

Effective Teaching Strategies in Teaching Foreign Language

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Abstract: *The article deals with discussing the efficiency of using innovative technologies for ensuring the independent work of the students. Nowadays, the study of foreign languages is an important aspect of modern life. It promotes not only familiarity with the culture and traditions of other countries, but also provides an opportunity for the development of knowledge, imagination. The article analyzes the efficiency of some interactive methods in teaching process.*

Keywords: innovative technologies, communicative skills, education, creative ideas, self-determination, gamification, fishbone, content-based instruction, Mind Maps.

The modern world needs individuals with highly developed intellectual and communicative abilities, organizational skills, who are able to achieve their goals, taking into account the needs, interests and capabilities of each member of their team. In this regard, higher education is tasked with the formation of competitive personnel, ready to form the role of a leader striving for intellectual and

creative self-development, self-determination and self-actualization.¹

Everybody knows that, teaching is one of the most difficult professions in the world. Every day teachers deals with the persons who are the continuers of the future. Teaching is very difficult because, students in our group aren't 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 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 of all, teacher has to use following

¹Vikulina, M.A. Leader in the student environment: theoretical aspect / M.A. Vikulin, A.V. Zorina // International Journal of Experimental Education. Pedagogical sciences. - 2010. - № 10. - P. 39–40.

“Focus questions” for her/himself.

- 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.

The concept of new pedagogical technology is to make the student an active participant during the educational

process. Here we can see some methods which are helpful for increasing students’ communicative skills².

Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although “Design Thinking” is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used by companies in the past.

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

² Brown, H. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.). White Plains, NY: Longman. 2001

A common technique for exploring self-learning is the use of *Mind Maps*. Teachers can create a central part on a Mind Map and allow students to expand their ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other's Mind Maps and come to a more comprehensive understanding of the Human Body.

Learning through the use of *games* is a method that has already been explored by teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through player "*Gamification*" is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

The teacher should design projects that are appropriate for their students, taking into account their age and knowledge,

while making them attractive enough to provide extra motivation.. In this way, students can enjoy the competition with peers while also having fun and learning.

Graphic way "Fishbone" is known under the name Ishikawa (Ishikawa) - Japanese professor, who developed a method of structural analysis of cause-effect relationships, is applied at the stage of "Understanding" within the framework of RWCT technology at the level of hyper phase unity. At the heart of this technique is the idea of forming a visualization of the relationship between causes and effects. The purpose of using "Fishbone" is to teach you how to extract the necessary information from the text and then use it to formulate an output and develop your own vision for a given problem. The task of the graphical method is to systematize the information, and also visually display the relationship between the problem being solved and the causes that affect its occurrence.

So, "Fishbone" is built according to the following scheme:

- Head is a problem;
- Tail - conclusions;

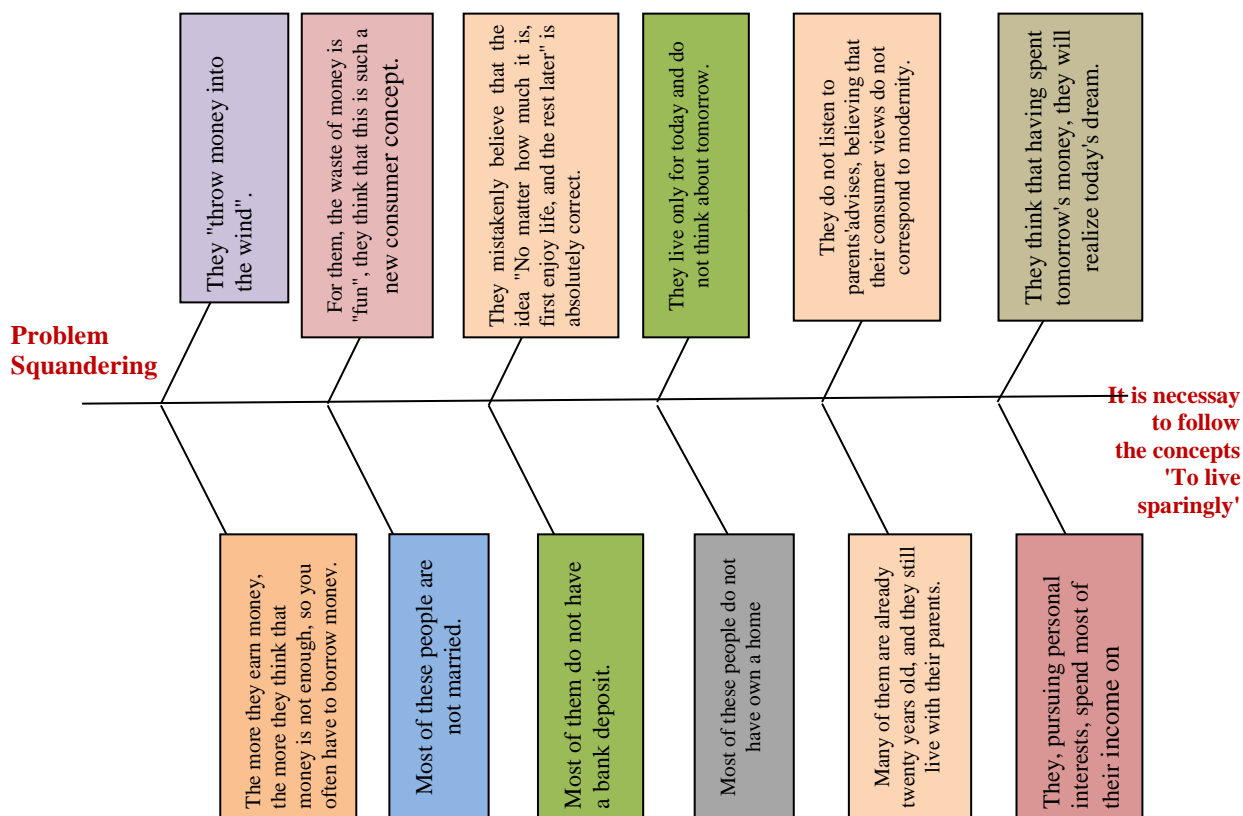
- Top bones - the causes that led to the problem;
- Lower bones - facts, events confirming the existence of the indicated causes on

the upper part of the bone.

It should be noted, since the diagram is limited in space, information should be provided concisely, briefly, in essence.

FISHBONE

On the topic: Invalid waste of money by youth.



The next method is SWOT analysis, the acronym SWOT was first voiced in 1963 at Harvard at a conference on business policy issues by Professor K.R. Andrews. In 1965, the scientists of Harvard

University E.P. Leraned, C.R.Chistensen, K.R. Andrews, W.Q. Guth proposed the technology of using SWOT to develop an enterprise development strategy.

The method of SWOT analysis has

become widespread in all spheres of activity, including in the humanities. The goal of this method is to develop the students' skills in conducting a differential analysis of a given problem, in particular, to identify the advantages, negative features, opportunities, and negative consequences of the topic of the lesson analyzed.

S - Strengths (strengths, benefits)

W-Weaknesses (Weaknesses, negative signs)

O - Opportunities (Opportunities, Potential Directions)

T- Threats (Threats, negative consequences).

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and

inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never, never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively rules are generalized from the practice and experience with the target language.

Verbs are used first and systematically

conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned.

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.

In order to develop the ability to communicate, the learners need opportunities for interpreting, interacting and conveying the messages. These opportunities can be provided in the form of well-designed tasks which require them to communicate effectively. Interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: Without practical application, students often fail to comprehend the depths of the study material.

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