

INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 01. Issue 11. 2024

THE IMPORTANCE OF METHODS IN ENGLISH

Yusupova Muxlisa Abror qizi

Student of Samarkand State Institute of Foreign Languages Gmail: mukhlisayusupova005@gmail.com

Zubaydova Nilufar Nematullayevna,

Teacher of Samarkand State Institute of Foreign Languages

Annotation: Use simple language and be clear about what the method does. Using a similar structure across all methods for easy reading. Document Edge Cases: Include any known limitations, such as boundary values or cases that will throw exceptions. Some methods can make your learn easier to read and maintain, especially in larger projects.

Effectively, learning, teaching, properly, methodology, complete, **Key words:** sentence, correctly, grammatical, structure and language

Learning a new language, especially English, at an early age opens doors to a world of opportunities for children. However, maintaining their enthusiasm and interest can be challenging. Children are naturally curious and respond well to fun, interactive, and engaging methods of learning. By tapping into their love for stories, games, music, and play, we can nurture their passion for learning English. This introduction aims to explore creative strategies that can boost children's excitement and motivation to learn English in enjoyable and meaningful Certainly, here's a deeper look at the importance of methods in English teaching and learning.

Cognitive Development and Retention: Well-chosen methods align with how the brain processes and retains information. For example, using spaced repetition and active recall methods supports memory retention, which is essential for mastering vocabulary and grammar. Methods like storytelling or contextual learning help in linking new knowledge to existing concepts, aiding in long-term retention.

Catering to Diverse Learning Styles: Every student has unique learning preferences – visual, auditory, kinesthetic, or reading/writing. Teaching methods can integrate various activities to address these learning styles, allowing students to absorb language more naturally. For example, role-plays benefit kinesthetic learners, while audio-visual materials engage auditory and visual learners.

Facilitating Communication and Interaction: Communicative methods like the Communicative Language Teaching (CLT) approach encourage students to practice

USA

INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Valume 01, Issue 11, 2024

real-life communication. This not only improves fluency but also builds confidence in speaking and interacting in English, which is key to language mastery.

Encouraging Critical Thinking and Problem Solving: Problem-solving tasks, debates, and discussions, commonly found in task-based and project-based methods, engage students in critical thinking. They challenge students to articulate thoughts clearly and understand complex ideas, honing both language skills and cognitive abilities.

Personalized Feedback and Assessment: Methods like formative assessment, peer review, and self-assessment promote continuous learning by helping students identify and improve upon their weaknesses. Personalizing feedback ensures that each student can work on specific areas, leading to steady improvement and a more personalized learning journey.

Building Self-Efficacy and Independence: Certain methods, such as the learnercentered approach, encourage students to take control of their learning process. By giving students tools to set goals, track progress, and self-assess, these methods build self-efficacy, helping learners feel more independent and confident in their English skills.

Promoting Cross-Cultural Understanding: Many methods also introduce cultural contexts, giving students insight into how language reflects culture. This understanding is particularly valuable for English, as it's a global language spoken across diverse cultures. Through exposure to cultural nuances, students can better navigate intercultural communication and understand English in a broader, real-world context.

Supporting Inclusion and Accessibility: Inclusive methods can accommodate learners with different abilities. For example, using multimodal instruction supports students who may have language-related learning difficulties by combining written, visual, and spoken language. This inclusive approach helps make English learning accessible to a wider range of students.

Encouraging Lifelong Learning: Methods that focus on metacognitive skills, like reflection, goal-setting, and self-assessment, nurture lifelong learning habits. By teaching students to understand and monitor their learning processes, they become equipped to continue improving their English skills outside of the classroom and throughout their lives.

Balancing Fluency and Accuracy: The balance between fluency (natural flow of language) and accuracy (correct usage of language) is essential in language learning. Some methods, like the Audio-Lingual Method, emphasize repetition and accuracy,

USA

INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 01, Issue 11, 2024

while communicative methods focus more on fluency. A well-rounded approach combines these aspects, helping learners become both confident and competent in English.

Profoundly is a great habit and impact, shaping not only students' language skills but also their cognitive development, cultural understanding, confidence, and readiness for lifelong learning. The best methods support a well-rounded, adaptable, and student-centered approach to English education.

In English learning and teaching, the choice of methods is crucial because they directly impact how effectively learners acquire language skills. Here's why methods are important:

Structure and Organization: Methods provide a structured approach, which helps teachers create organized lessons with a clear focus. This structure can guide both teachers and students through different levels of language complexity.

Engagement and Motivation: Different methods can be used to engage students more actively, whether through communicative activities, task-based learning, or interactive media. Engaging methods can keep students motivated and make learning more enjoyable.

Skill-Specific Focus: Some methods target specific skills like speaking, writing, reading, or listening. For instance, the Communicative Language Teaching (CLT) method emphasizes speaking and listening skills, while the Grammar-Translation method focuses more on reading and writing.

Adaptability to Learners' Needs: Methods can be tailored to match the learners' needs, levels, and backgrounds. For example, younger students may benefit from Total Physical Response (TPR), which involves physical movement to learn vocabulary, while adult learners might prefer Task-Based Language Teaching (TBLT), which uses real-world tasks to build language skills.

Cultural Relevance: Effective teaching methods can introduce learners to the cultural aspects of language, promoting a deeper understanding and fostering intercultural communication skills.

In sum up, the right method can make language acquisition faster and more effective, helping students achieve better outcomes in fluency, comprehension, and confidence in using English methods serve as a roadmap for teachers, ensuring that learning is goal-oriented, structured, and adaptable to student needs, which ultimately leads to more effective language acquisition.



INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 01, Issue 11, 2024

REFERENCES

- Douglas Brown Author of Principles of Language Learning and Teaching 1. (2022) pages 223.
- 2.. Piterson Jones. There are most effectively ways to speak in English. [2021] journal pages 232, 230 The Effective Techniques for Language Learning. Cambridge University Press, 2018. 245 pages.
- R. Nosirova, N Iskandarova H S Gafforov, N N ZubaydovaGender its language acquisition Academic research in educational sciences 2 (5), 217-224, 2024
- Brown, Patricia. The Power of Reading: Building Vocabulary and Comprehension. Oxford University Press, 2020. 600 pages.
- Johnson, Claire. Writing for Success: How to Improve Your Writing Skills. 5. Pearson Education, 2017. 210 pages.
- R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" Ijodkor O'qituvchi 3 (36), 103-105, 2024
- Emma Emily. Skimming and Scanning: Techniques for Efficient Reading. 7. Routledge, 2019. 180 pages.
- Taylor, Mark. Mastering English Writing: A Guide for Language Learners. Palgrave Macmillan, 2021. 265 pages.
- Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. Aethiopica, 25, 258-261.
- «Житие 10. Валиева. Η. (2021).Лалибэлы»: перспективы новые исследования. Библия и христианская древность, 3(11), 197-214.
- Valieva, N. (2021). Prof. Geta (t) chew Haile: (approx. 04/19/1931–June 10, 11. 2021). Scrinium, 17(1), 16-19.
- Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. Aethiopica, 24, 175-211.
- 13. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michailovič, 2017. Scrinium, 16(1), 410-412.
- Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. Aethiopica, 23, 281-285.
- Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. Aethiopica, 22, 315-318.
- 16. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.



INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 01, Issue 11, 2024

- Валиева, Н. А. (2022). Вакф Тушунчаси Ва Тарихдаги Вакф Ташкилотлари Хакида. Oriental Journal of Social Sciences, 2(2), 107-114.
- Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. Iqtisodiyot va ta'lim, 25(2), 335-340.
- Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy 19. taraggiyot va tahlil, 1(8), 109-114.
- Худойназаров, Ф. (2023). Ислом Иктисодиёти: Ибн Халдун Тавсиялари. Iqtisodiyot va ta'lim, 24(6), 351-356.
- Худойназаров, Ф. (2023). Тўкима Хадислардан Хадисларни Сақлаб Колишда Мухаддислар Фаолияти. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 763-776.
- Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. 22. The American Journal of Interdisciplinary Innovations and Research, 2(08), 55-64.
- Сулейманова, Н. (2017). О номинативной функции предложения. Иностранная филология: язык, литература, образование, 2(4 (65)), 88-91.
- Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно 24. Ортида Макропропозитив Структура Хакида. Academic research in educational sciences, 2(4), 798-802.
- 25. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. Іп Лингвистика И Методика: Междисциплинарный Подход (рр. 141-144).
- Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного 26. Значения. Ученый XXI века, (2-4).
- Sattarova, D. (2024). Siyosiy Muloqotning Pragmatik Aspektlari. Tamaddun 27. Nuri Jurnali, 5(56), 380-383.
- Sattarova, D. (2024, January). Siyosiy Notiqlikning Milliy Madaniy Va Lisoniy Tahlili (O'zbekiston Respublikasi Birinchi Prezidenti Ia Karimov Nutqlari Asosida). In Международная конференция академических наук (Vol. 3, No. 1, pp. 5-7).
- 29. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. Молодые ученые, 1(22), 41-43.
- 30. Сулейманова, Н. Тил Белгиларининг Нутққа Кўчирилиши.