MODERN APPROACHES AND METHODS IN TEACHING ENGLISH LANGUAGE

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Annotatsiya: *Ushbu maqolaning asosiy maqsadi tilni o'rganishda kerak bo'ladigan metod va texnikalar hamda o'quvchilarga o'qitishni maksimal darajada oshirish uchun til va til o'rganish xususiyatlari haqidagi nazariyani ta'kidlashni taklif qilishdir. Metodika bilan o'rganish o'rganuvchi uchun osonlik va qulaylikni ta'minlaydi va bu o'quv tizimi uchun maxsus ishlab chiqilgan o'lchovdir, bu usul qiyinchiliklarga yo'l qo'ymaslikka olib keladi. Usul tahlilining ushbu darajasida maqsadlar, til mazmuni, o'quv vazifalari va o'qitish faoliyati, talabalarning roli, o'qituvchilarning roli va o'quv materiallarining roli belgilanadi.*

Kalit so'zlar: *yo'l-yo'riq, usul va texnika, taxminlar, metodologiya, o'qitish va o'qitish tartibi, mazmunga asoslangan ta'lim, metodlarni tahlil qilish maqsadlari.*

Аннотация: *Основная цель этой статьи — предложить осветить теорию об особенностях языка и его изучения для максимизации изучения языка и преподавания учащимся. Он демонстрирует подходы и методы, которые рассматриваются, это дизайн и измерение, специально разработанное для системы обучения, которое приводит подход к методу. На этом уровне анализа метода обозначаются цели анализа языка, содержание языка, учебные задачи и педагогическая деятельность, роль студентов, роль учителей и роль учебных материалов.*

Ключевые слова: *подход, метод и методика, предположения, методология, процедура преподавания и обучения, содержательное обучение, цели метода анализа.*

Annotation: *The basic purpose of this article is to suggest highlighting the theory about the feature of language and language learning for maximizing language*

learning and teaching to the learners. It demonstrates approaches and methods that are treated is a design and it is a dimension specially developed for an instructional system which leads an approach to a method. At this level of method analysis objectives, language content, learning tasks and teaching activities, role of students, role of teachers and role of instructional materials are designated.

Key words: *approach, method and technique, assumptions, methodology, procedure of teaching and learning, content-based Learning, method analysis objectives.*

In determination of methods, the distinction between «philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language, is central».

E. Antony identified three levels of conceptualization and organization, which he named *approach, method and technique*. According to his model: *approach* is the level at which assumptions and beliefs about language and language learning are specified; *method* is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented; *technique* is a level at which classroom procedures are described. *Methods* are held to be fixed in teaching systems with prescribed techniques and practices, whereas *approaches* represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. The following types of learning are associated with the Communicative Approach:

1. Interactive Learning: This concept goes right to the heart of communication itself, stressing the dual roles of «receiver» and «sender» in any communicative situation. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed output. The concept of interactive

learning entails to be a lot of pair and group work in the classroom, as well as genuine language input from the «real world» for meaningful communication.

2. Learner-centered Learning: This kind of instruction involves the giving over of some «power» in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the learners, as well as taking into account their learning needs and objectives. Learner-centered curricula are designed by considering the needs and interests of students, and process-oriented syllabuses which center on procedures, tasks and content.

3. Cooperative/Collaborative Learning essentially involves students learning from each other in groups. It has been comprised as a way of encouraging communicative instruction in the classroom and is seen as a stretch of the procedures of CLT. It is viewed as a learner-centered approach offering the advantages over teacher-fronted classroom methods, fostered competition rather than cooperation and favored majority of students. The concept of this type of learning stresses the «team» like nature of the classroom and emphasizes *cooperation* as opposed to *competition*. Learners share information and help, and achieve their learning goals as a group. Within this approach teachers teach students collaborative or social skills so that they can work together more effectively.

4. Content-based Learning as an instruction in which teaching is arranged around the content of information that students will acquire. It joins language learning to content/subject matter and engages them both concurrently. Special information provides natural content for language instruction. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When learners study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

5. Task-based Learning: This type of learning proposes tasks as useful vehicles and instruction in LT. This concept equates the idea of a «learning task» to a language learning technique in itself. This could be a problem solving activity or a

project, but the task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes. As learners work to complete a task, they have abundant opportunity to interact. During interaction they facilitate language acquisition, they get to listen to the language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time.

As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. One way of attaining the focus on meaning is through content- or theme-based instruction, and contemporary teaching approaches such as content-based and task-based ones which are all applications of the communicative approach at vocational colleges.

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