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ДОБРЕДОЉОВТЕ WÉLLKOMM स्वागत छ  
VÄLKOMMEN FÀILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ  
Laipni lūdzam كَبِ اَلْهَأُ WILLKOMMEN  
BEM VINDA Сaрдэчна запрашаем 환영  
ÜDVÖZÖLJÜK 歡迎 ようこそ  
आपले स्वागत आहे DOBRODOŠLI स्वागत हे  
BIENVENUE HOŞGELDİNİZ FÀILTE  
BENVENUTO Tuhiŋga o mua SELAMAT DATANG  
VELKOMINN walujeung sumping  
SALUTATIO வரவரேலா BI XÉR HATÍ  
BINE ATI VENIT ಸವಾಗತ

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## ENGLISH LANGUAGE TEACHING METHODS

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*Abstract: There are different methods of teaching English. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. However, numerous classical schools still try to teach with the old methods and old books. There will always be problems and you will never become good at speaking English. Using new methods, you can easily learn to speak English and improve at it. You will be able to speak like a native speaker.*

*Keywords: methodology, English, learning.*

### **Introduction.**

It has been a long time since learning a foreign language consisted of passively memorizing new words and expressions. Monotony, boring cramming of grammar rules and, at best, the ability to translate a Russian phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, the real revolution in the methods of teaching English in our country has happened only in the XX century. Today everyone learns a foreign language. In proportion to the number of people the number of methods has increased. However, each method has both pluses and minuses. The principles of the old school today are subjected to severe criticism, despite the fact that the application of the "classics" brought fruit, and a lot. The only question is what price was paid for achieving these results. As a rule, in order to master the language, one had to pore over books, devoting a lot of time to translation, reading texts, memorizing new words, doing various exercises and retelling. For a change of activity, tasks such as writing essays or dictations were offered.

One of the oldest methods is the classical, or fundamental. The purpose of the classical method is not so much to learn as to understand the subtleties and details of the principles of a foreign language. The main objective pursued by the classical method is the formation of the grammatical base of the language being studied. The target audience is people starting to learn English "from scratch", from the basics. This method is perfectly familiar to those who have begun to learn English at school. It is worth noting that it is preferred by many language institutes, both in Kazakhstan and in the border states. The simplified scheme is as follows - the study of grammar, basic rules, which are subsequently applied in concrete examples and consolidated with the help of exercises. The most popular representative of the traditional method - N.A. Bonk. Her famous "Bonk textbook", written in collaboration with other representatives of the same traditional method, is a kind of pattern. This textbook has withstood severe competition with the latest methods coming from the West, and continues to be the standard. The only disadvantage, or rather, the disadvantage of the classical method is the scarce experience of speaking. It is possible to compensate for this disadvantage by adding other methods of communicative teaching to the classical method.

One such method is the so-called linguo-sociocultural method. Proponents of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extra-linguistic factors

leads to the fact that learning English becomes boring and aimless. Adherents of the linguo-sociocultural method elevate a foreign language to the rank of a communicative tool, which helps people not just to speak, but also gives them the opportunity to express themselves. Following the principles of the linguo-sociocultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

Today, a characteristic feature of the development of modern society is the increasing importance of information, which is becoming a comprehensive and indispensable resource. Working with information has become the main content of almost any type of activity, including education.

Intercultural communication and widespread use of ICT in the educational process should be indispensable conditions in achieving modern professional quality of training specialists with high spiritual-cultural, creative-seeking and public-social activity. which are reflected in the "National Program for Personnel Training" of the Republic of Uzbekistan. [3, c.21]

The modern development of world education points to the fact that the concept of media literacy. has now. become a necessary constant for the formation of a highly intelligent and highly qualified specialist.

The impact of media culture on the formation of personality, personal qualities of a person, taking into account the educational aspect, according to N. B. Kirillova, who understands media culture as information and communication tools, as well as material and intellectual values in the aggregate, determine the formation of social and political consciousness in a developing society [2,p.8]

Thus, in modern linguodidactics the concept of information competence, information literacy is replaced by the term media literacy, considered by N.V. Chicherina - as one of the fundamental competences necessary for any professional specialist in effective functioning in the so-called information environment, [6,p.19].

In our opinion, media literacy is the process of training a media-literate person who has information competence due to the understanding of the socio-cultural, socio-political and intercultural context of media culture functioning in the modern world, codes and representational systems, or in other words, the ability to "see" not only explicit but also implicit information embedded in media text, to decode certain images, symbols and associations, including mastering, translating, i.e. i.e. (transfer adequate, logically correct and axiological information), interpret/analyze.

However, in recent years at the top of the most popular methods of teaching foreign languages is the communicative method, which occupies the first line in the ratings and calculations of statist. This methodology has proven itself perfectly in America and Europe. Continuing to conquer the world, the communicative method came to us, taking an honorable place in the leading language high schools of the republic. The technique is based on the integration of the two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is given to communication. The main goal pursued by this methodology is to overcome the language barrier. The main thing - to get rid of a person's fear of a foreign language, the fear of speaking in a foreign language and at the same time to develop other language skills and abilities, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, word combinations, and only then parse grammatical constructions found in the memorized phrases. In simple words, the principle of verbal anticipation works.

The fact that the communicative technique emphasizes the practice of communication, and the name itself. The communicative method aims at the development of speaking skills in a foreign language. It is also worth noting that the application of the methodology affects the structure of the lesson. Very often in the classroom you need to use game situations, conduct group work, develop tasks to search for errors, the ability to compare and contrast. As a rule, such classes make active work not only the memory, but also logic, which allows developing the ability to think analytically and figuratively and, in turn, encourages the expression of thoughts.

Today, the development of the modern IT industry makes the latest interactive resources available when studying English: computers of the latest generation, Internet, TV programs, newspapers, magazines. It is very important to put all of the above into practice. It contributes to awakening students' interest in the history, culture, traditions of the country of the studied language and helps to form the skills which will be necessary in the future.

Teaching is an active interaction between teacher and students, and it cannot be one-sided. It is up to the teacher to determine how successful the learning process will be.

Obviously, each teacher is guided according to their personal experience in the choice of methods and techniques of work. But based on the results of the experimental and practical work, we can say that the use of a variety of techniques in the communicative, inductive, deductive methods gives a positive result and certainly contributes to the effectiveness of teaching grammar.

The author tries to adhere to the so-called "mixed" method of teaching. This makes it possible to achieve the goals set and gives a high result.

## **Conclusion.**

To summarize, we note that the growth of media culture products in the process of learning English and training highly qualified personnel on a systematic basis seems promising direction of modernization and goal-setting of the content of professional education in modern integrative conditions.

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