



METHODOLOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN MODERN EDUCATIONAL CONTEXTS

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A B S T R A C T	K E Y W O R D S
<p>This article provides a comprehensive analysis of the methodology of teaching English as a foreign language (EFL) in contemporary educational contexts. The study examines the theoretical foundations, historical development, and modern approaches to English language teaching, with particular emphasis on communicative, learner-centered, and technology-enhanced methodologies. It explores major teaching methods such as Grammar-Translation, Audio-Lingual Method, Communicative Language Teaching, Task-Based Language Teaching, and Content and Language Integrated Learning. In addition, the article discusses the teaching of language skills, grammar and vocabulary instruction, assessment strategies, the integration of digital technologies, and the professional competencies required of English language teachers. Special attention is given to challenges faced in EFL contexts, including developing countries and post-Soviet educational systems. The article concludes with practical recommendations aimed at improving the effectiveness of English language teaching and enhancing learner outcomes.</p>	<p>English language teaching, methodology, EFL, communicative approach, task-based learning, assessment, educational technology.</p>

INTRODUCTION

In the era of globalization, the English language has become an essential tool for international communication, academic exchange, economic cooperation, and cultural interaction. As a result, the demand for effective English language teaching has significantly increased worldwide. English is taught as a foreign or second language in many countries, and educators continuously seek innovative and efficient methodologies to enhance learners' communicative competence. The methodology of teaching English plays a crucial role in determining the success of language instruction, as it encompasses theoretical principles, teaching strategies, classroom practices, and assessment techniques.

English language teaching methodology has evolved considerably over time, reflecting changes in linguistic theory, educational psychology, and social needs. Traditional teacher-centered approaches have gradually been replaced by learner-centered and communicative methods that emphasize

interaction, authenticity, and meaningful language use. Modern English language teaching aims not only to develop linguistic knowledge but also to foster critical thinking, intercultural awareness, and lifelong learning skills.

This article aims to provide an in-depth overview of the methodology of teaching English by analyzing its historical development, major approaches, and current trends. It also addresses the teaching of language skills, assessment practices, the role of technology, and the professional development of teachers. The study is intended to serve as a valuable resource for English language teachers, teacher trainees, researchers, and curriculum developers.

LITERATURE REVIEW

The field of English language teaching methodology has been extensively studied by linguists, educators, and applied linguists. Richards and Rodgers (2014) emphasize that teaching methods are shaped by theories of language and language learning. According to Brown (2007), effective language teaching requires an understanding of how learners acquire a second language and how instructional practices can facilitate this process [1].

Harmer (2015) highlights the importance of communicative competence, arguing that learners should be able to use language appropriately in real-life situations. Similarly, Larsen-Freeman and Anderson (2011) note that modern methodologies prioritize interaction, learner autonomy, and contextualized language use. Research also shows that technology-enhanced learning environments can significantly improve motivation and learning outcomes (Chapelle, 2017).

Despite extensive research, challenges remain in implementing effective methodologies, particularly in EFL contexts where exposure to English outside the classroom is limited. Therefore, a comprehensive understanding of teaching methods and their practical application is essential.

DISCUSSION AND RESULTS

The history of English language teaching methodology reflects broader developments in linguistics and education. One of the earliest approaches is the Grammar-Translation Method, which focused on reading, writing, and translation. This method emphasized grammatical rules and vocabulary memorization but neglected speaking and listening skills [2].

The Audio-Lingual Method emerged in the mid-twentieth century, influenced by behaviorist psychology and structural linguistics. It emphasized repetition, drilling, and habit formation. Although it improved pronunciation and listening skills, it often failed to develop communicative competence. The Direct Method and later the Communicative Language Teaching approach marked a shift toward using the target language as the medium of instruction and prioritizing communication. These approaches laid the foundation for modern, learner-centered methodologies.

Communicative Language Teaching (CLT)

Communicative Language Teaching is one of the most influential approaches in modern English language teaching. Its primary goal is to develop learners' communicative competence, including grammatical, sociolinguistic, discourse, and strategic competence. CLT emphasizes meaningful interaction, authentic materials, and learner participation [3].

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching is an extension of CLT that focuses on the completion of meaningful tasks as the central unit of instruction. Learners use language to achieve specific outcomes, such as

solving problems or completing projects. TBLT promotes fluency, collaboration, and real-world language use.

Presentation-Practice-Production (PPP)

The PPP model is a widely used framework in English language classrooms. It involves presenting new language items, practicing them in controlled activities, and producing them in more communicative contexts. While effective for introducing new structures, PPP should be combined with communicative activities to ensure meaningful use.

English for Specific Purposes (ESP) and English-Medium Instruction (EMI)

ESP focuses on teaching English tailored to specific professional or academic fields, such as business, medicine, or engineering. EMI involves teaching academic subjects in English and is increasingly popular in higher education. Both approaches require specialized materials and teacher expertise [4]. Teaching the four language skills – listening, speaking, reading, and writing – is a central component of English language methodology. Listening instruction involves exposure to authentic audio materials and the development of comprehension strategies. Speaking activities should encourage interaction, fluency, and confidence.

Reading instruction focuses on developing comprehension skills, vocabulary knowledge, and critical thinking. Writing instruction emphasizes organization, coherence, and accuracy. Integrated-skills approaches, which combine multiple skills in meaningful contexts, are widely recommended.

Grammar and vocabulary are essential components of language proficiency. Modern methodologies advocate for teaching grammar in context rather than through isolated rules. Vocabulary instruction should focus on meaningful usage, collocations, and learner strategies for independent learning.

Assessment plays a vital role in monitoring learner progress and informing instructional decisions. Formative assessment, such as quizzes, feedback, and classroom observation, supports learning, while summative assessment evaluates overall achievement. Alternative assessment methods, including portfolios and self-assessment, are increasingly used [5].

The integration of technology has transformed English language teaching. Digital tools, such as learning management systems, mobile applications, and online resources, enhance accessibility and engagement. Technology also supports blended and online learning models, which have become more prevalent.

Effective English language teaching requires well-trained and reflective teachers. Professional competence includes linguistic proficiency, pedagogical knowledge, and classroom management skills. Continuous professional development is essential for adapting to new methodologies and technologies.

In many EFL contexts, teachers face challenges such as large class sizes, limited resources, and low learner motivation. Cultural factors and exam-oriented education systems may also hinder communicative teaching. Addressing these challenges requires institutional support and contextual adaptation of methodologies [6].

To improve English language teaching, educators should adopt learner-centered approaches, integrate technology thoughtfully, and emphasize communicative competence. Teacher training programs should focus on practical skills and reflective practice. Curriculum designers should ensure alignment between objectives, instruction, and assessment.

CONCLUSION

The methodology of teaching English is a dynamic and multifaceted field that continues to evolve in response to changing educational needs. By understanding the theoretical foundations, historical development, and modern approaches to English language teaching, educators can design effective instructional practices that promote meaningful learning. The integration of communicative methodologies, technology, and continuous professional development is essential for enhancing the quality of English language education and preparing learners for global communication.

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