

DIFFERENT APPROACHES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS

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***Abstract:** English holds a place of status in our country, even after more than six decades since British left India. No native language however has come up to replace English, either as a medium of communication or as an official language. Under the influence of nationalistic feeling and emotional hostility English began to reassert its position. This paper is an overview of the main problems connected with teaching English as a Foreign Language (EFL). It also focuses on the challenges in teaching English.*

***Keywords:** Innovations, English Language Teaching, PDC, management, e-learning.*

INTRODUCTION

Today's language classroom is vastly different from that of the mid- to late twentieth century. The focus is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to connect to others around the globe. Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language and cultural skills to facilitate the connections they are eager to make.

Teaching of English as Foreign language in the place like Uzbekistan always demands expertise in the pedagogy for many reasons: socio-cultural, economic, psychological, philosophical, educational and pedagogic. Learning of English serves a very limited purpose, and the target learners have less opportunity to practice the target language outside the classrooms. Sometimes, it becomes difficult for the subject teacher to encourage some enthusiastic learners to use the target language due to those students who are not very good in English, or at least hesitant to use English in and outside the classroom. Therefore, teaching of English in catches attention of many researchers and scholars especially when the issue is particularly related to the classroom situations.

MAIN PART

In spite of a good planning, curriculum, textbooks, qualified teachers and effective administration, the teaching-learning process sometimes seems to be futile when the actual skill development is not up to the mark. However, there could have been greater change had a systematic analysis been made in the past by exploring the factors responsible for such a low level performance.

In this connection, an investigation may be proved to be quite helpful towards the finding out the actual causes, and evolution of some fruitful and compatible strategies of teaching English as a Foreign language in a second language environment. Language teachers being the followers of different learning theories of Psychology, have chosen few objectives, and suggested various approaches/ methods/strategies such as oral approach, situational teaching, audio-lingual method, communicative approach, bilingual approach, the Neutral approach etc for the achievement of language objectives. Most modern teachers support the idea of situational approach while there are still a few who teach following grammar-translation method. But, at times, all these popular methods/approaches/techniques fail in certain specific situation .

Teaching is an art as well as a science. Without a proper development of teaching skills a teacher can't prove himself to be an effective instructor in his classes. He has to justify his position by showing different traits and skills while teaching the target learners. Apart from some well known qualities of a teacher in general such as qualification, training and experiences, a teacher is always expected to display some modest but significant behavior patterns and characteristics in his day to day interaction with the learners. If a teacher lacks the following characteristics he is supposed to attend teacher development programs in order to modify his teaching potential, attitude and readiness to deliver in the best possible manner.

Professional development is a broad term, encompassing a range of people, interests and approaches. Education is getting global and competitive day by day. Both the parents and the nation want a creative mind in children. The background of the target students in English in both the countries is supposed to be humble, and the learners are unable to practice the target language at homes, in the markets or society to the extent they should. So the teacher's role becomes greater. The teacher needs an effective teacher-training so as to be able to assimilate the educational values and ideas of one's own culture and of modern needs. The nation needs the services of millions of teachers who have trained minds and not stuffed brains so that the ultimate development of human resource can be targeted. The actual training requires the following aspects to be fulfilled: teacher's attitude, philosophical change, technology oriented attitude, skill oriented teaching

/learning, human resource development etc. It is good to have such a combination of native speakers, bilingual and unilingual teachers to have them as facilitators. But CPD (Continuous Professional Development) must go on in order to avoid waste of human resource. Training and professional development is always essential in this fast changing society. Thus, in order to be update, modern and sophisticated should attend in-service training or professional development programs.

Management can be operationally defined as the maximum utilization of the minimum resource available. If the institution does not achieve the expected level, teachers don't develop the students and the students are not able to prove their worth the management is supposed to be blamed the most. It is the management (group of people) which strive together to realize commonly conceived goals of an institution.

a)Management has certain specific areas to work on: resources-physical, human and e-resources. Management of human resource Management of human resource focus on the utilization and development of the human resource basically teachers. It is needed in this fast changing society as well as institutions to meet the demand of education for the future. Utilization of human resource is not the only issue that the modern institutions are trying to achieve. In addition, development of human resource as per the need is also equally important

b) E-resource development and management Gone are the days when traditional methods/approaches were useful. Nowadays teaching has become highly sophisticated and technology based. E-Learning has emerged as a worldwide phenomenon in the field of pedagogy. Therefore, the teachers are supposed to be able to use and utilize the e-resources available in an institution. The provision of latest e-resources, tools and training of those who would utilize the e-resources are important tasks of management.

CONCLUSION

There are many challenges that the teachers and the learners face in the learning of English in Uzbekistan . There are many factors that contribute to such learning challenges. In this case, the role of teachers as well as management can play very important role. The teachers can try to develop themselves, and the management can provide the opportunities for the teachers to develop and utilize the e-resources for the betterment of teaching/learning.

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