

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHHI (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 30.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



M. Tursunboeva  
Ferghana Polytechnic Institute  
teacher

## THE FEATURES OF TEACHING ENGLISH IN HIGHER EDUCATION

**Abstract:** The article is focused on the features of teaching English in higher schools. As it is emphasized the need to improve students' speaking, writing, reading and listening skills from English classes. It also outlines integrative and communicative approaches and goals that can be used to enhance the effectiveness of the lesson.

**Key words:** linguistic, oral speech, writing skill, listening skill, reading skill, lexical materials, an integrative approach, a communicative approach.

**Language:** English

**Citation:** Tursunboeva, M. (2019). The features of teaching english in higher education. *ISJ Theoretical & Applied Science*, 11 (79), 630-632.

**Soi:** <http://s-o-i.org/1.1/TAS-11-79-127> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.127>

**Scopus ASCC:** 3304.

### Introduction

UDC 808.3

Higher education standards of learning English are aimed at forming students' professional knowledge, skills and abilities. In the course of studying process students learn new information, put it into practice and solve the problems set by teachers. The role of the teacher is the key in the educational process [1]. The aims of teaching foreign languages have their peculiar features. A foreign language as well as English education can be expressed widely or narrowly.

The wide meaning of giving education is to bring students to perfection.

The interpretation of a narrow meaning of English teaching is expounded with following details:

- The practical aim of English teaching is to master all kinds of speech activities. The speech experience is formed by taking into consideration the state education standards. Apparently, the shaping of speech experience is connected to acquiring a language material (lexical, grammar, phonetics) and using it in real lives. Lexical and other abilities take part in all kinds of speech activities [2].

The particularity of English studying program for students of non-linguistic schools is directed to develop the following skills:

- Oral speech which helps to correct the pronunciation, forming sentences and intonation. The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world. Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions.

- Writing skill. Writing is one of the fundamental channels to transmit existing knowledge in most academic fields during undergraduate and postgraduate education. It means that, during learning process the transmission of linguistic information through letter designations of sounds, words, phrases becomes very necessary.

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PИHИЦ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

- Reading skill. Reading skill is important for the students since they get comprehension in reading. Thus, they cannot achieve the level of comprehension required to pass exams in their own departments. For this reason, reading skill should be taught in high schools for the students to be able to cope with comprehension problems.

- Listening skill. Listening skill is more important than speaking skills because without understanding speaker's message, a student cannot respond thus communication between them. The pupils who learn English need language input to improve their level of proficiency. Listening can provide learners the input they need. When listeners listen to listening texts, in particular to native speakers, their listening proficiency will enhance and they will stand a better chance of using the language effectively.

A writing practice is formed by morpheme, lexical, grammar abilities and conforming to the orthography rules [3]. In a current progress level of our society the necessity of exchanging information via writing is increasing. The extending economical, scientific, cultural connections between nations demand to run letters, appointments, official information in written form.

The developing the formed lexical skill and studying a lexical are important in high schools. That's way English lexical materials are highly illuminated in the academic curriculums. Moreover, morphemes, synonyms, antonyms and other lexical like these are expressed in the curriculums.

There are three exact aims of English teaching:

- a) Practical
- b) Educational

c) Developing

The themes of English classes should be explained more qualitative and their maintenance should be deeply researched.

If taking an example from English classes of Natural Sciences faculty students, the lessons should be conducted based on their professional competencies [4]. In accordance with it, professional competence require to discuss the texts on their specialty. We know that, natural sciences includes subjects like chemistry, biology. By working on them their vocabulary skill can be improved.

On the assumption of modern methodology requirements, an integrative approach is more effective in teaching English [5]. It is quite simple to understand lexical materials while comparing them with a native language. Besides, teaching English by assimilating with other foreign languages gives high results. Because, many of us are already informed that thousands of English words came from other languages like Spanish, French, Italian, Latin etc. In addition to this, a communicative approach at English lessons should be accessible. Communicative approach in English teaching helps students to manage and create opportunities for communication.

### Conclusion

In summary, several kinds of teaching methods and technologies are very helpful if students have a high-performing teacher. Because, when teachers are professionally trained and certificated to manage and control instructional process students can generally influenced by them, because they spend most of their time under the guidance of teachers in study establishments.

### References:

1. Borg, S. (2006). *Teacher cognition and language education: Research and practice*. (p.130). London: Continuum.
2. Butler, Y.G. (2003). *The role of teachers in English language education*. Selected Paper from the Twelfth International Symposium on English teaching. (pp.10-19). Taipei: The Crane Publishing Co.
3. Dickinson, P. (2010). *Evaluating and adapting materials for young learners*. Thesis for M.A., UK, 24.
4. Butler, Y. G. (2003). *The role of teachers in English language education*. Selected Paper from the Twelfth International Symposium on English teaching. Taipei: The Crane Publishing Co, 10-19.
5. Tante, Ch.A. (2013). Teachers' approaches to language classroom assessment in Cameroon primary schools, University of Buea, Cameroon , Exchanges: *the Warwick Research Journal*, 1(1), Oct. 2013. <http://exchanges.warwick.ac.uk>
6. (n.d.). Retrieved 2019, from [www.busyteacher.com](http://www.busyteacher.com)

<b>Impact Factor:</b>	<b>ISRA (India) = 4.971</b>	<b>SIS (USA) = 0.912</b>	<b>ICV (Poland) = 6.630</b>
	<b>ISI (Dubai, UAE) = 0.829</b>	<b>PIHHI (Russia) = 0.126</b>	<b>PIF (India) = 1.940</b>
	<b>GIF (Australia) = 0.564</b>	<b>ESJI (KZ) = 8.716</b>	<b>IBI (India) = 4.260</b>
	<b>JIF = 1.500</b>	<b>SJIF (Morocco) = 5.667</b>	<b>OAJI (USA) = 0.350</b>

---

7. (n.d.). Retrieved 2019, from [www.pedagog.Uz](http://www.pedagog.Uz)
8. (n.d.). Retrieved 2019, from [www.Ziyonet.Uz](http://www.Ziyonet.Uz)
9. (n.d.). Retrieved 2019, from [www.edu.Uz](http://www.edu.Uz)

10. (n.d.). Retrieved 2019, from [tdpu-INTRANET.Ped](http://tdpu-INTRANET.Ped)