

EFFECTIVE METHODS OF TEACHING LANGUAGE SKILLS IN SECONDARY SCHOOLS

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Abstract

The purpose of this study is to examine effective teaching strategies that enhance English language skills in secondary school students. English has become a global lingua franca, making its mastery essential for academic success and future career opportunities. However, many students face challenges such as limited exposure, lack of motivation, and diverse learning needs. This article investigates key instructional approaches including Communicative Language Teaching (CLT) differentiated instruction, and interactive teaching methods that promote active engagement and practical language use.

Keywords: *effective teaching strategies, English language skills, secondary school students, communicative language teaching, interactive methods, language learning motivation, educational technology, student-centered learning*

INTRODUCTION

In today's fast-paced world, science and technology are gaining momentum. Progress in every area is moving forward. In particular, science has undergone great changes and significant progress. Delivery of each subject to pupils using innovative teaching techniques is one of the main requirements of today's education. A new stage in the teaching of foreign languages began in our country. In our country, new methods and requirements for teaching foreign languages in accordance with the European Framework Recommendations (CEFR) have been developed. It has created textbooks for pupils of secondary schools and vocational colleges. Foreign language is divided into four aspects (reading, reading, listening and understanding) and each of them is given specific insights and skills.

Aims of Teaching English at the Secondary Level:

- To understand English with ease when spoken at normal conversational speed.
- To read Standard English newspapers regularly.
- To gain ability to understand English from the native speakers and to respond reciprocally.

- To have the ability to note-making and note-taking.
- To be able to convey one's thought and feeling to be understood by others.
- To acquire the vocabulary to tune of all the situations that one encounters.
- To be able to use reference materials like dictionary and thesaurus.
- To develop and enjoy the literary items.

Grammar □ Translation Method:

This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Grammar should be taught deductively that is grammar should be at first presented and studied and then practiced through a translation exercise. The vocabulary selection is based solely on the reading texts used and words taught through bilingual words lists, dictionary study and memorization. The students' native language is the medium of instruction.

Bilingual Method:

The bilingual method is a method of language teaching developed by C.J Dodson (1967 / 1972) to improve the audio-visual method which was advocated in the 1960s. In the bilingual method, a lesson includes three stages of teaching:

Starting with the reproduction / performance of a basic dialogue. Moving on to the variation and recombination of the basic sentences.

Direct Method:

This method is also known as the **Oral or Natural method**. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. The direct method has one very basic rule: no translation is allowed and connected directly with the target language without going through the process of translating into the students' native language.

Audio Lingual Method:

This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about everyday situations. These phrases are imitated, repeated, and drilled to make the response automatic. The term „audiolingual“ was coined by professor Nelson Brooks in 1964. The army programmes was to make the students attain conversational proficiency in a variety of foreign languages.

RESULTS

In language teaching it is a group of methods in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

Brainstorming often serves as preparation for another activity. In teaching writing it is a form of prewriting in which a pupil or group of pupils write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

Mind mapping is a method which helps us to describe any process of general systematic thinking by means of schemes. It is also an effective technique of alternative writing. The objective of this method is visualization, organization of ideas and thoughts, presentation of information with effective ways, definition of interrelations between key points and etc. The ways of this method are brainstorm, creativity, description and presentation. It is used in solving difficult problems, in communication, in planning and optimization of details³

The teacher suggests the pupils to write a letter on a given topic. Letter is a specific kind of written composition involving a concrete writer, message and a concrete reader.

CONCLUSION

Many researches have shown that using methods in secondary schools is one of the effective methods in teaching languages. Furthermore, the teacher is now able to make observations on each pupil and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group.

Each teaching method is mainly based on a particular vision of comprehension the language or the learning process, frequently using specific techniques and materials used in a set sequence. Language teachers who deeply study and use various methods of teaching English are those who take care of their own value to self, to pupils, to family, to society and to a larger community of the world.

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