COMPARATIVE CHARACTERISTICS OF MODERN METHODS OF TEACHING ENGLISH IN COMPREHENSIVE SCHOOLS

Xudayberdiyeva Gulbahor Abdunabi qizi

2nd year master's student, English linguistics departmemt,
Namangan State University, Uzbekistan

Abstract: *The manner of instruction has changed noticeably throughout time. With the introduction of current teaching techniques, interactive methods of teaching have been substituted for memorization and the standard recitation practice to teach the pupils, and the results are evident. Because modern teaching methods, unlike the traditional method of teaching, do not treat all pupils at the same level of their understanding abilities, this educational reform offers a completely different perspective on teaching and learning. Modern teaching techniques put less emphasis on lecturing and more emphasis on discussion, demonstration, practical application, cooperation, and activity-based learning. This article sheds light into comparison in characteristics of modern methods in comprehensive schools.*

Key words: *modern methods, comprehensive school, technique, communication, methodology, L2, cognition.*

The new teaching approach, which we named the modern teaching approach, centers the learner's thoughts and involves them fully in the learning process. The learner is the main focus of curriculum preparation and teaching in the modern teaching approach. Here, I compared main characteristic features of modern methods.

The first distinctive quality of communicative technique is that it focuses learning on a "foreign language culture," which has a strong educational, developmental, and instructional component, rather than on mastering a foreign language. These components include familiarity with and study of the language's grammar as well as its culture, relationship to the native culture, and development of the alien language, including its traits, characteristics, similarities, and distinctions from the original language. In any of their activities, they also incorporate gratifying the student's individual cognitive interests. The final component gives pupils who are not interested in learning a foreign language more incentive to do so.

The second specific feature of the communicative method is mastering all aspects of a foreign language culture through communication. It is the communicative method that first advanced the position that communication should be taught only through communication, which has become one of the characteristic features of modern methods. In the communicative teaching method, communication performs the functions of learning, cognition, development and education.

The next distinctive feature of the proposed concept is the use of all functions of the situation. Contrary to other systematic educational institutions, communicative learning is founded on the premise that situations are comprehended as systems of relationships. Here, the primary focus is on building a situation as a system of relationships between students rather than on recreating it with the aid of visual aids or verbally describing bits of reality. It is possible to make the learning of a foreign language culture as natural and as close to the circumstances of actual conversation as feasible through the discussion of situations constructed on the basis of the interactions between the pupils.

The communicative method also includes mastering non-verbal means of communication: such as gestures, facial expressions, postures, distance, which is an additional factor in memorizing lexical and any other material.

Conditional speech exercises, or those that are based on the full or partial repetition of the teacher's statements, are another distinctive aspect of the communicative method. The complexity of conditional speech exercises increases as knowledge and abilities are gained, and they are eventually no longer necessary once the students' assertions are no longer contingent and meaningless.

As a result, it is clear from the foregoing that many of the distinctive characteristics that emerged first in the communicative idea were later borrowed by other communicative-oriented approaches and successfully applied by them.

But at the same time, they differ in many respects from this concept and have their own inherent features.

A striking example of the application of the project method is the textbook "Project. English", published in 1985 by Oxford University Press. A distinctive feature of the project methodology to a greater extent is the intellectual and emotional content of the topics included in the training and their gradual complication. A specific feature of the topics is their concreteness. From the very beginning of training, the participation of students in meaningful and complex communication is assumed, without simplification and primitivism. The design methodology is also distinguished by a special form of organizing the communicative and cognitive activity of students in the form of working on a project. From what, actually, the name of the technique appeared.

Especially important is that students are given the opportunity to express their own opinions, feelings, and share experiences. Tom Hutchinson stated: "Project work is very personal. There is nothing simulated about the project. They write their children. Considering the project methodology in the context of the personal-active approach, we first note what the personal component means, that is, the first component. Personality, as emphasized by I. A. Winter, «acts as a subject of activity, it is formed in activity and in communication with other people and itself determines the nature and characteristics of the flow of these processes». Thus, the student himself, his motives, goals, his unique psychological storehouse, that is, the student as a person, is in the center of learning.

The effectiveness of the project methodology to a greater extent is ensured by the intellectual and emotional content of the topics included in the training. Also noteworthy is their gradual complication. But the distinctive feature of the topics is their concreteness. From the very beginning of training, students are expected to participate in meaningful and complex communication, without simplification and primitivism, which are usually characteristic of textbooks for beginners to learn a foreign language.

Another distinctive feature of the project methodology is a special form of the organization of the communicative-cognitive activity of students in the form of a project. From what, in fact, appeared the name of the technique.

The novelty of the approach is that the trainees are given the opportunity to design the content of communication themselves, starting from the first lesson. There are few texts per se as such; they are reproduced in the course of the work of the students on the projects proposed by the authors.

Each project is related to a specific topic and is developed over a specific time. The topic has a clear structure, divided into sub-topics, each of which ends with a task for design work. A particularly important feature is that students have the opportunity to talk about their thoughts, their plans.

Thanks to the work on the project a strong language base is created.

Specific is also the division of skills into two types: language learning skills and language skills of the user. For the development of the first kind of skills, phonetic and lexical-grammatical exercises of training character are used. Ego exercises for imitation, substitution, expansion, transformation, recovery of individual phrases and texts. Their peculiarity is that they are given in an entertaining way: in the form of a text for checking memory, attention; guessing games; puzzles, sometimes in the form of phonogram.

Training in grammar skills and their training are usually conducted in the form of work on the basis of tables. All the exercises, which is especially important, are performed against the background of the development of the presented project. For practice in the use of language given a large number of situations created with the help of verbal and object-figurative visibility.

Obvious here is that the specific features of the communicative and projective techniques have much in common, are built on identical principles, but they are used in different ways of learning. In the first case, training is based on the use of situations, in the second step of using projects.

Let us turn to the intensive method and consider its specificity. This technique is based on the psychological term "suggestion." This is the first specific feature of the intensive method. The use of suggestion allows you to bypass or remove various kinds of psychological barriers for students in the following way. The teacher conducts employment, taking into account psychological factors, emotional impact, using logical forms of learning. He also uses various kinds of art (music, painting, theater elements) in the classroom, with the purpose of emotional impact on the students.

However, suggestopedic training involves a certain concentration of training hours. In the older stages, for example, it is advisable to allocate six hours per week due to the school component of the curriculum; they should be divided into three, two hours each. If necessary, the number of hours can be reduced to three.

Also, a specific feature of the intensive technique is that suggestopedics relies heavily on the proposition about the different functions of the two hemispheres of the brain. The inclusion of emotional factors in learning a foreign language significantly activates the process of learning, opening up new perspectives in the development of methods for teaching foreign languages.

Another distinctive factor is the active use of role-playing games. The specificity of intensive training lies precisely in the fact that educational communication preserves all social and psychological processes of communication. Role communication is at the same time both game, and educational, and speech activity. According to this, if from the point of view of students, role communication is a game activity or natural communication, when the motive is not in the content of the activity, but outside it, then from the position of the teacher role communication is a form of organization of the educational process.

CONCLUSION

In short, the inclusion of modern teaching methods in this time is necessary as it opposes the idea of traditional forms of repetition and memorization of the syllabus to educate students. To develop decision-making skills, problem-solving skills, and critical thinking ability, modern teaching techniques are best suited. The new ways of teaching make students more productive and encourage them to collaborate. Both methods are effective but which will be done during this time is the question, and clearly, the importance of modern teaching techniques can be felt clearly.

REFERENCES:

1. Y. Kitaygorodskaya G. A. Methods of intensive learning foreign languages. M., 1986 — pp. 52–55.

2. Klementenko A. L. et al. Theoretical Foundations of Foreign Language Teaching Methodology. M., 1981 P. 28.

3. Kleimenova L. M. The use of active learning methods in the classroom in the French language with students // Inostr. languages in school. — 2011 -pp. 134–135.

4. Основные термины (генерируются автоматически): время подготовки, графический дизайн, английский язык, навык.