

Grammar-translation method

The grammar-translation method is one of the main in the modern education system. This is a classic method that is used more than one decade. Its prevalence is also due to the fact that mostly teachers themselves were taught using this method. The goal of the grammar-translation method is to learn to read and translate using grammatical rules. The disadvantages of this method include the fact that the lexical part is not given enough attention. Learning vocabulary comes down to mechanical learning of words. Reading and translation are carried out in strict form. In addition, the texts offered for reading usually related to complex fiction, therefore, the student studies only literary language. Once in a real-life situation, it will be very difficult for him to understand surrounding people even with a good knowledge of the literary language.

Communicative method

Currently, an increasing number of teachers are turning to communicative method of learning English. The object of this method is speech itself, that is, such a technique first of all teaches to communicate. The communicative method implies greater student activity. The teacher's task in this case will be to involve everyone in

the conversation those who are in the audience. For better memory and use language, it is necessary to load all channels of perception. The essence of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity apply all acquired knowledge in practice. A very important advantage communicative method can be considered that it has a huge a variety of exercises: role-playing games, dialogues, simulation of real communication [2, p. 85].

At first the communicative method was rejected, but now it is again taking a leading position along with the traditional grammar-translation method. Most teachers at modern universities give preference for these two methods, and they are often used in complex. The direct method in higher education institutions is used extremely rarely, this is partly due to the lack of real native speakers among teachers, and partly due to the fact that the level of training of students after schools are too low. Audiovisual and audiolingual methods in pure form are not used at all, but many universities and institutes conduct classes from time to time based on such methods. This allows to diversify the general education program and interest students.

References:

1. Audio-visual method and practice of its application, (Gromova O.A. 1977)
2. Methods of teaching English in pedagogical university, (Domashnev A.I. 1983)
3. Main directions in the methodology of teaching foreign languages in XX centuries, (M.V. Rakhmanova. 1972)
4. Oral method of teaching foreign languages, (Palmer G. 1960)
5. Communicativeness in teaching modern languages. [Tip on Cultural Cooperation. Project No. 12 “Learning and teaching modern languages for communication purposes.”] Council of Europe Press, (Sheils D. 1995)
6. Anarjanovna, N. M., & Ravshanovna, M. N. (2023). PSYCHOLOGICAL PRINCIPLES OF TEACHING ENGLISH. *Open Access Repository*, 4(03), 129-140.
7. Mirzayeva, D. (2021). Proverbs and sayings as a product of the nation's cognitive thinking.

8. Ubaydullayeva, Durдона, and Muhammadjon Tojiboyev. "TRANSLATION IS THE STUDY OF LINGUISTIC AND LITERARY." Academic International
9. Xusanboevna, S. A. (2021). Linguopragmatic Properties of Language. *International Journal of Discoveries and Innovations in Applied Sciences*, 1(4), 10-12.
10. Ravshanovna, G. N. (2022). THE STUDY OF THE MEANING OF THE WORD TOLERANCE IN OTHER LANGUAGES. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 1, No. 3, pp. 8-9).