

Modern Methods of Teaching Foreign Languages in ESP Classes

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Abstract: the article analyzes the diverse methods of teaching foreign languages in ESP classes. The following methods were considered: direct method, grammar - translation, audiovisual, audiolingual and communicative. It is believed that the communicative and direct methods began to occupy a leading position. This article analyzes the use of new innovative methods and techniques to improve the effectiveness of teaching foreign languages. The role of teaching a foreign language is extensively described, starting from grammar-translation, audio-visual, audio-lingual and communicative methods. Communicative and direct methods are currently taking leading position.

Keywords: direct method, grammar-translation, audiovisual, audio-lingual communicative, foreign language, modern, motivation, ESP

INTRODUCTION

Our country pays due attention to the study of foreign languages by the youth to create conditions and opportunities for the development of international cooperation and communication, the wide and effective use of advanced achievements of the world community and sources of information. Professional knowledge and skills of specialists are the keys to success in every area of life, which are extremely important for students, graduates, researchers and scientists. Knowledge of foreign languages significantly increases the quality of education, activates the process of innovation in the economic life of the country. The use of modern information on the development and implementation of the achievements and experience of advanced foreign specialists expands and strengthens the knowledge of students and researchers. Creating the necessary conditions for an active system of teaching foreign languages, in particular English, the use of modern educational sources, methodological recommendations is the goal of teaching languages in ESP classes today.

The most important goal of teaching foreign languages is also the formation and development of a communicative culture, teaching practical knowledge of a foreign language. The task of the teacher is to create conditions for the practical study of the language, the selection of appropriate teaching methods that would make it possible for each student to show activity and creativity. The number of methods has also increased. However, each method has its pros and cons. Former traditional methods today are subject to sharp criticism, despite the fact that their application gave many positive results. For proper command of the language, students had to study textbooks for a long time, devoting enough time to translating, reading texts, studying active vocabulary, performing various exercises, retelling texts, writing essays or dictations.

There are many methods in the study of foreign languages in higher educational institutions at the present time. Each method can be used in the classroom, but at the same time, new ones are constantly being developed and applied, and each teacher can choose more suitable and effective methods.

In the system of teaching foreign languages in higher education institutions, both traditional and modern teaching methods are used. Let's analyze some of them:

- Direct method.
- Grammar-translation teaching method.
- Audiovisual and audiolingual methods.
- Communicative method.

Direct method of teaching a foreign language. The “direct method” of teaching is a conversational method where learning takes place orally and there are always opportunities for modification and improvement teaching styles. The main goal is to teach spoken language. From an early age, we all learn something through practice. We learn speaking any language, English, Spanish, German. We believe that the only means for learning a language is constant practice in the target language and the influence of the language environment. While “speaking” is still considered the final stage of learning, “direct method” is used as a teaching method [5, p.320].

Grammar-translation method: Grammar-translation (traditional) method was one of the main teaching methods. It relied on memorizing words and grammatical material, certain thematic texts, mainly on everyday topics: “My family”, “My working day”, “My friend”. This method of teaching foreign languages is considered outdated, boring, it happened to memorize difficult grammar rules, reading and translating texts, and retelling them. The teacher constantly corrected mistakes, interrupted the speaker. This method has been used for many years. Its main drawback is that when it is used, a language barrier is created, in particular, the student is not given the opportunity to freely present the educational material, one has to combine vocabulary with the support of grammatical rules. The disadvantage of this traditional method is also a poor experience in speaking. This method greatly reduces motivation and interest in classes. This shortcoming can be filled by adding other methods of communicative training to the traditional methodology.

Audiovisual and audiolingual methods: The main goal is to teach students speaking. Students also need to be taught to reading and writing. A practical task is the use of a foreign language as a means of communication in everyday life. When working with written activities, the teacher can select a certain number of texts from fiction. Particular interest is the careful selection of linguistic material: grammatical constructions, living oral speech is analyzed. This method is based on memorizing certain structures, listening and playing audio recordings, watching videos. The audiovisual teaching method involves illustrating speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, the trainees have two channels of perception working simultaneously - visual and auditory, as a result of which associations arise in the students' heads, allowing them better memorize the language. The purpose of these methods is to master a living, spoken language [1, p. 411].

Both methods are based on induction, learning proceeds from learning a certain grammatical rule to providing an example. Considering all of the above, it can be noted that for ESP students who do not specialize in language learning, audiolingual and audiovisual methods are suitable only if they are used in combination with other teaching methods [6, p. 109].

Communicative method: The communicative method of teaching English is focused on the narrow study of grammar in the performance of practical tasks, such as the reproduction of dialogues and life situations. Such tasks generate considerable interest and a desire to share thoughts. The teacher only guides and supports the students.

To get rid of the fear of speaking a foreign language and at the same time to form other language skills and abilities, in particular oral and written speech, reading, listening is the most important advantage of the communicative method. Grammar is studied in the process of speaking, communicating in a foreign language. At the initial stages, students learn language memorizing

structures, expressions, phrases, and only then consider the grammatical constructions found in memorized phrases. The principle of verbal advance works.

In the communicative methodology, a special place is occupied by the practice of communication. The communicative technique is aimed at developing the skills and abilities of speaking in a foreign language. The communicative method of teaching a foreign language also contains game conditions, working with a partner, tasks for finding errors, which allows to expand the vocabulary and actively forms thinking abilities. In the form of authentic materials, teachers can use various materials: magazines, newspapers, graphs, tables.

The essence of the communicative method is to create real situations of communication. When creating a dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method can be considered that it has a huge variety of exercises: it uses role-playing games, dialogues, simulation of real communication [2, p. 85].

Many teachers use the communicative method. The use of this method develops oral speech, teaches to communicate in English. When using this method, a lot of students' activity is involved.

The essence of the communicative method lies in the creation of real situations of communication. With the revival of the dialogue, the student has the opportunity to put into practice all the acquired knowledge. A very important advantage of the communicative method can be considered that it has a huge variety of exercises: it uses role-playing games, dialogues, simulation of real communication [2, p. 85].

The formation of modern computer technologies allows to master English with the help of modern interactive resources: computers of the latest generation, the Internet, TV programs, newspapers, magazines, podcasts. The use of modern teaching technologies helps awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form the skills that will be needed in the future. Such methods make it possible to diversify the general education program, to interest, activate students and raise their language level.

Collaborative learning. This type of training is based on the working students in groups, on mutual learning, where students solve the assigned task not only individually, but also collectively and are equally responsible for the implementation of the planned tasks. When learning in collaboration, learning takes place in the conditions of interaction: student - teacher - group. The established task is solved jointly, strong students working in a group with weak ones pulls them up, gets them interested in the given task, helps them in the successful completion of the established tasks. The assessment for the completed task is put one per group.

CONCLUSION

ESP teachers of modern universities for the most part use these methods in combination. The direct method in ESP classes is used more and more often and this is due to the increasing level of English proficiency, teaching methods, and practical training of teachers themselves. Teachers conduct classes based on various teaching methods - both traditional and modern in combination. Such a mixed type of education significantly raises the language level of students.

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