

LEARNING STRATEGIES AND TEACHING ENGLISH

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Abstract: *This research aims to further examine strategies that can be used to teach English as a foreign language. The method that the researchers applied to this research was qualitative research with literature review design. The data sources in this research are limited according to research topic taken from books, websites, and supporting journals. Researchers discovered several teaching strategies for teaching English as a foreign language, including complete learning, recitation, drill, ice breaking, recalling memory, brainstorming, class discussion, games, listening and reading, paragraph writing, filling blanks, English camp, assembly, cooperative learning, problem-based learning, project-based learning, basic materials teaching, implementation of good habits, fun english learning, focus on academic language, literacy and vocabulary, link background knowledge and culture to learning, promote classroom interaction, increase comprehensible input and language output, and stimulate higher-order thinking skills and use of learning strategies.*

Key words: *communicative competence, learning strategy, mastery strategy, cognitive strategies, metacognitive strategies, compensatory skills.*

In the process of learning a language, general strategies and techniques are used that do not depend on the nature of the academic subject, and special ones that ensure the mastery of the subject “Foreign language”. The modern dictionary of foreign words defines strategy as “the art of planning based on correct, far-reaching forecasts.” In the methodological literature of recent years, the words “language teaching strategy”, “language acquisition strategy” are often found. The concept of “learning strategy” is used in relation to the teacher. It is understood methodologically as a general concept of learning, based on certain linguistic, psychological and didactic principles and defining the approach to learning. Language teaching strategy is the art of guiding the process of mastering a foreign language, planning a training course based on studying student data and applying modern methods and methods aimed at achieving students' skills and abilities to use a foreign language in accordance with the identified data and strategies for students' language acquisition. If “learning strategy” is used in relation to the teacher, then “mastery strategy” is used in relation to the student. According to the “Dictionary of Methodological Terms” compiled by E.G. Azimov and A.N. Shchukin, acquisition strategies are defined as combinations of techniques and efforts used by students to understand, remember and use knowledge about the language system and speech skills and abilities. These are also cognitive operations that are chosen by students to solve a communicative task.

According to E.G. Azimov and A.N. Shchukin, about a hundred different strategies are currently proposed, which are divided into direct and indirect. Direct strategies (memory strategy, cognitive, compensatory) mean the ability to concentrate, plan one’s activities and

evaluate results. Indirect strategies (metacognitive, emotional and social) either reduce anxiety, serve as a means of motivating learning, or reflect the desire to receive information, the ability to select educational material in accordance with one's goals, the ability and desire to cooperate with the teacher and other students in the group, the ability and desire to ask questions, participate in educational conversations.

Strategies aimed at mastering language material in order to facilitate and speed up the process of assimilation and memorization of linguistic phenomena and improve memory functioning:

- selection of groups of words according to the thematic principle of mind map
- creating associative connections (selecting associations for words in order to remember the name or translation of the word);
- using context, writing a story about yourself
- use of illustrations, depicting words in an unusual way (draw or select a picture to translate the words) (Appendix 3);
- highlighting key words in the text or story being read;
- drawing up a plan for retelling the text or telling a story about yourself;
- comparison of a foreign language with a native one (look at the spelling of a word and guess what Russian word it is similar to)
- underlining and marking;
- application of rules;
- finding linguistic patterns;

Strategies whose goal is to help students correctly use certain linguistic phenomena that have already been studied:

- revealing the meaning of words according to context;
- describing an unfamiliar word using simpler words or pantomime;
- use of synonyms, antonyms, internationalisms;
- highlighting linguistic and speech means in the sample text;
- putting forward hypotheses;
- generation of new words, word formation;

Strategies for active and lasting mastery of grammatical structures of a foreign language:

- observation of what communicative intention is realized by the grammatical structure (read the dialogue and determine what this or that phrase expresses in it);
- independent derivation of the rule from the finished text or derivation of the rule by filling in the gaps in its brief formulation

Strategies aimed at students planning their own learning activities:

- in the lessons, students learn to determine their own learning goals in the subject “English”
- plan the learning process;
- control the learning process;
- determine the most optimal ways to acquire lexical and grammatical knowledge and understand texts.

Also, the process of teaching a foreign language implements strategies aimed at organizing independent work outside the lesson:

- students learn to plan time;
- equip your workplace;
- rank tasks that can be solved independently by difficulty;
- alternate difficulties and take breaks from work.

Development of social strategies of students through:

— the ability to ask questions in order to obtain additional explanation (dialogue exchange of opinions on a given topic, following a model in the native language, then following a model in English)

- ability to work in pairs

earning strategies

As the name suggests, we are talking about learning strategies, not teaching. That is, it would be most correct to call today's post "Language Learning Strategies," because learning is those language learning strategies that a student uses, either in class or during independent work.

And if this sounds a little pompous, you can call all this study habits or - otherwise - methods of study activity (oops, sorry, in my opinion, it turned out even more pompous than it was)

Learning strategies are quite variable. In the process of learning a language, we all try different methods and techniques. Some work, some don't; We like some methods (for example, putting a textbook under the pillow), while others tire us (doing grammar exercises). Other strategies for learning a foreign language make us feel uncomfortable (speaking with mistakes), while others make us feel safe (keep silent if you don't know exactly what to say).

So, over time, everyone develops their own preferences and personal strategies for learning a language. None of the studies published to date can definitively say that some learning strategies work and others do not.

For example, Kolya likes to learn individual words in lists. My whole teaching self will protest against this method: I believe that the vocabulary of the English language consists mostly of phrases that are practiced in completely different ways. But if the method of learning words in lists works for Kolya, perhaps you should leave him (Kolya) alone.

The teacher's task is to relax and have fun)) And also to help his students understand what works in their particular case. And there is only one way - to give students the opportunity to try the entire arsenal of methods and techniques of work.

All learning strategies are usually divided into several groups:

- memory
- cognitive
- compensation
- metacognitive
- affective
- social
- ...strategies

Now let's learn more about these language teaching/learning strategies. Caution: further in the text there will be terms))

Memory strategies

All those techniques that help to remember and store new things in memory, and also, if necessary, quickly retrieve them from there. This includes:

Making mental connections - for example, a way to remember new expressions in context.

Using associations - pictures, images, sounds, sensations.

Regular repetition - reviewing the material, composing new examples with expressions or grammatical structures, hanging the necessary words around the apartment.

Reinforcement by action - for example, reinforcement of a new word with a gesture or body movement - by the way, the TPR - Total Physical Response method is based on this.

Cognitive strategies

Cognitive, mental learning strategies that help to understand, interpret and reproduce new phenomena in the English language. This includes:

Practice and repetition - for example, repeating a new model or design, using it in new contexts; performing exercises and tasks.

Analysis and comparison - analysis of a new expression: what words/components it consists of, what can be replaced with what, and how to create new phrases using this model.

Structuring knowledge - your own way of writing notes or accompanying new material with visual cues; creating presentations, tables and graphs - everything that makes it easier to record language material for later use and repetition.

Compensation strategies

Compensatory learning strategies that help the student communicate and express his thoughts in English, despite gaps in the language and the lack of any knowledge, specific words and constructions. This includes:

Careful, informed guesses—for example, using non-linguistic clues in context.

Overcoming language limitations - when a student replaces a necessary but unknown word with a synonym, paraphrases or explains in other ways (circumlocution).

Metacognitive strategies

Metacognitive strategies, namely monitoring one's own learning progress, organizing it, planning and evaluating it.

Setting goals and objectives - for example, know and be able to use 500 new expressions in three months; remain calm while communicating in English and do not break out in a cold sweat.

Tracking progress against predetermined criteria - what it means to “be able to use” new words; What does "calmness" mean? Have I already achieved this? How far along am I with this?

Affective strategies

affective strategies

Affective strategies (but not in the sense of a state of affect, which, as is known, is a mitigating circumstance) are ways to control and manage one's emotions, attitude towards language and the learning process, and motivation. For example:

Ways to reduce anxiety are to turn on music and joke.

Self-motivation - learned 10 new phrases - take a pie from the shelf.

Ways to cope with negative emotions are to share your experiences with the teacher or complain about the teacher to your classmates.

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