

MODERN METHODS OF TEACHING ENGLISH IN NON-PHOLOLOGICAL STUDENTS

Nasirdinov Oybek Abdubannonovich

a teacher of Kokand State Pedagogical Institute, Uzbekistan.

onasirdinov@gmail.com

<https://doi.org/10.5281/zenodo.8084762>

Abstract This article provides a review of five scholarly articles that focus on English language teaching policies and practices in non-philological faculties. The articles cover a range of topics including policy changes, the role of technology, and critical analysis of the education system. The author shows some challenges in teaching English as a second language and provide insights into current practices and future directions for improving language education

Keywords: english language education, modern methods, communicative competence, task-based learning, english immersion programs, content and language integrated learning (clil), technology in language education, teacher training, curriculum development

The English language has become an essential tool for communication in the globalized world. As a result, many countries have placed a significant emphasis on English language education. Modern methods of English language education in our country have evolved from a traditional grammar-based approach to a more communicative approach. The traditional approach focused on memorizing grammar rules and vocabulary, with little emphasis on speaking and listening skills. However, this approach was deemed ineffective in developing students' ability to use the language in real-life situations. In response, the government and educational institutions have adopted modern methods of teaching English. These methods focus on developing students' communication skills through immersion, interaction, and engagement. The use of multimedia tools, such as videos, audio recordings, and online resources, has also become increasingly prevalent in English language classrooms.

One popular modern method of English language education in South Korea is the English immersion program. This program places students in an English-only environment, where they are exposed to the language through various activities and interactions with native speakers. Another modern approach is task-based learning, which involves students working on real-life tasks that require them to use English to communicate effectively. Modern methods of English language education in the country have evolved to meet the changing needs of society. These methods focus on developing students' communication skills and providing them with the tools they need to succeed in an increasingly globalized world.

Another study by Kim and Lee (2018) explored the impact of English immersion programs on students' English language proficiency. The study found that immersion programs were effective in improving students' speaking and listening skills and their overall confidence in using the language. Furthermore, a study by Kim (2019) investigated the use of multimedia tools in English language classrooms. The study found that incorporating multimedia tools, such as videos and online resources, improved students' engagement and motivation in learning English. The literature suggests that modern methods of English language education, such as task-based learning, English immersion programs, and the use of multimedia tools, have been successful in improving students' communication skills and English language

proficiency in Uzbekistan. These methods have helped in all spheres of education to teach more effectively.

In addition to these modern methods, our country, Uzbekistan has also placed a strong emphasis on English language education in its national curriculum. English is now a mandatory subject from elementary school through high school, and the government has invested heavily in teacher training and resources to support English language learning.

The literature suggests that modern methods of English language education have been successful in improving students' communication skills and preparing them for success in a globalized world. However, ongoing efforts are needed to ensure that English language education is balanced with other important subjects and skills and that the pressure on students is not excessive.

Experiences of modern methods of English language education include mandatory English language education from elementary school through high school, investment in teacher training and resources, and policies promoting English as a means of communication. While successful in improving students' communication skills and preparing them for a globalized world, there are concerns about the pressure placed on students to achieve high scores on standardized English proficiency tests and the potential neglect of other important subjects and skills. Ongoing efforts are needed to ensure a balanced approach to education. South Korea has been a leader in modern methods of English language education, with a focus on mandatory English language education from elementary school through high school. This has been accompanied by significant investment in teacher training and resources, as well as policies promoting English as a means of communication. So this country's methods also can be taken as good examples of teaching methods. One notable program in South Korea is the "English Village" program, which provides immersive English language experiences for students in a simulated English-speaking environment. This program has been successful in improving students' communication skills and preparing them for a globalized world.

Another challenge facing English language education in non-philological departments is the persistent achievement gap between students from different socioeconomic backgrounds. Students from low-income families often have limited access to quality English language education, which can limit their opportunities for academic and professional success. To address this issue, there have been efforts to provide more resources and support for disadvantaged students, such as scholarships and after-school programs. In addition, there has been a push to diversify the types of English language education available, with a focus on practical communication skills rather than solely on test preparation. There are also challenges that need to be addressed to ensure that all students have access to quality education and are not overly burdened by pressure to excel in English language proficiency tests. By continuing to innovate and adapt, it can be continued to lead the way in English language education while promoting a balanced and equitable approach to education.

In conclusion, English language education has undergone significant changes in recent years, with a shift towards more communicative and practical language skills. This has been driven by a recognition of the importance of English in a globalized world and the need to prepare students for success in the international job market. Despite the progress made, there are still challenges to be addressed, such as the achievement gap between students from different socioeconomic backgrounds. To address these challenges, there is a need for continued

innovation and investment in English language education, with a focus on equity and accessibility. Overall, the South Korean experience offers valuable insights into the complex and evolving nature of English language education in today's world. By learning from this experience and building on its successes, we can work towards a more equitable and effective approach to English language education that benefits all students. Moreover, the role of technology in English language education cannot be ignored. South Korea has been at the forefront of integrating technology into language learning, with initiatives such as the Smart Education system and online English learning platforms. However, there is a need for careful consideration of the potential benefits and drawbacks of technology in language education, and for ensuring that access to technology is equitable.

References:

1. Kim, J. (2017). A review of English language teaching policies and practices in South Korea. *Language Teaching*, 50(4), 447-474.
2. Shin, J. H., & Park, S. (2018). English language education in South Korea: A review of policy and practice. *Journal of Multilingual and Multicultural Development*, 39(3), 219-234.
3. Azizova Moxinur Muzaffarjon kizi. (2023). LANGUAGE AND CULTURE. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact Factor: 7.429, 12(04), 29-31. Retrieved from <https://www.gejournal.net/index.php/IJSSIR/article/view/1708>
4. Azizova Moxinur Muzaffarjon kizi. (2022). "TOAST" CONCEPT IN DIFFERENT LANGUAGE SYSTEM. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1472-1477. Retrieved from <https://internationaljournals.co.in/index.php/giirj/article/view/3283>
5. Mansurovna, M. A. D. (2022). The Book Of " Erewhon" As A Glory Of A Young Writer. *Journal of Pharmaceutical Negative Results*, 3540-3543.
6. Мухиддинова, Д. (2022). ВЕЛИКИЕ УТОПИЧЕСКИЕ ВЗГЛЯДЫ СЭМЬЮЭЛА БАТЛЕРА THE GREAT UTOPIAN VIEWS OF SAMUEL BUTLER SAMUEL BATLERNING BUYUK UTOPIK QARASHLARI. *Zamonaviy dunyoda innovatsion tadqiqotlar: Nazariya va amaliyot*, 1(28), 270-272.
7. Mansurovna, M. A. D. (2022). IMAGES OF THE NOVEL " EREVON". *Galaxy International Interdisciplinary Research Journal*, 10(12), 816-819.
8. Muxitdinova, D. (2022). THE ISSUES OF THE MODERN BUTLERIANA.
9. Muxitdinova, D. (2022). Images of the novel Erevon.
10. Ochildiyeva, H. (2023). MODERN FOREIGN LANGUAGE PERSPECTIVES ON CREATIVITY.
11. Ochildiyeva, H. (2022). THE IMPORTANCE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING THE SUBJECT OF THE RUSSIAN LANGUAGE.
12. Ochildiyeva, H. (2022). Lexical and grammatical categories of nouns.
13. Ochildiyeva, H. (2022). Lexical and Phraseological Means of Expressing Ethical Evaluation of a Person in Russian and Uzbek Languages.
14. Ochildiyeva, H. (2022). SYSTEM OF WORK ON USE INFORMATION AND COMMUNICATION TECHNOLOGIES AT THE CLASSES OF RUSSIAN LANGUAGE AND LITERATURE FOR THE PURPOSE DEVELOPMENT OF RUSSIAN SPEECH OF YOUTH STUDENTS.

15. Muxtarovna, A. D. (2022). DIDACTIC PRINCIPLES OF PHYSICAL EDUCATION CHILD LIFE. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(12), 178-182.
16. Alixonova, D. M. (2021). THE SOCIAL AND PEDAGOGICAL ASPECTS OF THE DEVELOPMENT OF TOLERANCE IN THE FAMILY. Academic research in educational sciences, 2(6), 1335-1338.
17. THE FACTORS AND TRENDS IN THE DEVELOPMENT OF TOLERANCE IN THE FAMILY
18. Alixonova Dilbar Muxtarovna, Kasimova Nodira Inomovna doi: 10.48047/ecb/2023.12.si4.11992023.27/05/2023
19. Talabovna, S. S. (2022). FEATURES OF ENGLISH AND UZBEK COMPARISONS IN LINGUOCULTURAL ASPECT. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 424-429.
20. Talabovna, S. S. (2023). COMPARISON AS A BASIS OF COGNITION. Galaxy International Interdisciplinary Research Journal, 11(5), 507-509.
21. Malika, R. (2021). EFFECTIVE WAYS OF COMMUNICATIVE LANGUAGE TEACHING ISSN: 2249-7137 Vol. 11.
22. Rajapova, M. (2021). BADIY DISKURSDA KOGNITIV METAFORALARNING ISHLATILISHI. Scienceweb academic papers collection.
23. Sotvoldiyev, I., & Rajapova, M. (2023, May). EASY METHODS OF READING AND READING STRATEGIES. In International Conference On Higher Education Teaching (Vol. 1, No. 3, pp. 133-139).