



**THE ISSUES WITH MODERN ENGLISH TEACHING METHODS IN
UNIVERSITIES**

Asqarova Komila Ergashevna

Teacher of English Language, The Department of Non-Philological
Foreign Languages Gulistan State University

ABSTRACT	KEYWORDS
The issues with different approaches to teaching foreign languages in universities are discussed in the essay. The direct method, grammar-translation, audiovisual, audio-lingual, and communicative approaches all received special attention. Modern teaching methods, according to the author, involve the application of such a system of procedures, which are intended to help trainees master knowledge independently through active cognitive activity rather than to replicate the teacher's ready-made knowledge presentations.	Activities, audiovisual, audio-lingual, communicative, communication, development, direct, education, English, foreign, language, method, modern, process, skill, system, teaching

Introduction

One of the most significant things in a person's life is their education. During study time, students develop their talents and skills. In this process, teachers are the linkages, so it is critical to pay close attention to their training. Teacher-student contact and communication is one of the primary issues facing modern education. To make the learning process convenient for each student, it is critical to choose the best teaching strategy. Everybody has unique emotional and behavioral traits that are intimately related to their character. A skilled educator should take into account each student's unique characteristics. [1] Consequently, in order to identify personality traits and create particular teaching philosophies, educators must possess unusual abilities. To improve education in this setting, standardized teaching methods ought to be created. The working curriculum of the nation's universities reflect the needs of our state for highly skilled specialists who can develop commercial relations and business collaboration with foreign partners. These professionals must speak a foreign language at a professional level. These days, learning a foreign language is not only essential to understanding the culture of a certain country, but it is also the key to students' future professional success. "In higher education, basic language instruction is a prerequisite for achieving a high degree of competency in a foreign language. Students at most national universities are proficient in two or more foreign languages. Reference [2]. The previous 20 years have seen improvements in the methods used to teach English today. Everything is different these days, including the way English is taught. In actuality, there is a great deal of variation in the approaches taken by language learners while teaching other languages. Learning English will take less time today, but it will be more student-centered. As such, when teaching a foreign language, we ought to employ the most recent techniques.

The instructional strategies used in modern classrooms support the growth of students' comprehension of fundamental science and technology. Thus, the components of modern teaching strategies are as follows: In higher education nowadays, there are numerous approaches to acquiring a foreign language. Every approach has some characteristics; some are more widely used and in demand than others. The primary ways that students can learn English will be covered in this article. English is widely used in the modern world and is well recognized worldwide. It is also the language of international communication. There are a plethora of approaches available now for teaching English. Furthermore, new ones are always being created, allowing teachers to select the one that best suits their needs. Currently, traditional approaches are most frequently employed in higher education institutions while teaching foreign languages. Specifically: 1. Direct approach. 2. The teaching strategy of grammar-translation. 3. Methods that are audio-lingual and audiovisual. 4. Method of communication. We will examine each of these methods in greater depth in this article.

METHODOLOGY

The present study employed a research methodology that involved the systematic review and analysis of psychological, pedagogical, and methodological literature pertaining to the issues surrounding contemporary teaching approaches. The direct approach of teaching foreign languages involves a teacher focusing more on the study of spoken language that is utilized in daily situations. The language used for instruction, or the intermediary language, is thought to impede the acquisition of a foreign language by the creators of this methodology. Students are thereby artificially introduced to the language they are studying. "The teacher must explain new topics and conduct the entire lesson in English. The language of instruction is English" [3]. There is only literature in the English language. When teaching English with this method, the involvement of the teacher in the proper assimilation of knowledge by pupils is crucial. This means that since the students will be mimicking the teacher verbatim, he needs to speak in a clear, accurate, and flawless manner. Hiring a native English instructor would be the best choice for a direct teaching approach [4]. Grammar-translation approach The primary strategy used in the modern educational system is grammar-translation. This is an age-old technique that has been applied for many years. Another reason for its predominance is that the majority of teachers were taught utilizing this approach. Learning to read and translate using grammatical rules is the aim of the grammar-translation approach. In the past, foreign language instruction employed the grammar-translation (traditional) method. A text to read aloud to the class was provided to the pupils [5]. The next step was to translate the text as closely as possible; the grammatical structure was learned without considering its context or potential uses in actual communication.

RESULTS AND DISCUSSION

After doing some research on this subject, I have the following findings. The typical inhabitant of the world would have scarcely had the chance to converse with a foreigner, therefore the students memorized lengthy lists of words, "topics," and they studied the foreign language as if it were extinct. Since there was no need to teach children a foreign language, the teachers did not make learning it their mission. That's why the majority of the lecture was taught in Uzbek. In the end, school graduates were limited to reading and using dictionaries for translation. Additionally, children who are taught using the old way have a strong language barrier and develop complete faith in their incapacity to learn a foreign

language. This is not shocking, as in this instance, pupils merely learn specific information about foreign language speech instead of mastering it. The grammar-translation method has some benefits in spite of its many drawbacks. Translating a word is frequently the quickest method to define it. When introducing grammatical rules to someone learning a foreign language at the beginner level, it can be helpful to use natural speech. It also saves a great deal of time. The traditional approach of teaching a foreign language can be applied even by teachers who are not native speakers of the language. But being able to read and understand grammar rules is not enough to learn how to connect with native speakers. It is crucial to develop specific abilities, which incorporate speaking and listening (listening) in addition to reading and writing. "To think in a language is to speak it" [5]. Regretfully, the conventional approach is unable to accomplish this. The "Direct Method's" advantages include learning a language in a natural way, speaking the language for 80% of the lesson, starting practice right away, eliminating communication barriers, actively using vocabulary, learning enough grammar to express yourself correctly, having little homework, no cramming, multiple repetition and practice, and correct pronunciation [6]. One of the method's drawbacks is that the lexical portion receives less attention than it should. The mechanical memorization of words is the extent to which vocabulary study is reduced. There is tight adherence to reading and translation protocols. Furthermore, the majority of the works assigned for reading deal with complex fiction; as a result, the student only learns literary language. Even with a strong command of the literary language, it will be extremely challenging for him to understand others once he is in the language context. Methods that are both audiovisual and audio-lingual The fundamental idea behind both approaches is to impart language through understandable structures; audio and video recordings aid with memory. The audiovisual teaching method shows students English-language feature films, documentaries, and videos while using relevant graphics to illustrate speech. In this instance, the trainees concurrently use their visual and auditory senses, which causes associations to form in their minds and improves their memorization of the language. "The methods' goal is to become proficient in a spoken, living language" [6].

CONCLUSION

The direct technique involves having pupils repeatedly practice speech patterns, speech samples, teacher impersonation, and textbook example imitation. Students get a knowledge of the rule, a specific linguistic phenomena, through real-world examples. As a result, rather than learning the language by heart, pupils learn it by using their own intuition. This leads to increased memorization effectiveness and a better understanding of the language's rules. Speaking is covered in great detail in lessons; it is understood and organized not as a reiteration or imitation of conversations, but as an intentional activity, such as being able to articulate and defend one's position in a discussion. The teacher's position is expanding; he now serves as an example for students to imitate language use; his speech should be understandable, proper, and clear. The teacher wants to eliminate the accents of international students by working on their pronunciation. Overcoming tradition, the majority of contemporary Russian language textbooks for international students are based on the direct method's tenets: there isn't a comprehensive list of regulations; instead, emphasis is placed on practice speaking in public, practicing communication, and learning clichés. The paragraph is constructed based on the spoken aim (to seek information, write a letter) rather than the topic (family, home, studies, etc.) or, for example, on a consistent presentation of the Russian case system. This method provides more

opportunities for communication between the teacher and the students and implies a higher level of student participation. Classes are structured using an interactive style that makes use of role-playing games, dialogue exercises, verbal communication scenarios, small-group work, and design. Nevertheless, there are drawbacks to the approach: a greater focus on speaking stunts the growth of other speech-related activities, such writing and reading. It is hard to fully oppose the use of students' native tongues, which are essential for making comparisons, fixing mistakes, and fostering an environment of cross-cultural communication among the student audience. As a result, the direct approach is typically applied in conjunction with other approaches with success.

REFERENCES

1. Abramova L.A. Methods of teaching writing in the second year of a language university (in English language): Abstract of the thesis. dis. .cand. ped. Nauka. M., 1974., p.16
2. Azimov, E. G., & Shchukin, A. N. (1999). Dictionary of methodological terms (theory and practice of teaching languages). St. Petersburg: Zlatoust.
3. Baryshnikov N.V. Tolerance as a basis for intercultural communication // Teaching foreign languages and cultures: theoretical and applied aspects. - Pyatigorsk, 2004. - p.4.
4. Duff, A & Maley, A (2007) Literature (Resource Books for Teachers), Oxford University Press.
5. Esther Lombardi-What Literature Can Teach Us-Updated January 31, 2020
6. Lundahl, Bo. "Att läsa aktivt, kreativt och kritiskt." Språkboken. Skolverket. Stockholm: Liber, 2001. Print.
7. Tornberg, Ulrika. Språkdidaktik. Tredje upplagan. Malmö: Gleerups, 2005. Print.
8. Widdowson, H. Stylistics and the Teaching of Literature, Longman 1975.