PRINCIPLES AND MODERN METHODS OF TEACHING ENGLISH

Supervisor : Omonova Maxfurat Keldiyorovna
Phd,Kashkadarya State University
Master student : Shokirova Shaxrizoda
Shavkat qizi

Abstract

The teaching of English has evolved significantly in recent years, incorporating modern principles and methods to address the diverse needs of learners. This article examines key teaching principles such as communicative competence, learner autonomy, and cultural relevance. It also explores modern methods like Task-Based Learning, Flipped Classroom, and Technology-Enhanced Learning. The findings suggest that these approaches improve student engagement, enhance proficiency, and foster independent learning.

Key words : Task-Based Learning, Communicative Competence, Learner Autonomy, Literature Review, Observation, Interview.

ПРИНЦИПЫ И СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Научный руководитель: Омонова Макфурат Келдиеровна
Phd, Кашкадарьинский государственный университет
Магистрант : Шакирова Шахризода Шавкат кызы

Аннотация

За последние годы преподавание английского языка претерпело значительные изменения, включив в себя современные принципы и методы для удовлетворения разнообразных потребностей учащихся. В этой статье рассматриваются ключевые принципы преподавания, такие как коммуникативная компетентность, автономия учащихся и культурная значимость. В нем также рассматриваются современные методы, такие как

обучение, основанное на задачах, совмещенный класс и обучение с использованием технологий. Полученные результаты свидетельствуют о том, что эти подходы улучшают вовлеченность учащихся, повышают их квалификацию и способствуют самостоятельному обучению.

Ключевые слова: Обучение, основанное на задачах, Коммуникативная компетентность, Автономия обучающегося, Обзор литературы, Наблюдение, Интервью.

Introduction

Teaching English has become a dynamic field as globalization and technological advances reshape educational landscapes. Traditional grammar-translation methods are increasingly supplemented or replaced by innovative techniques to meet learners' needs. Key principles, including communicative competence, student-centered learning, and cultural inclusivity, guide the modern teaching approaches. This paper explores how these principles are applied using contemporary methods and evaluates their effectiveness.

Methods:

To examine the principles and methods of teaching English, this study utilized the following approaches:

1. Literature Review: Relevant academic papers, books, and articles on teaching principles and methods were analyzed.

2. Observation: Classroom activities employing modern methods were observed in secondary and tertiary institutions.

3. Interviews: Teachers and students were interviewed to gather insights into their experiences with contemporary methods.

The literature review explores studies that emphasize the integration of modern teaching methods with fundamental principles of language education. Key

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focus areas include communicative competence, technology-enhanced learning, learner autonomy, and cultural inclusivity. The analysis identifies how these principles are implemented across various methodologies and evaluates their effectiveness based on existing research.

Analysis

1. **Communicative Competence**. Several studies highlight the importance of communicative competence in modern English teaching. For example, Richards (2006) argues that methods like Task-Based Learning (TBL) focus on real-life communication, enabling learners to practice language in authentic contexts. In contrast, Kumaravadivelu (2003) critiques traditional methods for prioritizing grammar over communication. The consensus suggests that TBL and role-playing enhance fluency and confidence in learners.

2**. Learner Autonomy**. Flipped Classroom approaches, as discussed by Bergmann and Sams (2012), demonstrate the potential for fostering learner autonomy. Learners prepare by accessing materials before class, enabling them to actively participate in discussions. Little (1991) reinforces this concept, advocating for self-directed learning as a critical factor in language acquisition. Challenges noted in the literature include students' resistance to taking responsibility for their learning, necessitating teacher support. The analysis of literature demonstrates that modern teaching methods effectively address learners' needs when grounded in established principles. Future research should focus on practical strategies for integrating these methods in resource-constrained settings while considering cultural and technological barriers. This analysis examines classroom observations conducted to understand the application of modern methods in English teaching. The observations were carried out in secondary schools and universities, focusing on practices that align with key principles such as communicative competence, learner autonomy, and technology integration. The findings highlight the strengths and challenges of implementing these methods in real classroom settings.

Observation Settings: Context: Observations were conducted in five classrooms (two in secondary schools and three in universities).

Participants: Teachers with varying levels of experience and students aged between 12 and 22.

Focus Areas: Use of Task-Based Learning (TBL).Implementation of the Flipped Classroom model. Integration of digital tools for learning.

1. Task-Based Learning (TBL) Observations revealed that TBL was widely used in university classrooms. For instance:

Activity: Students participated in group discussions and problem-solving tasks based on real-life scenarios, such as planning a trip or organizing a community event.

Outcome: Enhanced student interaction and improved speaking confidence. **Challenges:** In secondary schools, younger students struggled with task instructions and required additional teacher guidance.

2. Flipped Classroom: Flipped classrooms were observed primarily in university settings.

Activity: Students watched pre-recorded lectures and completed preparatory worksheets before class. Class time was devoted to collaborative projects and discussions.

Outcome: Active participation and better comprehension were noted among university students.

Challenges: Some students did not engage with the preparatory materials, limiting the effectiveness of in-class activities.

3. Technology Integration: The use of digital tools was prominent in both secondary and tertiary institutions.

Activity: Teachers utilized apps such as Kahoot! for quizzes, and interactive whiteboards for visual aids. Language learning platforms were also integrated into homework assignments.

Outcome: Increased student engagement and immediate feedback on learning progress.

Challenges: Technical issues and lack of access to devices hindered implementation in secondary schools.

Observations suggest that modern methods, though effective, require careful planning and adaptation to different educational contexts. Teachers must address challenges like technological access, task clarity, and student preparation to maximize the benefits of these approaches.

Analysis of Interviews: To gain insights into the practical application of principles and modern methods in English teaching, interviews were conducted with teachers and students. The focus was on understanding their experiences with methods like Task-Based Learning (TBL), Flipped Classrooms, and technology integration, as well as their perceptions of how these methods align with core principles such as communicative competence and learner autonomy.

Participants: Five English teachers (three from universities and two from secondary schools).Ten students (six university students and four secondary school students).Format: Semi-structured interviews with open-ended questions to allow for in-depth responses.

Key Questions:

1. What teaching methods do you commonly use in the classroom?

2. How do these methods impact student engagement and learning outcomes?

3. What challenges do you face in implementing modern teaching techniques?

1. Task-Based Learning (TBL)

Teachers' Perspective: University teachers highlighted that TBL fosters real-world communication skills and active student participation. Secondary school teachers expressed that younger learners often struggle with complex tasks, requiring simpler, scaffold activities.

Students' Perspective: University students found TBL engaging and helpful in improving their speaking and teamwork skills. Secondary students preferred tasks with clear instructions and direct teacher involvement.

2. Flipped Classroom

Teachers' Perspective: All teachers appreciated the flipped classroom model for freeing up class time for discussions and collaborative work.Challenges included students not completing pre-class tasks and the additional preparation time for creating materials.

Students' Perspective: University students enjoyed the flexibility of accessing pre-recorded lectures but noted the need for discipline to stay on track.Secondary students expressed mixed feelings, citing difficulties in accessing digital content at home.

3. Technology Integration:

Teachers' Perspective: Technology was widely used for quizzes, virtual lessons, and interactive learning. Teachers in secondary schools struggled with insufficient resources, such as limited access to computers and unreliable internet.

Students' Perspective: University students appreciated using apps like Duolingo and platforms like Zoom for online collaboration.Secondary students enjoyed gamified tools like Kahoot! but expressed frustration with technical issues.

The interviews highlight the potential of modern teaching methods to improve English learning when aligned with principles like communicative competence and learner autonomy. Addressing challenges such as resource limitations and ensuring student preparedness is essential for their effective application.

Results

The results of the study provide a comprehensive understanding of how principles and modern methods of teaching English are applied in practice and their impacts on teaching and learning. The findings are categorized based on the three approaches used: literature review, observation, and interviews. The literature review highlighted the theoretical basis and effectiveness of modern English teaching methods.

Communicative Competence: Task-Based Learning (TBL) was identified as a key method for enhancing speaking and listening skills in authentic contexts. Role-playing and group activities, as discussed in various studies, were effective in improving interaction and fluency.

Learner Autonomy: The Flipped Classroom model empowers students to take responsibility for their learning, fostering critical thinking and preparation skills. However, resistance to self-directed learning was noted as a challenge.

Technology Integration: Digital tools like language apps, online platforms, and gasified learning were found to increase student motivation and engagement. Concerns about accessibility and over-reliance on technology were also noted.

Results from Classroom Observations: The classroom observations provided insights into the real-world application of modern methods.

Task-Based Learning (TBL):Activities such as group discussions and problem-solving tasks fostered active participation and improved communication skills,

especially in university settings. Secondary students, however, struggled with task complexity and required additional guidance.

Flipped Classroom: At the university level, students were more engaged during in-class discussions when preparatory materials were accessed beforehand.In secondary schools, some students did not complete the pre-class tasks, leading to ineffective in-class sessions.

Discussion

The results highlight that modern methods, when aligned with core teaching principles, offer significant benefits. Task-Based Learning and Flipped Classrooms foster active engagement and deeper understanding. However, these methods require teacher training and resources, which may pose challenges in resource-limited settings. Additionally, technology-enhanced learning, while effective, raises issues of accessibility and digital literacy. The literature review highlights a clear shift toward learner-centered and technology-driven approaches in English teaching. Communicative competence remains a foundational goal, with methods like TBL and role-play showing measurable success. Technology-enhanced learning offers significant benefits but requires careful integration to avoid overdependence. The findings suggest that learner autonomy and cultural relevance are essential for holistic language education, although their implementation varies across contexts. Future research could explore how to balance traditional and modern methods to cater to diverse learning environments. Emphasizing teacher training and resource allocation will be critical for scaling these innovations.

Conclusion

The principles and methods discussed in this article demonstrate the potential for improving English teaching practices. Modern techniques like Task-Based Learning, Flipped Classroom, and Technology-Enhanced Learning, grounded in

communicative competence and learner autonomy, are shaping the future of English education. As these methods gain wider adoption, addressing resource and accessibility challenges will be crucial for their success.The exploration of principles and modern methods of teaching English reveals a dynamic shift towards approaches that prioritize communication, learner engagement, and the integration of technology. Through the literature review, classroom observations, and interviews, it is evident that methods such as Task-Based Learning, Flipped Classrooms, and Technology-Enhanced Learning align well with foundational principles like communicative competence, learner autonomy, and cultural relevance.

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