Effective Teaching Methods and Skills in English

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Abstract: *The article is devoted to illustrate the information about effective teaching methods and skills in teaching English as a foreign language at educational establishments. Author reviewed scientists' opinion about this case and reflected them in the article. For effective organization of teaching process teacher needs a deep understanding of learners' language level and their needs. Author introduces some effective exercises according to gain success in teaching.*

Key words: textbook, resources, teaching materials, technique, skimming, scanning, learner-centered, language level, interaction, linguodidactic, motivation, self-observation, learner's need, education.

An important thing in teaching FL has been that the teacher creates her own materials and devices tasks based on the needs of the learners. Teachers rely on their own materials rather than depending on other resources. Therefore, they have to focus on important things such as the learning objectives, the methodology, the outcomes and most importantly the level of students. Many experienced textbook and methodology manuals writers have mentioned that games during the lesson are not just time-filling activities but they have a great educational value.

For many teachers, selection of teaching materials is based on their availability. Furthermore, chosen materials determine the content of the course. Often it serves as the explanation of the use of the same syllabus with different students. In learner-centered instruction, the convenience of materials includes student comfort and familiarity with the material, language level, interest, and relevance. According to

Kanunnikova:[1]"A great deal of attention is paid to scientific and methodological substantiation of their structure and content in connection with the design of integrative courses for certain specialties, as well as in connection with the universities transition to Bachelor degree programs".

For effective organization of the process of teaching in the real situation of the educational practice teacher needs a deep understanding of psychological content of certain phases of that activity and a sufficiently high level of the basic concepts. For anybody not a secret, that modern school teaches mainly the technique of reading, but has not been able to actually teach reading, the meaning of perception, accurate understanding of the substantive side of the integral text. In addition, when, becoming a student, the student is forced to process huge volumes of professional and public literature, it turns out that he is just not ready.

Whereas learners often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. Telling is not teaching and listening is not learning. Teacher should try to be an artist during the lesson. His/her lesson is his/her own masterpiece. If we love our students, they will love us too. In order to gain their attention we should work on ourselves. We should practice a lot, and be attentive for our actions.

Following techniques may be helpful for the EFL learners.

Technique: True/False/Not Given

1. Look for words in each statement to help you scan.
2. Identify comparisons or qualifying expressions in the statements.
3. Try to predict some answers.

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[1] Kanunnikova, N.V. Linguodidactic principles of designing an integrative course of teaching a foreign language to the students of economic specialties of higher educational institutions. PhD thesis (Education), Tomsk. 2005

4. Find your scan words in the text. Then read around them to locate the answers.

True: *if the statement agrees with the information*

False: *if the statement contradicts the information*

Not Given: *if there is no information on this*

Technique: Sentence completion

1. Remember that the answers are in order.

2. Note the word limit for each gap.

3. Look for words in each sentence to help you scan.

4. Find your scan words in the text. Then read around them to locate the answers.

How much information can get our students during the lesson?

Here we can see some information about education efficiency.

Lecture

5%

Working with books

10%

Working with visual aids

20%

Knowing experience

30%

Debating

40%

Games

50%

Practical exercises

60%

Identifying the linguodidactic basics for creating relevant textbooks should be mentioned among the achievements of modern language pedagogy.

Today we have many methods and technologies of teaching languages. Some of them we do not use and others are widely used; still others have a small following, but offer useful insights. In the history of foreign-language, education in the 20th century might be tempted to think that it is a history of failure. Older methods and approaches such as the grammar translation method or the direct method are not used today and even they have forgotten as never

methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students.

To my mind, in education process it should be taken account not only students' learning process but their teachers knowledge and their experience is also important. Professor Tojimat Qodirovich Sattorov gave different helpful advises in his book about forming methodical factors of future foreign language teachers. In this book takes place such kind of problems like conditions, requirements of professional orientation in educational process, and opportunities of practical language subjects in forming methodical skills of future FL teachers and also content of functions, structural features of FL teacher's pedagogical activity.

He distinguished five types of foreign language teacher's preparedness:

1. Language experience;
2. General philological preparedness;
3. Spiritual and educational preparedness;
4. Psychological and pedagogical preparedness;
5. Methodic preparedness;

Methodic preparedness plays important role in the system of FL teacher's professional preparedness.[2]

Everybody knows that, teaching is one of the most difficult professions in the world. Because, every day teachers deals with the persons who are the continuers of the future of our country. Teaching is very difficult because, students in our group are not just boys and girls, everyone is unique individual who has never been before and will never again exist.

If teacher likes his/her profession, he/she will love teaching; teacher must be genuinely interested in what they do. The most important things in the world are awareness and

[2] Sattorov T.Q. Developing future FL teacher's professional skills. T.:2003 p191

learning. One of the greatest challenges of program management is the self-observation of the teacher.

So, what is the self-observation of the teacher?

First, teacher has to use following "Focus questions" for her/him.

- How can I develop students' motivation?
- How clear are my directions?
- What kind of questions do I direct to students?
- How many students participation is there?
- How well do I use the blackboard?
- How well do I answer for student's questions?

So, after self-observation questions you must get ready yourself to the next lesson with not revising the last mistakes.

At the end of the lesson teacher has to prepare small sheets of papers and give them to the students. Students may answer for the following questions;

- Did you like the lesson?

- What do you want to know for the next lessons?
- What kind of games do you like to play?

Feedback is helpful for teachers to correct their mistakes.

We must prepare our classroom management in following steps with answering for the following questions:

Organization of the lesson:

1. What is the theme for the new lesson?
2. How can we teach this theme?
3. What is the aim of the lesson?
4. How can we make pacing of activities?
5. What kind of its digression?
6. Transition from activity to activity?
7. Is it pair/group/or class work?
8. Am I ready for the exploitation of unexpected or unplanned classroom occurrences?

However, in some situations teachers are dependent on the materials and are required to use the same textbook repeatedly. Potentially there is nothing bad in using the same teaching materials, if everything is

conceptualized through a learner-centered approach. The same article or audio story can be used for developing reading or listening comprehension skills, cultural awareness, expanding vocabulary, etc.

Thus, as K. Graves[3] points out: teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged

Clear understanding of goals and objectives will help teachers to be sure what material to teach, and when and how it should be taught. It is wrong to look for a method of teaching/learning that gives all the answers.

Sometimes, the method is not so important. We need good materials (e.g. a good course book, etc.) that arc interesting and dear. And you need a good teacher too. The individual qualities of the teacher are very important. The teacher and the students must have a good relationship. The students must like

their teacher. That is one important way to help make learning fun.

In his book D. Nunan[4] gives a clear description of how one should state objectives.

Depending on what is desired, objectives may sound like the following:

- Students will learn that...

- Students will be aware of...

- Students will develop...

We have to recognize that you cannot make progress without doing some old-fashioned hard work. There must be a method involved in teaching and learning, but the same method does not work for everyone. People are different and they have different reasons for wanting to learn. The method will naturally change depending on the purpose of the lesson.

However, it is important that each lesson should have a clear objective. The material should be presented in a context. There should

[3] Graves, K. Teachers as course developers. England: Cambridge University Press, 1996. 27p

[4] Nunan, D. Syllabus Design. Oxford: Oxford University Press,1988

be practice and consolidation work. Students should use all four language skills of listening, speaking, reading and writing. Then we can achieve all our good results.

Teacher should be responsible for the selection, organization and exploration of the materials and technologies which are brought to class. They must be creative, provocative, meaningful, allow for the active, critical exploration of both students and the teacher.

Professor J.J.Jalalov[5] points out that : in FL teaching methodology the term of condition consists of the information about: Where teach? Whom teach? and in How much time? We should pay attention for such components of foreign language teaching methodology in order to make convenient condition for ourselves:

1. Type of education(place of education);

2. Typology of learner(age of the learner);

3. Learners language experience;

4. Time of teaching subject;

Today we have a lot of new pedagogical technologies and methods for use, but we should select the most useful and the most necessary among them. Our aim is gaining guaranteed result at the end of the lesson by using our educational materials systematically. Pedagogical technology is the completely before planned system for taking guaranteed result. In education, process two sides: teacher and learner are participators. Education process is the process, which teacher and learner work together under the one aim of taking knowledge and developing the skills.

Most educational theses are devoted to investigating reading materials, then come speaking and writing. Let us describe it in more detail. First of all, they are doctoral research dedicated to the contribution of various types of reading, for

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[5]Jalalov J.J. English language teaching methodology. Tashkent, 2014

example, skim reading – Agapitova[6] ,extensive reading – Zhirkova[7] professionally-oriented reflexive reading – Krylova[8]. Moreover, the types of texts used in reading, Widdowson[9] offers a method of teaching multi-language abstracting of texts for specific purposes.

Reading consists of two ways: scanning and skimming. Let us make clear them.

Scanning -to look through a text quickly in order to find a piece of information that you want or to get a general idea of what the text contains.,

I scanned through the booklet but could not find the address.

Scan the newspaper article quickly and make a note of the main points.

Skimming -to read or consider something quickly in order to understand the main points, without studying it in detail.

I have only skimmed (through/over) his letter; I haven't read it carefully yet.

Before developing students' vocabulary, it is necessary to clarify the specifications of the task you are going to develop. Students should be encouraged to notice how certain words perform in different contexts, preferably at the level of a text or paragraph.

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