

METHODS USED IN PASSING THE ENGLISH LANGUAGE CLASS

Azimova Dilnoza Akhmedjonovna
English teacher of school number 7
Bukhara city

Annotation: This article explores various approaches employed by successful language learners, encompassing both traditional and innovative techniques. From active classroom participation to technology-enhanced learning and immersion experiences, this guide provides insights into methods that can significantly enhance the language acquisition process and pave the way for success in English language classes

Key words: English language learning, language acquisition, teaching methods, study strategies, technology-enhanced learning, immersion.

Introduction:

English should be taught to students at an early age because it will provide them with an essential tool that supports a large range of benefits. Four key reasons why students should be taught English are its relevance to their present lives, its cognitive benefits, its effect on educational progress, and the importance of giving them the skills they will need in the future. This unit will examine both the short and long-term benefits that result from children learning English, as well as the challenges that are faced in learning English as a second language, in order to produce the most effective and realistic teaching methods for today's English as a Foreign Language students.

Literature analysis and methods:

English Language, as taught as a foreign or second language, and the methods that are used to teach it have been the focus for many academic journals, blogs, books, and course classes over the past and are a constant area of growth and change. This can be evidenced by the vast range of teaching methods, practices, theories, and studies over the past century. Research in English as a Foreign Language learning and teaching methods has produced many positive changes to the ways we teach, including creating a more salient environment of English education and ways to keep students motivated to learn and acquire.

With the research over the past, it is an important factor to also consider the future in English as a Foreign Language education and how the youth of today can expect to effectively learn English in an ever-changing environment. This unit will aim to cover these points but mostly focus on native English-speaking classrooms and ways to form a basis for foreign language learners to effectively learn the necessary English skills that they will use in the future.

Results:

When English language is concerned, it is now a global language and the lingua franca of higher education. The reasons for this are many: English has a long and interesting history; it has acted as a means for unifying many diverse and scattered cultures; and it has an amazing power to create special bonds between people of different nationalities. English also serves as a means of access to a great deal of information. In modern times, a greater access to all types of information through the internet has made English competence essential for job seekers and holders.

As for today's students, the increasingly globalized and competitive economy means that they will need a high level of competence in English, and this is best achieved in the school years. In Malaysia, the language is already a compulsory subject in secondary school, and it is often the medium for instruction in science and mathematics.

Discussion:

This trend is now global, and Singapore has recently converted their science and mathematics teaching to English. An important factor when considering whether resources should be spent on a particular subject is whether the subject has a tangible impact on the future success and well-being of the students. In Singapore and Malaysia, the above is certainly true for English, and the task now is to ensure quality instruction.

Goals can be something long term like mastering the English language so that learners can enter further studies in a university level and achieve the required score in English to pass a specific job requirement. These long-term goals should and can be broken down further into various short-term goals. Some learners might have the goal of wanting to understand a specific movie in English without subtitles, or get a better score in English in an exam compared to the previous exam.

Conclusion:

Goals of teaching English are mainly spawned from the various needs and demands of learners, and the purposes the learners have in learning the language. Different learners have different needs and different set of goals when they come to learning English. It is the task of English teachers to cater to these needs and goals, if it has not been predefined by curriculum, and mould the lessons in such a way to encourage and motivate the learners to achieve these goals. It is also hoped that in this fast-changing world, the English teacher can guide the learners to set achievable goals, evaluate these goals and in certain circumstances help learners readjust the goals.

References:

1. Brown, H. D. Principles of language learning and teaching. Pearson Education. 2007.
2. Richards, J. C., & Renandya, W. A. Methodology in language teaching: An anthology of current practice, Cambridge University Press. 2002.

3. Jalolov Jamal. Foreign language teaching methodology. "Teacher" publishing house, Tashkent - 2012.
4. Bekmuratova U. B. Abstract on "Using innovative technologies in English language teaching". Tashkent - 2012
5. Hoshimov O', Yaqubov I. "Methodology of teaching English", Tashkent: "Sharq" publishing house, 2003.