



Different Methods of Teaching the English Language

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Abstract: This article is about interactive learning - a modern way of learning, which consists in the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students. It is important that interactive teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone. The article also examined the involvement of students in interactive activities in English classes. Incredible results can be obtained by interactively learning foreign languages

Key words: case for interactive methods, lecturing, brief writing exercises, think-pair-share, discussion, debate, problem-based learning.

Since Bonwell and Eison's seminal work, "active learning" has been a buzzword in the scholarship on teaching and learning. But the phrase can be misleading. Whenever someone learns something, the learner has been active to some degree—maybe not physically, but certainly mentally. In other words, there is no such thing as "passive learning." As interconnected processes, however, physical and social activity often correlates with mental activity and therefore can aid learning. A more appropriate term might be "interactive learning," which



encompasses all methods of purposeful student engagement with material aided by students interacting with others (instructor or peers) and themselves. The Case for Interactive Methods Interactive learning is associated with many benefits for students. Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction .

Interactive classrooms also perform better on measures of student learning. One meta-analysis found that in STEM classrooms with “active learning,” broadly defined, student exam scores improved by about six percent . In addition to greater retention, interactive classrooms perform better on higher-order learning measures of Bloom’s Taxonomy, like analysis, synthesis, and evaluation . Furthermore, interactive learning is associated with improved learning for typically at-risk students, like minorities and first-generation college students, making it an important part of inclusive teaching .

Students may initially resist interactive learning methods. Lack of experience with interactive learning, the greater effort that is required of students in interactive learning, and the impression that the instructor is abdicating the “teacher” role can factor into students’ resistance. Therefore, it is important for instructors to explain the reasons for interactive learning in general (such as the learning benefits above). Instructors should also explain the specific reasons for each particular interactive learning exercise, provided they have carefully selected methods that are appropriate to learning goals and students’ abilities. Strategies for Interactive Learning The possible methods for interactive learning are perhaps limitless, constrained only by creativity and resources. Below are a few of the most common interactive learning strategies, organized from less-intensive to more-intensive, in comparison with the traditional lecture.

Lecturing

Although interactive methods are often pitted against “lecture only” classrooms, lecturing can be an effective interactive experience, as anyone who



has ever eagerly shared a TED Talk knows. Learning is likely to happen when the lecturer carefully connects new material to students' existing knowledge and significant human experience and also when the teacher intentionally piques students' curiosity and imagination through the use of narrative structures—setting up conflict or tension, followed by resolution. Such techniques should not devolve into entertainment but emerge honestly from the questions or problems inherent in the subject matter itself. Instructors can also easily add a more intentional interactive element to lectures by pausing and encouraging students to ask clarifying questions.

Brief Writing Exercises

Some interactive methods require little time to prepare and execute. Brief writing exercises, while also a type of Formative Assessment, can help students review, understand, and think critically about material. These exercises can be targeted to various levels of thinking. For instance, asking students to list items from a previous lecture reinforces basic knowledge; asking students to rephrase a central concept in their own words aids comprehension; asking students to use information in addressing a new situation gives them practice in application.

Think-Pair-Share

Another relatively simple interactive method is “Think-Pair-Share.” The instructor presents a problem or question, first asking students to think (and usually write) individually their answer(s) along with rationale and evidence. Students then discuss their answers with a partner, with the instructor encouraging respectful questioning and critique among students. Finally, the students share their insights (both individual and those gleaned from paired discussion) with the entire class, with the instructor encouraging further questioning and critique.

Discussion

“Think-Pair-Share” might be thought of as a combination of brief writing and discussion. Discussion can be used in many ways in an interactive classroom—students discussing in pairs or small groups, or a single conversation including the entire class. Likewise, discussion can be brief interludes or the entire agenda



for a class session. Depending on pedagogical goals, the instructor may be more or less involved in the actual discussion. As a form of interactive learning, however, discussions should strive for the free sharing of ideas while constructing and critiquing arguments using logic and evidence.

Debate

Like discussion, debate aims at encouraging students to express their ideas to each other and to critique each other's ideas. Debate can be particularly helpful when the instructor wants students to understand and appreciate perspectives that students might not themselves hold. Unlike discussion, which often strives for consensus, debate is inherently competitive and tends to obscure the similarities of opposing viewpoints. Instructors should be aware that debate can foster a conflict mentality and give the impression that complex issues are dichotomies. A way to mitigate this is through "panel" debates, which can better acknowledge complexities and nuance.

Problem-Based Learning

Problem-based learning is a demanding but rewarding interactive strategy for students and instructors. Many other strategies begin by presenting material and then asking students to apply discrete knowledge to a well-defined problem or question. Problem-based learning, however, begins with an open-ended, usually authentic (i.e., "real-world") problem, requiring students (often in groups) to identify what they know and what they need to know that can help solve the problem, determine how they can acquire needed knowledge, formulate hypotheses/studies/experiments, determine a solution, and report their findings. Modeled on the theory that open-ended inquiry increases student motivation, the distinct advantage of this approach is that acquired knowledge immediately takes its place in a meaningful context

Instructor Role in Interactive Classrooms

The instructor often assumes a less overtly authoritative role in an interactive classroom. Some proponents have described this as moving from "sage on the stage" to "guide on the side." This may be overly simplistic, however. Just as "higher order" thinking builds upon mastery of "lower order" thinking,



interactive learning must be supported by clear academic authority. Likewise, while the collaborative nature of many interactive methods can increase student motivation, too much student autonomy can produce uncertainty that can be demotivating. Practically, this may mean giving “just-in-time” mini-lectures when students are struggling with basic terminology or concepts. The instructor should also establish early in a course that he or she welcomes and can appropriately answer pressing questions—unless the instructor has valid pedagogical reasons for not providing an answer, in which case the instructor should make the rationale explicit to students. In short, an instructor using interactive methods must balance autonomy with support and be flexible and competent in a range of teaching methods .

Teaching a foreign language at a non-linguistic university is seen as the achievement by students of the necessary and sufficient level of foreign language communicative competence to solve social and communicative problems. Everyone has a different way of learning and everyone will experience different difficulties when learning English. Reading is a complex cognitive process of character decoding aimed at understanding the text. Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge. Reading is a means of teaching other types of speech activity. One of the means of language acquisition, communication, exchange of information, ideas. The main practical goal of learning a foreign language in students is to improve their communicative competence. I.L. Bim points out that in the process of reading, the text encoded by the author is recognized. This recognition occurs on the basis of auditory and graphic images of linguistic phenomena (words, phrases, sentences) created by the student in his speech memory (auditory, speech-motor and visual), which carry a certain meaningful coloring. “... it is generally accepted that it is harder to learn to read and write in English because the relationship between sounds and letters is more complex than in many other alphabetic languages”¹ .But being prepared and having strategies for the most common difficulties could be the key to mastering a new language. To overcome these difficulties, you need to be observant. Pay



attention when you are reading and listening to native/fluent English speakers. Increase your reading or include podcasts/movies to your daily routine.

At the initial stage of education (1-2 years of systematic language learning), students must master the letters of the English alphabet, learn sound-letter correspondences, be able to read aloud and to themselves words, word combinations, individual phrases and short connected texts built on program language material. The ability to read is based on certain skills that must be formed by the teacher in the process of working in the classroom and at home. And the first of these skills is “correlation of the visual image of a speech unit with its auditory-speech-motor image”. The sum of these skills is the reading technique. To properly plan reading lessons, you need to know two things: firstly, what it means to be able to read, and secondly, by what means this skill can be developed. Let us turn to the opinion of Professor E. I. Passov. “To be able to read is, first of all, to master the technique of reading, that is, to instantly recognize the visual images of speech units and voice them in internal or external speech.

Any speech unit is an operational unit of perception. Such a unit can be a word, or even a syllable (with poor reading technique), or a phrase of two or more words (syntagma), and even a whole complex phrase (and a paragraph in case of speed reading), the larger the operational unit of perception, the better the reading technique. and the better the reading technique, the higher the level of understanding of the text.

To be able to read also means to instantly correlate lexical items and grammatical arrangements with their meaning. Moreover, this refers to a direct understanding of the semantic side of speech units. Such an understanding is largely based on the extent to which the reader is able to anticipate (anticipate) both the semantic content of the text being read (meaningful anticipation) and individual grammatical forms (structural anticipation). Passov identifies several methods for teaching reading techniques at the present stage of development of teaching foreign languages: alphabetic (learning the names of letters, and then their combinations of two or three letters), sound (learning sounds with



their subsequent combination into words), syllabic (learning combinations of syllables), the method of whole words (memorizing whole words, sometimes phrases and even sentences - a direct method), the sound analytical-synthetic method, the phonemic-graphic method.

The alphabetic method involves the study of reading individual letters and their combinations without taking into account the fact that words consist of syllables and the reading of letter combinations depends on which syllable it is in. In addition, it is very difficult for elementary school students to memorize a huge number of rules without their specific application in reading. Learning the sound method begins with the study of the sounds of a foreign language, followed by folding them into words. Unfortunately, this method is not applicable to English, where the same sound can be represented by different graphemes. Methods of whole words, phrases, sentences are echoes of the direct method that existed back in the 19th century, students learn words without "boring spelling", they immediately understand the meaning of the word and have the opportunity to analyze various texts from the first lessons. True, reading aloud in this case turns into guessing the correct reading of the word. Students do not understand the mechanism of composing words, make a lot of mistakes when reading and can only read familiar words. In England, there was a period of enthusiasm for teaching a "holistic language" (whole-language approach).

This extended to learning to read whole words and even phrases: listened - remembered and learned / read. This long-term experiment has led to a decrease in the literacy rate of students and school leavers.

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not only teaches children to pronounce sounds correctly, shows articulation, but also teaches them to analyze these words, reinforcing this process with the most commonly used reading rules in such a way that the student, faced with an unfamiliar word, can guess for himself, based on his knowledge, how it is read. As S. F. Shatilov writes, this method eliminates two of the three difficulties: mastering the sound image of a word and its meaning; the student only has to associate a graphic image with a sound image, but not everyone can do this; the transition to reading after a long oral introductory course is especially difficult. Approximately oral introductory course should take no more than 2-3 months.⁴ In accordance with the proposed methodology, learning to read aloud is carried out on an oral basis and is carried out with the help of the following exercises: - acquaintance with the letters of the alphabet and their voicing; - reading individual words by keywords; - reading grammatical structures with different lexical design; - reading various structures organized in a logical sequence, etc. This technique provides for several more points of exercises, but we are interested in the very first ones.

During the first quarter, only the study of the rules for pronunciation of sounds is provided after the teacher, or after the announcer. Students learn the correct articulation of a particular sound, perform gymnastics for the tongue and lips, which subsequently helps them cope with the pronunciation of difficult sounds of the English language. The study takes place in several stages, first the students listen to the sounds, then repeat them after the teacher, then repeat after the teacher words whose meanings are not translated by the teacher. Whenever possible, expressions are used in the lessons that allow you to consolidate the sounds you have learned - these are commands, teacher requests, appropriate vocabulary and grammar. The study of the letters of the English alphabet and the rules for reading and writing them begins only at the end of the first quarter and continues during the second and third quarters. Students begin to get acquainted with vowels and the rules for reading them in open and closed syllables, learning is carried out using keywords. A card with a keyword is placed on the board, where the letter that is being studied is highlighted in red, and the



unpronounceable e, if any, is blue. The teacher explains the reading of this word, reads it, the students read after him, after which, by analogy, they read words that are read in the same way (for example, plate, name, table, place, etc.). At the same time, words should be chosen in such a way that they are known to all students by this moment. Next, students read special exercises from the textbook. Learning to read vowels is based on four different types of syllables.

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