Issue   **Article**

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SOME QUESTIONS OF THE METHODOLOGY OF TEACHING ENGLISH AT THE UNIVERSITY

Abstract: *The author examines a number of so-called "inconvenient questions" concerning the problems of learning English at the university. This is the time required for a good mastery of the language, the volume of active and passive vocabulary of students, the levels of proficiency in conversational techniques and grammar of the English language, the division of students into groups for language teaching and the most important criteria for this division.*

Key words: *methodology, teaching, English language, education system, training course, knowledge, innovative approach, communication technology, modern methods.*

Language: *English*

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Introduction

The spread of English as the language of international communication and the growing number of English language learners have led to the emergence of various methods of teaching and monitoring the effectiveness of the learning process. The use of such authentic materials as cinema, radio and television as additional means of teaching foreign languages has long proved its effectiveness. The emergence of innovative information technologies has radically changed the nature of teaching, providing numerous opportunities to make the learning process more exciting and productive.

Naturally, there are always a lot of problems in teaching, but the specifics associated with foreign language subjects, namely, with the theory and practice of a foreign language, in particular, English, is a wide variety of training levels in secondary school. First-year students have recently graduated from school, and with this knowledge (and sometimes ignorance) they came to a higher educational institution where there is a different approach to the learning system, a more extensive, rich and complex program, more serious control of the assimilation of the acquired knowledge. In addition, students find themselves in a new communication environment, a new team. Sometimes they get lost from this novelty.

Perhaps the most difficult for both them and teachers is the first semester, when students do not yet know how to study at a university, how to take tests and exams now, in new conditions. In addition, the university has an intermediate (in the middle of the semester) control of students' knowledge, where it is required to show their theoretical knowledge of grammar, the ability to read and translate written texts on various topics.

In the conditions of a university, it is very difficult to select students of at least approximately the same level of school knowledge in one subgroup, which can lead to difficulties in their education without loss of understanding on the part of poorly prepared, and loss of interest on the part of more thoroughly prepared students. In such difficult conditions, it is necessary to select a diverse two-level material so that all students of the subgroup are involved in the learning process.

The main elements of learning, as you know, are: phonetics, grammar, reading and translating texts, performing exercises for them, and learning vocabulary.

Regarding grammar: it is impossible to divide it into two levels of presentation in one subgroup with two levels of knowledge: weak and sufficiently high or medium. Therefore, when preparing grammatical

material, the teacher selects it in double volume: most fully for groups where more than half of them have a level not lower than average, and in a simplified version for groups where half or more than half of the students have a low level of school knowledge.

However, according to the author, it is necessary not only to present the material, but also to encourage students to be creative in one way or another in the study of this material. For example, when presenting cases of using different grammatical tenses for each case, the teacher gives an example, offering students as homework, and sometimes classroom work to come up with their own example for this case.

Now let's turn to the question of the amount of time required to learn English. Naturally, this is a difficult question, and the answer to it cannot be unambiguous and too specific. It is always strange to hear arguments about this without specifying what level of knowledge is meant. It is also strange to hear that someone knows English "perfectly". It is known that the British themselves do not know it perfectly, just as we Uzbek do not know our language "perfectly".

Sometimes students ask if it is possible to learn English in two (option: in one month). I explain to them that, firstly, everything depends on the required level, and secondly- Secondly, I tell them: "You, students, living in Uzbekistan, having been born here, have been listening to fairy tales in Uzbek since childhood, talking to parents and friends, telling various stories yourself, reading books, listening to radio and watching TV in Uzbek, conducting dialogues, singing and so on, teaching at school your native language for 10 years, and then, having come to study at a university, when we study English vocabulary.

Indeed, they are inconvenient, because there is no unambiguous answer to them, and there cannot be. Otherwise they wouldn't be "inconvenient"? However, it is probably useful to listen to the opinions of as many English teachers as possible, both school teachers and teachers of various universities, in order to improve the learning process. at the same time, it should be noted that, unfortunately, there is a noticeable gap between the methodology of teaching at school (even at a school with in-depth knowledge of English), and the methodology of language teaching at a university. This aspect is very important, because if a new teacher comes to the school class, then whatever the level of knowledge received by the students of this class with the previous teacher, it is approximately the same. the range of the level of knowledge of the language by first-year students who have recently come to university (meaning a non-linguistic university where there are no entrance exams in English), as mentioned earlier, is very wide. students of different levels gather in one group, and most often in a subgroup. at the same time, among other difficulties, there are problems with choosing a

textbook. Despite the fact that the university, as a rule, has good methodological manuals developed by the department, it is necessary, of course, a textbook for the first year of the general English language, and for the second year with special content in the chosen direction (economics, law, marketing, etc.).

Of course, in school education, maybe an "Uzbek-English" textbook is needed, but as for the university, then, in light of the upcoming transition of our country to European system of bachelor's and master's degrees, in the university, apparently, such a textbook loses its meaning. There should be textbooks written by native speakers, teachers of the main English-speaking countries (UK, USA, Canada).

Currently, there are a large number of textbooks of different levels written by very qualified authors from these countries, and the only question is to choose one or more of them suitable for this level of students.

Beautifully designed and very suitable textbooks for teaching are, for example, the textbooks published by Oxford University Press "Headway" at various levels, starting with the Beginners level with the name "Headstart", then the ascending levels Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced. For these textbooks, there are workbooks, test papers and verification tests, and cassettes with audio materials are attached that fully correspond to the texts given at the end of each textbook. In addition, of course, it is necessary to use, for the acquisition of theoretical and practical knowledge of grammar, for example, the most common textbook published by Cambridge University Press author R. Murphy of the appropriate level (Elementary for beginners and Intermediate for continuing education).

As for vocabulary, there are also good manuals published by Penguin English, in which lexical units are outlined on topics, and various interesting lexical tasks are given. in general, the choice is extensive, and, in addition to the question of preference, there is a question of alternating the presented material and checking its digestibility.

Let's turn to the following "inconvenient" question: regarding the criteria for a student's belonging to one of the groups: Advanced, Upper-Intermediate, Intermediate, etc. for this, there are many tests at all levels, and if one test is not sufficient, you can check the student on several tests and identify statistics in numbers (percentages). It is necessary to take tests of the same level in grammar, vocabulary, phonetics, oral tests for the ability to conduct a conversation, etc.

It has been quite a few years since the computer entered our lives, and we can no longer imagine a modern lesson without the use of information technology. ICT becomes an integral assistant in increasing students' interest in the problems studied and develops visual and imaginative thinking. Everyone has long understood that the use of ICT in

the learning process carries the opportunity to activate the cognitive, mental and independent activity of students. Information technologies make it possible to significantly change the forms and methods of educational work. Today, for all teachers, a computer is an effective assistant that allows improving the quality of training and the effectiveness of control. Currently, the use of a computer in the educational process is very relevant.

The development of productive learning activities, autonomy and creativity of the student requires that the teacher himself be autonomous, creative and capable of flexibility, professional adaptability and constant creative search. Modern productive technologies in the field of foreign language teaching are focused on the "student-researcher", a reflexive user. The main goal of a modern teacher is to choose methods and forms of organizing students' educational activities that optimally correspond to the set goal.

Without the use of ICT in the educational process, it is difficult to imagine modern English lessons. Their use expands the scope of the educational process, increases its practical orientation, as well as the use of ICT and Internet resources in the English lesson allows the teacher to more fully

implement a whole range of methodological, pedagogical and psychological principles. The use of computer educational programs in English lessons increases the effectiveness of solving communicative tasks, develops different types of speech activity of students, forms a stable motivation of foreign language activity of students in the classroom.

In the XXI century, society places ever higher demands on the practical command of English in everyday communication and professional sphere. The volume of information is growing, and often routine methods of its transmission, storage and processing are inefficient. The use of information technology reveals the enormous possibilities of the computer as a means of learning. But at the same time, it must be remembered that the use of multimedia technologies cannot provide a significant pedagogical effect without a teacher, since these technologies are only ways of teaching. A computer in the educational process is a means that enhances and expands the possibilities of learning activities. The use of ICT and Internet resources in the English lesson is relevant today, because a teacher should be interesting for his students, keep up with the times, improve his pedagogical skills and level of intelligence.

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