



PROSPECTS FOR THE DEVELOPMENT OF ENGLISH LANGUAGE  
TEACHING METHODS.

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**Annotation:** *The article is devoted to the prospects for the development of methods of teaching English to students of non-philological fields. The methods, new forms, ways and techniques of teaching for effective improvement of the level of the studied material by students are presented.*

**Keywords:** *perspective, effectiveness, teaching methods, professional competence, teaching technology.*

**Аннотация:** *Статья посвящена перспективам развития методики обучения английскому языку студентов не филологического направления. Приведены методы, новые формы, способы и приемы преподавания для эффективного повышения уровня изучаемого материала учащимися.*

**Ключевые слова:** *перспектива, эффективность, методы обучения, профессиональная компетентность, технология преподавания.*

The culture of each language being studied is presented in textbooks and teaching aids and is interesting to students, therefore, cultural studies methods can be universal for learning languages. Of course, it is necessary to make methodological developments that take into account the peculiarities of language and culture.

The cultural studies methodology is good because it allows the teacher to combine different methods and different forms of work in the process of language learning. The grammatical translation method can be used here when writing or translating information about the area or the biography of a great composer or artist.

Audiovisual and audio-lingual methods can be used when listening to melodies or songs of the composer, the communicative method can be used in dialogues and skits, games and role-playing situations. In the process of teaching languages, it is necessary to familiarize English teachers with the methods of teaching Western languages, because students compare the methods of teaching those and other languages, and very often

English lessons may seem boring and uninteresting to them compared to a German or French lesson; therefore, now we need to pay great attention to improving the skills of English language teachers, familiarizing them with the methods of Western languages, with teaching technologies, so as not just to transfer modern teaching methods and technologies to English language teaching, but to take those innovations from other methods that will be acceptable in teaching English and will not differ sharply from the



methods, on the contrary, the methods and technologies used will be of interest to students and will complement the methods of teaching Western languages that they already know. They will give you the opportunity to compare independently not only languages and cultures, but also teaching methods.

An example is modern learning technologies, which are now not only fashionable, but also such a consolidating tool that combines methods of teaching English and other foreign languages. After all, the project method or collaborative learning, distance learning or interactive learning methods – all of them are currently manifested and working in foreign language lessons and classes.

Of course, teachers should take into account the specifics of teaching each language in comparison with the native language of students, but the forms of classes, technologies may be similar and familiar to students, which allows the teacher not to waste time explaining the work in one way or another.

It is the flexible combination of different methods of teaching English based on the cultural aspect, used by the teacher in the classroom together with a variety of teaching technologies, that will contribute to the motivation of students and effectiveness in mastering languages in the future.

A skillful combination of classroom and extracurricular work in teaching English and culture during the lesson with work in English language circles after lessons, participation in events, competitions, festivals related to the language being studied and organized by various institutes and organizations, systematic professional development of English teachers together with teachers and teachers of other foreign languages, will bring great it benefits not only in the field of effective language teaching, but also in the field of cooperation between teachers of different foreign languages, in the exchange of methods and technologies, experience, views on certain problems that arise in the process of learning languages.

We talk all the time about learning in collaboration, we use this method in the process of teaching a language in the classroom, but we forget about cooperation between teachers of different foreign languages, different subjects, we do not exchange our observations, ideas, we do not go to each other's classes, we do not talk about what we are doing and what we are We would like to do better and how. No methods, even the most modern, seemingly proven and effective ones, will help us, teachers of English and other foreign languages, if we do not cooperate primarily with each other, if we do not hold joint seminars and forums, if the methods and technologies that we use in the classroom will rather separate our students should not be united, and they will not create a single "image of the world" for them.

We must strive to ensure that our students want to learn as many languages and cultures as possible, so that they see the example of cooperation between teachers of different languages as an opportunity to effectively master not one, but two, three or more languages being studied at educational establishment. If we want to live in a world united by globalization and the Internet, we must not only cooperate with each other, but also teach this cooperation to our students.



Cooperation based on languages and cultures will be the best and most effective method of teaching English. How to make an English lesson interesting, emotional and at the same time as effective as possible? Success depends on many factors - on the professional competence of the teacher, on the ability to be reflective and even on human charm. In other words, a teacher should be an educated, creative and interesting person who, in the course of his activity, is looking for new forms, methods, methods, and teaching techniques. When modeling and designing his teaching activities, he must actively introduce new information technologies. In recent years, the issue of the use of new information technologies in teaching has been increasingly raised.

These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. Computer technologies have already become firmly established in our lives and are widely used for university education. New computer technologies are becoming "a kind of imperative for establishing a new order of knowledge, reflecting the strategy of teaching and learning. They make it possible to radically change the organization of the learning process, form systemic thinking among students, and build an open education system that provides everyone with their own learning trajectory" [1]. The use of new computer technologies will help to ensure: a comprehensive, integrated approach to learning; genuine communication of didactic materials both at the initial and further stages of learning; the functioning of flexible learning models that fully take into account the individual characteristics of students, etc. [2].

Computer training carries a huge motivational material and opens up great opportunities. First, the computer guarantees the confidentiality of the results. Thus, students' self-esteem does not decrease, and a psychologically comfortable atmosphere is created in the classroom.

Computer training corresponds to some principles of individual learning, because students themselves can choose the pace of work, the level of complexity. The use of computers in educational and extracurricular activities allows us to solve the following problems: - individualization and differentiation of learning; - motivation of learning; - avoiding difficulties when working with printed manuals; - lack of time.

Currently, the main goal facing the teacher of the English language is the formation of students' communicative competence, that is, the ability to adequately participate in everyday, socio-cultural, business, professional communication, using knowledge, formed oral and written skills. We understand communicative competence as a whole set of competencies: linguistic

- knowledge of phonological, lexical, grammatical, stylistic norms of the English language; speech
- development of skills and abilities to use this knowledge in speech; linguistic
- knowledge of cultural, ethical, regional norms expressed in speech, knowledge of the traditions of the country, the language being studied, as well as skills and abilities to use this knowledge in speech communication; professional
- knowledge of phonological, lexical, grammatical, stylistic norms of the specialty language, as well as skills and abilities to use this knowledge in professional communication.



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