



EFFECTIVE METHODS OF TEACHING ENGLISH AT SCHOOL

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Annotation: This article explores effective strategies for teaching English as a second language from a methodological perspective. It discusses various approaches, techniques, and tools that ESL teachers can utilize to enhance language learning outcomes. The paper emphasizes the importance of incorporating diverse methodologies to cater to the varied learning styles and needs of students. It highlights the role of communicative language teaching in promoting language proficiency and communicative competence. Additionally, the article discusses the integration of technology in instruction, emphasizing its potential to enhance engagement and facilitate language acquisition. Furthermore, it addresses the significance of cultural sensitivity and awareness in teaching, emphasizing the need for teachers to create inclusive and culturally responsive learning environments. Overall, this article provides valuable insights and practical recommendations for teachers seeking to enhance their teaching methodologies and improve the effectiveness of their language instruction.

Kew words: English as a second language, teaching methodology, communicative approach, technology in education, cultural sensitivity.

Introduction. The methodology of teaching foreign languages is a system of knowledge about the laws of the process of learning a non-native language and the ways of influencing this process in order to optimize it. The methodology of teaching a foreign language opens up and substantiates the regularities of teaching a foreign language. Historically, two functionally different methodologies have developed: general and specific methodologies. The general methodology is usually dedicated to studying the regularities and peculiarities of the process of teaching a foreign language, regardless of which foreign language is being discussed [1]. Thus, the principles of selecting educational material, the ratio of oral and written speech at different stages of the lesson, etc., will be the same for any of the Western European languages taught in general education schools in our country. However, knowledge of the general regularities of teaching a foreign language is insufficient when a teacher encounters the specific features of a particular foreign language. For example, ways of mastering the Continuous verb forms are specific only to the English language, cumbersome word formation models, the declension of nouns and adjectives are characteristic of the German language, and ways of forming numerals, the use of diacritics, the abbreviation of the article, and the presence of the partitive article are found in the French language. Significant differences are observed in phonetics: triphthongs and diphthongs are specific to the English language, and nasal vowels are specific to French. As experience and practice show, teachers need to develop and implement such methods, techniques, and forms of teaching that would contribute to the rapid mastery by students of these specific phenomena in one or another

foreign language. Thus, specific methodology explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

The principle of activity plays a crucial role in teaching foreign languages, as mastery of the language is possible when each learner actively participates in the process and is engaged in speech activities. In modern psychology, activity is considered a fundamental characteristic of the cognitive process. According to the theory of motivation, learners must feel the need to study the subject and have the necessary prerequisites to satisfy this need. In learning a foreign language, it is important to differentiate between intellectual, emotional, and speech activity, which together can create favorable conditions for language acquisition. Intellectual activity in children is achieved by posing challenging questions that require them to think, analyze, compare, generalize, and engage their thinking skills. Emotional activity, on the other hand, plays a significant role as it ensures that children are engaged in the activity, and positive emotional experiences enhance both internal and external activity, leading to success. However, for certain categories of students with strong willpower, negative emotions can stimulate activity in the right direction. It is important to develop students' initiative in speech behavior, where the student becomes the subject of learning. To master a foreign language, practice in its application is necessary, and to achieve this, it is essential to use the allocated time for studying the language efficiently. One way to increase the active learning time of students in the classroom is to use various work modes (group work, pair work, individual work, whole-class work). The principle of clarity stems from the essence of the process of perception, comprehension, and generalization of material by students. Clarity involves the organized presentation of language material and its use in speech to help students understand this material. When interpreting this principle for methodology, an interesting error occurred: the literal interpretation of the term "clarity" or "visual perception" of something. Hence, the requirement to use pictures, images of objects, and the objects themselves. However, when didactics say that the principle of clarity involves the perception of the studied phenomenon, the implementation of this principle by a foreign language teacher should not be limited to demonstrating objects and their images. E.I.Passov believes that linguistic clarity should be implemented through constant speech activity of students in a foreign language, the teacher's speech during the lesson, if it is not limited to phrases like "Stand up," "Read," "Sit down," and so on. Newspapers and magazines, radio and television programs, videos, films, and cartoons, clubs, audio recordings for independent work, libraries for additional reading according to interests, and events in foreign languages will all together create the linguistic environment that ensures linguistic clarity. This clarity, undoubtedly, does not exclude illustrative clarity. However, the focus should be on linguistic clarity. Narrative pictures and their series, objects and actions with them, models, and slide films can be used as auxiliary means. The principle of developmental learning. One of the crucial aspects of overall learning experience. Incorporating these principles into language teaching methodologies can lead to more successful outcomes and better prepare students for linguistic and cultural competence in a globalized world.

The principle of oral foundation and the principle of oral precedence have their roots in the Direct Method. In 1880, F. Gouin wrote that oral speech should precede written speech. This position was adopted by American direct method proponents and became one of the foundational principles in their methodology. The essence of this principle is that oral speech appeared before written speech, and a person acquires their native language first orally;

written speech is just fixed oral speech, therefore, one must first learn to speak and understand, which will in turn ensure the ability to read and write. Based on this principle, oral speech is taught for a long time (from six months to two years) without reading texts or writing. In a condensed form, this approach has been incorporated into many modern textbooks as so-called oral introductory courses (from two weeks to four months). The implementation of the principle of oral foundation raises objections of both a theoretical and practical nature: most people have visual and mixed memory, not auditory; one of the unshakable principles of psychology is that the more analyzers are involved in learning, the more solid the learning is; practice has shown that after oral introductory courses, transitioning to reading and writing is difficult.

Developing learning in teaching foreign languages is to create conditions that stimulate students' cognitive and intellectual development. This principle emphasizes the importance of encouraging students to think critically, solve problems, and actively engage in the learning process. By incorporating activities that promote intellectual growth, such as problem-solving tasks, discussions, and creative projects, educators can foster a deeper understanding and appreciation of the language. In conclusion, the principles of activity, clarity, and developmental learning are essential in teaching foreign languages effectively.

Effective teaching is measured by the level of creativity a teacher employs in the classroom environment. Aschenbrener, Terry and Torres (2010) affirm that most students rate their teachers by the level of creativity they adopt when passing knowledge over to them. This topic is relevant because it highlights the significant ways in which students could be motivated to benefit from the learning environment. Lee (2013) affirms that motivating students gives them the desire to perform better in every examination they take. Moreover, this topic is relevant because it helps in the understanding of students' perceptions of their teachers in the learning environment. Most students tend to be more positive and optimistic in cases where they have creative teachers who go the extra-mile to drive the point home.

The first most effective and creative way of teaching is the student-centered approach to learning. Horng, Hong, ChanLin, Chang and Chu (2005) assert that the student-centered learning approach suggests that the teacher should shift the roles: from a lecturer to a facilitator. This means that the teacher will not spend all the time in class lecturing his/her notes to students. It is the most effective and creative way of teaching because it ensures that students are involved in the lesson through self-reflection, group discussions, brainstorming, and role-playing. It gives students, sitting at the back, the opportunity to pay attention to the learning process, as they have to become involved in the ongoing discussion in the classroom. Utilizing this approach, teachers are only required to pose a question to students and allow them to give any relevant answers through discussions and consultations among themselves. Accordingly, Daniels (2010) agrees that it is the most effective and creative form of teaching because it gives facilitators the opportunity to help their students improve by acting as learning partners, motivators, and sharers. This is especially because it transforms students from passive listeners to active and motivated individuals willing to receive new ideas for their own success in the learning process. Every student will be more willing to pay attention to the guidelines issued by the instructor if they believe that they will get the opportunity to participate in open debates provoked by their

instructors in the course of learning. Additionally, Wilhelm (2008) affirms that the student-centered learning approach is the most effective and creative way of teaching because it boosts the aspect of cooperative learning while enhancing independent thinking, creativity, and imagination among students. With sufficient cooperative learning in place, the needs of students will be met effectively, hence leading to the change of aspirations among them. They will always want to perform better to payback the confidence of their teachers in the learning environment.

The second effective and creative method of teaching is the use of diverse teaching aids in the classroom. Technology is changing at an extremely alarming rate. Bramwell, Reilly, Lilly, Kronish and Chennabathni (2011) insist that effective teachers have to keep up with the emerging technologies and ensure that they apply them in the learning process. For a teacher the best way to change the perception of a student is to get out of the comfort zone by embracing and utilizing technological aids in the classroom. Some of the key teaching aids teachers could use include power point, multimedia, computers, paper crushers, and student writing scripts. Sousa (2011) opines that the use of teaching aides is one of the most effective and creative teaching strategies because it excites the students' thinking, broadens their views, and promotes further discussions among student. It enhances the memory of a student because of the improved ability to link the normal teaching elements and the visual elements used by the teacher. Class sessions entailing the use of videos, slide shows, and transparencies are always interesting and enhance the attentiveness of students apart from improving their memory. In most instances, students will look forward to classes that involve the use of visual supports. Again, this strategy is more efficient and attractive because it eliminates the idea that teachers are only supposed to use the chalkboard and the chalk to pass their message across. Gao, Coldwell-Neilson and Goscinski (2013) inform that this strategy has the required level of diversity in the learning environment hence improving the urge of students to succeed in the academic environment. Teachers who want to be creative and bring changes to their classrooms must be ready to move along with the existing technology rather than using traditional approach of writing information on the chalkboard for students to follow. Overall, the use of visual supports such as videos and power points are effective because of its ability to change the attitude of students toward the learning experience.

The third strategy that exhibits effective and creative teaching is the teacher's ability to establish a connection between the classroom content and real life. It is undeniable that many students enjoy lessons if the teacher is able to give real life demonstrations. According to Lambert and Velez (2011), students will be more attentive if teacher focuses on real life events such as gender issues, racism, ethnicity, and social relationships because these are directly related to their development. The strategy is effective and creative because it enhances the ability of students to share personal experiences with others in the learning process. In fact, the memory retains most of the ideas shared through personal experiences compared to the ones emphasizing the class content. Students find it easier to tackle their examinations with such learning activities because of the ability to remember the taught content directly and its relationship to their personal experiences. Lee (2013) thinks that the integration of learning activities and real-life situations is an effective teaching strategy because it gives students the opportunity to express and understand the real-life issues they are currently facing or are likely to face in the future. This shapes their future hence ensuring they grow and understand the nature of the information being passed to them. Unlike

traditional education that places emphasis on the use of textbook instruction, the connection between the class content and the real-life situation enhances the students; capacity to appreciate their lives more and grow into responsible individuals. However, the teacher is required to be sensitive in the delivery of the message to avoid biases that could affect the urge of some students to learn. Kiely (1998) holds that the maintenance of sensitivity is vital because it is the indicative of respect for all students in the classroom environment. This means that students relate to their environment perfectly while remembering the content learned in the classroom.

The fourth effective and creative teaching strategy entails the use of simple class management strategies that create friendly [teacher-student interactions](#), and treat students with a high level of respect. Wilhelm (2008) is of the opinion that creative teachers recognize the need to eliminate complications in their classes by striking friendly relationships with their students. Apart from establishing friendly relationships with students, creative teachers always praise students for their success. Moreover, they encourage them to work harder in a friendly manner showing concern for their needs. This strategy is effective and creative because it evokes the desire for success among all students. Daniels (2010) asserts that this strategy serves as a motivational strategy that creative teachers could use to form positive perceptions among their students. Accordingly, the ability to create friendly relationships is believed to be the best strategy in terms of enhancing attentiveness and the hunger for education among students. It eliminates the fear of failure among students hence leading to better grades. A creative teacher must also be ready to congratulate students for doing their best in learning through creativity. Student's love being appreciated and will only continue working harder if they realize that they have been appreciated in the best manner possible. The class will be more active with proper class management techniques that recognize the students' need to present their points without being interrupted. A creative teacher gives students the chance to explain their points before coming up with an explanation or any necessary remark. Therefore, creative teachers handle their classes in a simple manner allaying students' fear. They operate in humanistic perspective that makes it easier for students to interact with teachers through consultations and question sessions at any given place.

Teaching English in schools is a dynamic and evolving process that requires educators to adapt to students' needs and the changing landscape of education. Here are some effective methods of teaching the English language in schools:

1. Grammar-Translation Method

The Grammar-Translation Method is a traditional approach where students learn grammatical rules and apply them to translate sentences between the target language and their native language. While it develops reading and writing skills, it may lack emphasis on speaking and listening.

Advantages:

- Focuses on grammar and vocabulary.
- Easy to implement with limited resources.

Disadvantages:

- Limited practical use of the language.
- Neglects oral communication skills.

2. Direct Method



The Direct Method emphasizes teaching English in English. Teachers use real-life situations, visuals, and demonstrations to convey meaning, encouraging students to think and communicate directly in the language. Techniques such as storytelling, question-and-answer exercises, and role-playing are commonly used.

Advantages:

Develops fluency and comprehension.

Promotes active use of the language.

Disadvantages:

Resource-intensive.

May overwhelm beginners.

3. Audio-Lingual Method

This method is based on repetition and drills, focusing on pronunciation, grammar, and memorization of dialogues. It emphasizes listening and speaking skills.

Advantages:

Enhances speaking and listening.

Useful for developing accurate pronunciation.

Disadvantages:

Can become monotonous.

Limited focus on creative language use.

4. Communicative Language Teaching (CLT)

CLT focuses on using English for real-world communication. Activities such as role-playing, group discussions, and problem-solving help students develop their speaking, listening, reading, and writing skills. For example, students might simulate ordering food in a restaurant or discussing a current event in English.

Advantages:

Encourages practical use of English.

Develops all language skills holistically.

Disadvantages:

Requires skilled teachers.

May not address grammatical accuracy thoroughly.

5. Task-Based Learning (TBL)

TBL involves students completing tasks using English, such as writing emails, planning trips, or solving problems. Language learning occurs naturally as students focus on accomplishing the task.

Advantages:

Encourages real-life application.

Engages students actively.

Disadvantages:

Requires careful planning.

May not suit all learning levels.

6. Blended Learning

Blended learning combines traditional classroom teaching with online resources and activities. It allows students to learn at their own pace while benefiting from teacher guidance.

Popular tools for blended learning include platforms like Google Classroom, Quizlet, and Duolingo.

Advantages:

Offers flexibility and personalization.

Integrates technology effectively.

Disadvantages:

Requires access to technology.

Demands teacher training in digital tools.

7. Project-Based Learning (PBL)

PBL engages students in long-term projects where they use English to research, collaborate, and present findings. This method encourages critical thinking and creativity. For instance, students might create a travel brochure, produce a short film, or conduct a science experiment in English.

Advantages:

Develops problem-solving skills.

Encourages teamwork and communication.

Disadvantages:

Time-consuming.

Needs careful monitoring.

8. Total Physical Response (TPR)

TPR integrates physical movement with language learning. Teachers give commands in English, and students respond with actions. It is especially effective for young learners. Examples include “Stand up”, “Open the door”, and “Clap your hands”.

Advantages:

Fun and engaging.

Aids memory through physical activity.

Disadvantages:

Limited for advanced learners.

Focuses primarily on listening and vocabulary.

Conclusion. Selecting the right method depends on factors such as students' age, proficiency level, learning objectives, and available resources. A combination of these methods can provide a balanced approach to teaching English, ensuring students develop comprehensive language skills that meet their needs in school and beyond. In conclusion, teachers in the contemporary classroom must prioritize effective and creative teaching strategies because they enhance the ability of the learner to grasp the content presented. Teachers should rise above traditional teaching approaches to ensure their students perform excellently in line with effective and creative teaching techniques. For instance, they could use educational aids such as computers to drive the class content into the brains of their students. Additionally, they could try to establish a perfect link between the class content and the real world to ensure students understand all the information presented in class. Creative thinking is the only way to tap the potential of all students in the classroom.

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