

Explaining method and implementing methods of teaching grammar in teaching process

Feruzza Alimova

Abstract— Teaching English as a Foreign Language is vital especially in the developing countries in which English is considered to be a foreign language. It is clear that people need better opportunities that they can only get with a good group of English. In other countries people need better opportunities that they can only get with a good group of English. If you can understand English-language movies and programs, then listen to news and documentary programs, whose presenters tend to speak well.

Index Terms— method, educator, school, teacher, Classroom, Technology, grammar, Listening, speaking, reading, writing, vocabulary.

1 INTRODUCTION

Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, psychology, linguistics, and some others. There is no doubt that English has become a universal language. Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language.

2 MAIN PART

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in school and other educational institutions. It covers three main problems:

1. Aims of teaching a foreign language
2. Content of teaching, what to teach to attain the aims
3. Methods and techniques of teaching, how to teach a foreign language to attain the aims in the most effective way.

Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, psychology, linguistics, and some others. There is no doubt that English has become a universal language. Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience. Teaching English as a Foreign Language is vital especially in the developing countries in which English is considered to be a foreign language. It is clear that people need better opportunities that they can only get with a good group of English. In other countries people need better opportunities that they can only get with a good group of English. If you can understand English-language movies and programs, then listen to news and documentary programs, whose presenters tend to speak well. For easier work, practice

listening to English instructional CDs, mp3s or computer software, at home or at a school language auditory. You can also find English language-radio, TV and instructional materials on the Internet. In the modern world we have much more opportunities to rich a language. Modern Methods of Teaching Listening Skills Effective, modern methods of teaching listening skills get everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, understandable activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen, write, read and speak well. There are many methods of teaching languages. Contribute insights that may be absorbed into the generally accepted mix. Methods for teaching English and grammar Uses of modern technology in classroom teaching process easy and productive. Nobody can deny that technology has improved education. Educators have also dramatically adjusted their teaching methods in response to new technology over the years. Many schools now carefully consider cost and application to make a teaching methods in response to new technology has improved education. As the result pupils who finish school cannot understand oral speech or have another problems with foreign language. But it can help to the teacher to improve the level of pupils and develop their knowledge It's Teacher Centred technology.

Gadgets that are used strictly by teachers are designed to enhance presentations, help with book keeping or assist with outside communications. Projection devices have become more affordable and now are nearly standard in many classrooms. Interactive whiteboards, although still expensive, provide an instant interface between the classroom and cyberspace, allowing teachers to transform lectures into real-time multimedia presentations. They say, sometimes it is difficult to teachers to learn how to use new technologies at lessons, but it should try and after some time it will be interesting for both teachers and children. Although providing laptops for every student in the classroom is still cost-prohibitive for most school districts, wireless mobile labs can be used in group projects. These devices connect directly to the school's Internet access, and the signal is relayed to laptops that can be distributed to students. Individual word processors are now also becoming more affordable as well as smaller, hand-held devices. If schools strive to keep current with

technological trends and budget their priorities, then the learning that takes place becomes more relevant and meaningful to students. Computer literacy and knowledge of major software programs is no longer reserved for higher educational systems or special trade schools in today's society. Disadvantages of classroom Technology Besides being cost-prohibitive, the constant maintenance and upgrading of classroom technology can put a strain on time that should be devoted to teaching and learning. Also, not all teachers are as tech language as they should be devoted to teaching and learning. Technology grants and charitable foundations exist for needy districts. Apple initially cornered the market on educational uses for technology because of its more user-friendly systems. Apple still is the preferred choice for many educators because of its more user-friendly systems. Macintosh and Microsoft environments are gaining equal access into modern classrooms. Which platform educational decision-makers choose, the future remains unpredictable and today's good buy may end up on tomorrow's junk heap of outdated technology. Method you use for teaching listening keeps a few key instructional tips in mind that will help both you and your students to improve the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only ask clarifying questions, but also to make mistakes. Three, help students navigate their communication skills by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small. Methods of teaching reading at English lessons in this diploma work presented some of the well-known modern methods of teaching English language. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own way. First, tell students to prepare for listening by considering anything that they will want to learn from the plot of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Then repeat this activity but instruct students to not take notes until the end of the audio segment. You can use shorter or longer audio segments, and you can choose more easy or more harder material for this type of exercise. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures

of the direct method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures patterns are taught using repetitive drills. Little or no grammatical explanations are provided, grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between Level 1 and Level 2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors.

3 CONCLUSION

Unfortunately, in the secondary and high school, this method is rarely used. The method is very well developed perception and understanding of a foreign language at the listening. Students can through listening material apply the acquired skills in life. The mainstay of the chapter was “pattern practise”, which were drills expecting automatic responses from the students as a noun, verb conjunction, or agreeing adjective was to be inserted in the blank in the text or during the teacher’s pause. The teacher could have the student use the class could respond as a chorus, or the teacher could pick individuals to respond. It was really a sort of “memorization”. There was a vocabulary list, sometimes with translations to the mother tongue.

References

- [1] Burnett, Cathy and Julia Myers. Teaching English London 2004
- [2] Law of the republic Uzbekistan “On the National Program for the Cadre Training”, 1997 august 29.
- [3] Burnett, Cathy, and Julia Myers. Teaching English London 2004
- [4] Cambridge Movers 2-cambridge Young Learners English Tests, Cambridge, 2001
- [5] Collins, Rita. English Teaching forum 2009
- [6] Edmonson, Patricia. “Scaffolding: Strategies for Improving Reading Comprehension Skills” 2010

Article Authors

- *Feruza Alimova is a student in Uzbekistan State World Languages University*