Modern Approaches To Teaching English

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Abstract— *The actual question today is what should be the lesson of a foreign language in modern conditions. The goals and content of education are changing, new means and technologies of education appear, but whatever reforms are implemented, the lesson remains the eternal and main form of education. This article mainly discusses the effectiveness of modern approaches as well as methods in educating English language thoroughly. Moreover, this article illustrates how to use new innovative technologies in teaching English. The author's purpose is to show the significant role of some up-to-date methods in teaching English intensively. The modern requirements for the foreign language proficiency in high school include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields.*

Keywords— distinctive teaching methods, teaching styles, communicative teaching methods, interactive methods and up-to-date approaches/strategies**.**

1. INTRODUCTION

With the advent of advanced technologies предикторов иноязычного общения и создают основу. за квалифицированную информационную и творческую, the prominence of education is surged so as to effectively consolidate the teaching process. Furthermore, modern ways of educating English have enhanced in the last twenty years.

2. MAIN PART

Nowadays everything alters, obviously in teaching the English language. As a matter of fact, there is an enormous variability of strategies of teaching foreign languages to language learners. It is universally known that each of this educational method is principally based on a particular vision of comprehension the language or the learning process, frequently using specific materials and techniques used in a set sequence. For this reason, we can see the following rules:
 Language teaching methods: (teacher -focused)
* Audio lingual method
* Communicative language teaching
* Competency –based language teaching
* Direct method
* Grammar –translation method
* Natural approach
* Oral and situational language teaching
* Lexical approach
* Silent way
* Suggestopedia
* Task –based language teaching
* Total physical response [1] According to the above instruction, we can perceive overall strategies or approaches of language teaching styles for language teachers. On the one hand, today the process of English communicative learning will be more student – centered, but less time consuming. Therefore, it is promised that the educating quality will be improved and student`s applied English communication can be successfully cultivated, meaning that students` conversational capabilities will be further developed. Language in education would ordinarily create such naturally acquired language skill, enriching it through the improvement of literacy into a tool for abstract thought along with the acquisition of academic knowledge. Language teachers use a wide range of local stories, texts or English translation of literature in the classroom. The use of language as well as the use of various accents in listening activities or tests are widely inspired in the English language classroom. With the procreation of means of communication, such as smart phones, tablets and computers, it is inclined that textbooks will disappear in a few years. Additionally, the access to knowledge in terms of adjustment and movement has dramatically changed. Teaching in language

classes concentrates on encouraging the learners thinking and language content, outcomes within learning techniques or approaches. There are significant and complicated student –teacher interactions inside and outside the classroom. In a knowledge based society as well as to below remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the starting to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and capabilities. Having realized the need of the hour: the English teachers convene distinctive kinds of conferences along with seminars to flourish or create a platform and to get to find out the upcoming ideologies in the English language teaching and also to upgrade themselves professionally. It is undoubtedly true that the fifth capacities, namely reading, writing, speaking, listening and grammar of language possibilities the efficiency to use grammatical structures with accuracy. Academic qualification merely may not assist teachers to grow professionally, on the other hand, they need to be equipped themselves with the up-to-date practices. What is more, the educating materials are being used in our country are nearly made available around the world. There had been so several methodologies of teaching English language. In addition to the aspect of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology [2]Communication will be effective only when it gets the desired action or response. The decree of the first president of the republic of Uzbekistan on measures for further enhancement of the system of teaching of foreign languages (PD №1875 Issued in December, 2012)1 is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. Taking account this directive document the competence – based teaching was implemented in the Uzbekistan system of FLT.

Communicative language teaching approaches

Language teaching has experienced numerous curricular innovations in response to the importance of providing students with opportunities to acquire and practice the foreign language in contextualized and meaningful language communicativetasks at all stages of the second or foreign language acquisition process. Communicative language teaching (CLT), the term most associated with current discussion of method, emerged as a significant approach that found universal resonance and support in theory and application in many contexts and across disciplines (linguists, methodologists, and curriculum developers). Central to the rise of CLT was the realization that linguistic competence does not on its own achieve communicative competence and that language used in meaningful, authentic contexts is more readily acquired.[2] Pair work, group work, cooperative/collaborative learning settings, authentic materials, culturally integrated lesson content, and interactive tasks focused on the cognitive and affective domains were integrated into foreign language classrooms. In addition, there has been a call for the reconceptualization of theoretical underpinnings related to use of the target language for language instruction. The basic principle is that learners should engage with texts and meaningthrough the process of use and discovery.

The essence of CLT is the engagement of learners in communication toallow them to develop their communicative competence. Terms sometimesused to refer to features of CLT are ''task-based'', ''contentbased'',''process-oriented,'' ''interactive,'' ''inductive,'' and ''discoveryoriented.''CLT cannot be found in any one textbook or set of curricularmaterials. Strict adherence to a given text is not likely to be true to theprocesses and goals of CLT. In keeping with the notion of context of situation,CLT is properly seen as an approach, grounded in a theory of intercultural communicative competence that can be used to develop materials and methodsappropriate to a given context of learning. No less than the means and norms of communication they are designed to reflect, communicative languageteaching methods will continue to be explored and adapted.

Today, many proposed innovations in curriculum planning over bothnovice and veteran teachers an array of alternatives. Games, tasks, juggling,and jazz have been proposed as aids to language learning. Rapidly increasingopportunities for computer-mediated communication, both synchronous—via on-line chat rooms—and asynchronous—through the full spectrum ofinformation and interactions available on the Internet as well as specializedbulletin boards and e-mail—hold promise for increased communicative opportunitiesfor learners worldwide. Language for a purpose, or language experience, is the second componenton the list. In contrast with language analysis, language experience is the useof language for real and immediate communicative goals. Not all learners are taking a new language for the same reasons. It is important for teachers to payattention, when selecting and sequencing materials, to the specific communicativeneeds of the learners. Regardless of how distant or unspecific thecommunicative needs of the learners, every program with a goal of communicativecompetence should pay heed to opportunities for meaningful languageuse, opportunities to focus on meaning as well as form. In planning for CLT, teachers should remember that not everyone is comfortablein the same role. Within classroom communities, as within society atlarge, some people are leaders and some prefer to be followers. Both areessential to the success of group activities. In group discussions, a few alwaysseem to do most of the talking. Those who often remain silent in largergroups may participate more easily in pair work. Or they may prefer towork on an individual project. The wider the variety of communicative, ormeaning-based, activities, the greater the chance for involving all learners. The concern of CLT is not exclusively with face-to-face oral communication.

Interactive methods: Brainstorming, chain drills, Think pair and share, Discussion, Debates, Role playing, Project work, Group work, Aquarium, Microphone It is universally accepted that below (interactive) teaching styles are "Brainstorming", "Think pair

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and share" and so on. In interactive method some point of views are followed the leader, Test Tournaments, YouTube, Videos Quizzes, One word, Opposite Arguments, Total Physical Response (TPR), Electronic Role Playing, Puzzle pieces.It is undeniably true that such types of methods are extremely helpful to arrange teaching and learning processes successfully. For example, "Brainstorming" as well as "Think pair or share" are very crucial for both language learner and teacher.

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3. CONCLUSION

Hence, such kinds of methods can persuade both of them to reckon logically, to analyze the thought appropriately, to express the ideas clearly, to assist to criticize or judge various views autonomously or to adapt the new atmosphere in any conditions, or else to strengthen language learners' ability [4]. Taking into everything consideration it is concluded that above factor the utilizing interactive ways or methods into educating and learning foreign languages process is one of the most pivotal solutions to overcome the issue. Besides that, it is undeniably true that teacher should be skillful and experienced at not only educating foreign languages, but also organizing the connection between the lessons and innovative technologies nearly professionally. The reason for this is that modern approaches and methods are efficient in teaching English language comprehensively.

4. REFERENCES

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