

## METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS

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### ABSTRACT

This article analyzes the different methods of teaching English language in a secondary schools. Particular attention was paid to the following methods: direct method, grammatical-translational, audio-visual, audio-lingual and communicative.

**Key words:** methods, grammatical-translational, English language, secondary school, pupil, teacher.

### АННОТАЦИЯ

В данной статье анализируются различные методы обучения английскому языку в общеобразовательной школе. Особое внимание уделялось следующим методам: прямому методу, грамматико-переводному, аудиовизуальному, аудиолингвальному и коммуникативному.

**Ключевые слова:** методика, грамматико-переводной, английский язык, общеобразовательная школа, ученик, учитель.

### INTRODUCTION

In today's fast-paced world, science and technology are gaining momentum. Progress in every area is moving forward. In particular, science has undergone great changes and significant progress. Delivery of each subject to pupils using innovative teaching techniques is one of the main requirements of today's education. A new stage in the teaching of foreign languages began in our country. The use of advanced pedagogical technologies, interactive, innovative and communicative media is required in the teaching of foreign languages. In our country, new methods and requirements for teaching foreign languages in accordance with the European Framework Recommendations (CEFR) have been developed. It has created textbooks for pupils of secondary schools and vocational colleges. In accordance with these requirements, the classrooms are equipped with stands and new information and communication technologies. The need for learning foreign languages is also increasing day by day. Foreign language is divided into four aspects (reading, reading, listening and understanding) and each of them is given specific insights and skills.

### MATERIALS AND METHODS

The actuality of the work Interactive methods give many opportunities to use theory on practice, to motivate pupils, to adopt competitive elements to teaching process. It helps teachers:

1. to evaluate pupils;
2. to percept teaching material;
3. to develop analytical thinking;
4. to form communicative skills.
5. to make up situations for sharing ideas;
6. to form a good psychological microclimate in class<sup>1</sup>.

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself. English teachers have problems not only with choosing the methods and approaches but with adequacy of their English as well. That's way, to contribute to the teaching technology and to become innovators themselves, they should keep an eye open new trends which have been developing in their country and abroad. The present mood in language teaching in the world is one of the restlessness and continuous movements, because of the consonant search for new directories in English language Teaching and diversity found in this field today. An English Teacher should keep abreast of the development, reading the latest articles and books that come out all over the world.

The search of various effective methods in teaching English in one of the actual problems for many linguists and methodologists in our country and abroad. English is regarded as one of the important academic subjects in secondary schools and high educational systems. The demand for effective language teaching is increasing immensely.

Four language skills are regarded as separate items, but they are closely connected and interacted. Speaking is one of the main language skills together with other language skills as reading, writing and listening. It is impossible to teach speaking and conversation without communication. Communicative Approach views language as a complex network of habits, which can be built up step by step, as an aggregate of skills which do not separate out into four neat segments In teaching English we should use such kinds of interactive methods or effective techniques as:

1. Brainstorming
2. Cluster
3. Mind mapping
4. Letter writing 5. Jigsaw reading 6. Insert.

<sup>1</sup> Julia M. Dobson. Effective techniques for English Conversation Groups. Washington DC, 1992. – P. 103.

## RESULTS

In language teaching it is a group of methods in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity. In teaching writing it is a form of prewriting in which a pupil or group of pupils write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas<sup>2</sup>.

Cluster — gathering of ideas which have definite features or qualities. It is a pedagogical method which develops variation of thoughts, ability of establishing different relations in learning process, helps learners to think freely on the given topic.

Mind mapping is a method which helps us to describe any process of general systematic thinking by means of schemes. It is also an effective technique of alternative writing. The objective of this method is visualization, organization of ideas and thoughts, presentation of information with effective ways, definition of interrelations between key points and etc. The ways of this method are brainstorm, creativity, description and presentation. It is used in solving difficult problems, in communication, in planning and optimization of details<sup>3</sup>.

The teacher suggests the pupils to write a letter on a given topic. Letter is a specific kind of written composition involving a concrete writer, message and a concrete reader. A letter is in a sense, a theme, governed by the same rules of writing that govern every other kind of composition. It must be clear, well organized, and coherent. And it should be interesting. Pupils are usually given a pattern letter in English, which shows the way the English start their letters and end them.

## CONCLUSION

Many researches have shown that using methods in secondary schools is one of the effective methods in teaching languages. Furthermore, the teacher is now able to make observations on each pupil and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group.

Each teaching method is mainly based on a particular vision of comprehension the language or the learning process, frequently using specific techniques and materials used in a set sequence. Language teachers who deeply study and use various methods of teaching English are those who take care of their own value to self, to pupils, to family, to society and to a larger community of the world. Nowadays everything is changeful, particularly, in teaching the English language. In fact, there is a great difference of methods of educating foreign languages to young generations namely pupils. Diverse ways of educating English can be both demanding and challenging for

<sup>2</sup> Bowman B., Burkart Grace. Teaching English as a Foreign Language. TEFL. Peace Corps. ICI Manual, 1994. – P. 71.

<sup>3</sup> Brumfit Ch., Teaching pupils how to acquire language. In: Problems and Principles in ELT, 1993. – P.133.

teachers along with pupils, they can also be tremendously stimulating and rewarding. It is universally accepted that language teaching of pupils is the most complicated process. Due to the fact that current young language learners are big fan of learning several items or subjects, such as utilizing the computer, the mobile phone and so on. In this case, teachers ought to aware of pupil's interests and possibilities.

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