



MODERN APPROACHES IN TEACHING ENGLISH TO PEDAGOGICAL AND ADMINISTRATIVE STAFF

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Abstract. The article attempts to develop innovative models of mastering foreign language teaching and administrative staff. Investigations of different models of training, revealed the specifics of teaching.

Key words: innovative model, foreign language, language teaching, models of training, approaches

"The learning approach – is the realization of the leading, dominant ideas, learning into practice in the form of a defined strategy and with the help of a different teaching method".

B.V. Belyaev

Currently, being acquainted with English language skills is not only an attribute of human cultural development, but also a condition of his success in various spheres of industry. In this regard, the goals and objectives of foreign language teaching are reviewing; new concepts and approaches to teaching foreign languages are coming into practice, new forms and methods of teaching are used during the English classes.

Learning a foreign language is a difficult task. Different situations require different teaching materials, different techniques, and different types of activities, strategies and approaches. Some foreign language teachers have been using the same learning approach in the classroom for many years and believe this method is the most successful, the most productive. Other teachers are constantly searching for new and more effective methods. Is there any one, and the best method of learning foreign languages? Especially the person who is studying the language, has already formed an educator?

Teaching of adult English language requires implementation of the following main objectives:

1. To motivate students.
2. To teach them to learn English on their own
3. To use a productive, modern techniques and English language teaching tools.

In fact, in such a complex work as the study of the English language is important, above all, motivation. As, adults motivation is more powerful because they are more aware of the need for language learning to advance their careers, expand the circle of communication, creative self-realization, improving the professionalism. Teachers have been applying great efforts to overcome the inertia of adult students, which prevent them:

- Inferiority complex, fear of mistakes. Adults are perfectionists, they believe that silence is gold, it is better to do nothing than to make a mistake... it is very hinders the English language learning process.

- Lack of time for training. The pace of modern businessperson is so high that there is no time to eat, to sleep. How to carve out an hour or more for English?!

- Lack of confidence in their own abilities. They easily forget dates of the events, the person.

The second important component of adult learning is cognitive flexibility. The ability of different individuals and representatives of different professions to learn the English language vary.

A new approach to learning English based on the methods and techniques facilitated effective learning. It is known, that some can learn the language straight away, and some of them gain the language skills with difficulty. Despite the complexity of the foreign language learning process, a person is looking for such ways and methods in which language learning will be effective and beneficial for him.

There is a special section of andragogy in the pedagogy, in which the principles of adult learning have been revealing and developing. According to them efficiently adult education is based on the general to the particular. This training strategy allows

us to build a foundation first, "skeleton", on which with a fast pace strung all other knowledge.

In terms of the language learning method, experts select the direct, conscious and active approach to learning.

— Direct (intuitive) approach involves the acquisition of language by listening and intuitive language acquisition with the exception of the native language of the education system. This approach to learning is based on the behavioral learning theory, regarded as the leading trend in psychology for many years.

— Conscious (cognitive) approach to learning is based on the stages theory of skills and abilities development. This theory identifies four stages of learning material:

familiarization → training → usage → control.

This approach offers a variety of exercises aimed at the formation of speech skills, to develop speech competences, to control the level of proficiency. This approach has been implemented through the conscious and practical method of training.

— An active approach. With this approach to language learning has an active character, real communication is carried out through "speech activity". The dialogue participants try to solve real and imagined problems by means of the target language.

According to the theory of code conscious mastery, language acquisition is a process of acquiring conscious control on phonological, lexical and grammatical models of second language primarily through conscious study and analysis of these models. This theory considers students' understanding of the foreign language structures more important, rather than the ability to handle with these structures. It is believed that, if the student is sufficiently familiar with the language structures, operational skills are generated automatically during usage of the language in meaningful situations. The conscious principle based on the awareness methods as following approaches:

- Linguistic facts as mastering them;
- Methods of their application in speech communication;
- Development of speech activity types, based on written and spoken language;
- Organization of training in sequence; from the knowledge acquisition to the speech skills and abilities;
- Differentiation of educational material on the active and passive, and its differential uptake in the use of special exercises;
- Comparison of similar and contrasting phenomena in both languages in order to overcome negative interference and the use of positive transfer results;

The consciously comparative approach is a modification of the transfer method. The essence of this method consists in the following:

1. In the learning process of foreign language the unity of content and form must be ensured, if the purpose of the training is speech, not language, activity. Form and content can be acquired basis on its functions, in the process, and under the influence of communication.

2. Learning a foreign language should be based on the unity of language and practice.

3. Despite the fact that the basic principle of learning a foreign language - is the principle of consciousness, during its organization, it should be taken into account that in the speech activity have been acts of conscious and unconscious. However, the actual conscious level is the leading in the foreign-language speech activity. Anyone who is talking, planning statement, assessing the situation, the reaction of the interlocutor, reveals his motives and purpose. Producing a statement, he also draws his conscious.

4. While the training organization of a foreign language, it should be using the native language as providing a comparative base and semantization.

5. Learning a foreign language should be carried out by drawing on the principles of the training system approach.

Education is largely based on self-learning and self-development. In other words, we need to teach how to learn, to instill the skills of independent work, starting with elementary: how to work with a dictionary, with the text, how to teach better words and expressions, how to construct sentences. The role of the English language teacher is often reduces to the role of coordinator of the learners' self-instruction.

In conclusion, there are products for every taste on a methodical market, and it needs to be clarified in the purpose, means, and most importantly – methods of teaching. In that case, the choice of courses and training programs will not be so difficult.

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