

PROFESSIONAL METHOD TALKS TO ASSIST ESL TEACHERS IN MASTERING THEIR QUALIFICATIONS

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ABSTRACT	KEYWORDS
The present research experimentally studies the method related problems in ESL teachers in Uzbekistan and randomly compares their teaching techniques. The purpose of this research is to provide instructors with practical assistance to have productive teaching methods and time management in order to help them succeed in their professional growth. Furthermore, by asking secondary school ESL teachers in various ways, the school observation identifies several issues in the teaching process. The study will build on current influence research, assisting EFL teachers to teach school pupils by arranging "method talks" and recognizing and addressing students' learning challenges.	Methodology, Method talk, Language acquisition, ESL teachers, Interactive techniques, Grammar Translation Method, Classical Method, Methodological instruction, Approach, Communicative bond, Methodologists.

Introduction

The importance of methodology is invaluable in each field of study whether it is in neuroscience, or just mathematics. Teaching foreign languages has always been overwhelming for educators, hence ESL and EFL teachers are always on the way to pursue their dreams on mastering their skills. There have been different explanations and arguments about teaching, as Brown (2014, p. 9) says "an extended definition-or theory-of teaching will spell out governing principles for choosing certain methods and techniques". Up to now, there have been used various techniques in teaching languages, especially in English such as, Grammar Translation Method, Classical Method and etc. However, as the time passes by, the efficiency of these traditional methods seems subtle in many aspects which means both teachers and students couldn't reach their most significant and expected goal. Moreover, it appeared that useless methods were at the core of students ineffective learning process. "A significant difference between current language teaching practices and those of, perhaps a half a century ago, is the absence of proclaimed "orthodoxies" and "best" methods" (Brown, 2014, p. 18). ESL teachers both in secondary and higher education encounter some difficulties in their teaching process; some of those are not able to reduce the usage of L1 in students' interaction and others have the problem of teaching pronunciation in his/her class, especially those who are new in teaching field. Therefore, this study focuses on enhancing ESL teachers' teaching strategies with the help of professionals who are the best at their academic career.

Literature Review

According to recent local research, there have been a large number of ESL learners in Uzbekistan up to now, and the figure is currently expanding without a drop. However, when the quantity of ESL learners is compared to the proportional outcomes in international and local assessments, only a few of them may approach the significant scores. In that case, we have two problems: one of them is related to teachers and the other one is to students.

“Many teachers have found the notion of methods attractive over the last one hundred or so years, since they offer apparently foolproof systems for classroom instruction and are hence sometimes embraced enthusiastically as a panacea for the “language teaching problem” (Richards & Renandya, 2002, p. 5). As stated by Richards and Renandya, technique is the most important factor in students' language acquisition. As a result, they must use the most up-to-date and interactive methodologies, and they must be taught by language teaching masters.

The idea of establishing method talks for all ESL teachers will be the most productive solution for those who are new to the education field and also this will be a great opportunity to practice and share career experience with each other. The idea of establishing method talks for all ESL teachers will be the most productive solution for those who are new to the education field, and this will also be a great opportunity to practice and share career experience with each other. According to McGraw (2011), “teachers report having positive attitudes toward teaching ELLs. However, when probed about specific aspects of teaching these students, they are less open about welcoming them into their classroom because they feel unprepared to educate them. One such quantitative study in a U.S. Midwestern school district revealed that teachers did not feel adequate to meet the academic needs of ELLs when compared to the general student population. Teachers also responded that students’ first language interfered with their learning”. Thus, this problem must be solved by some qualified methodologists or experienced teachers in order to tackle the issue between a teacher and a student and create a communicative bond between them.

Most ESL teachers find it difficult to teach the different aspects of the language; for some, it would be grammar or vocabulary; for others, it would be pronunciation or speaking. Even if the English teachers are well educated and have a wealth of knowledge about the language, they do not have any idea about how to make the students understand effectively. Organizing “method talks” for new and unexperienced teachers would be a great chance to improve educators’ qualities. For instance, all the ESL teachers in a certain region or city gather around in the main institution that is suitable for everyone and has all the facilities they need during the “talk” such as a projector, microphone, speaker, or any other appliances. While the method talks, one of the experienced and successful teachers gives a speech about the language acquisition problems of the students and shows some practical examples and solutions. At the end of the method talk, anyone can ask the speaker a question about his or her own teaching problems. In fact, method talk is not just about teaching problems or solutions; in the next upcoming talks, there will be new interactive and effective worldwide methods that are being used in many countries. In order to develop the system of education of the younger generation of foreign languages, training, fluent in them, through the introducing advanced teaching methods with the use of modern pedagogic, informational, and successful technologies, and on this basis, to create the conditions and opportunities for wider access to the achievements of world civilization, world information resources, international cooperation, and communication (Agzamova, D., B., 2016, p. 4).

Conclusion

The main objective of this work is to establish the most appropriate methodological instruction for the teaching of English at local schools and institutions. To carry out this objective, all the necessary information and ideas are compelled by author to create a theoretical framework of method talk.

“Sometime, without knowing the methods or even their techniques or any teachers' training, the teachers were following Grammar Translation method and its techniques. Few teachers were trying to invent new ways of teaching, which fall under Communicative Language Teaching approach. I would recommend for in-service teacher training to enhance the proficiency of the teachers and use their potentials by familiarizing them with modern trends of teaching” (Nadia, M., 2007, p. 14).

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