DIFFERENT METHODS IN LANGUAGE TEACHING

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MAQOLA HAQIDA	ANNOTATION
	This paper explores different new methods in language teaching. In this research, different types of teaching methods are widely used, such as Communicative Language Teaching (CLT), Language Teaching (LT), Presentation, Practice, Production (PPP) and Grammar-Translation Method (GTM). In addition inductive learning approach is utilized rather than deductive learning approach in order to engage students and expand their knowledge. According to the research, it is obvious that learners' needs is important in planning lesson to teach them effectively. Choosing authentic materials and instructions have been beneficial for students to improve their skills from listening, and speaking, reading and writing. From teaching methods Ppp method have been chosen according to its applicability, considering the time and students needs.

Introduction. In this project, I will explore the common teaching philosophies among language teachers in Uzbekistan and the factors influencing them. This topic encompasses crucial elements such as reliable methods, lesson plans, curriculum, and the consideration of students' needs and context, as well as societal factors. I will refer to several academic articles from online journals to elaborate on this topic.

To begin with, I should highlight the nature of language teaching and the roles of teachers in Uzbekistan. According to Oliveira, a teacher's role is to present language as a tool for communication and interaction. This means that language is a medium for communication, and the teacher facilitates this interaction. However, introducing the language can be challenging, especially in diverse contexts. Teachers must be aware of the challenges they face when working in different settings. Teaching philosophy is shaped by these diverse contexts and student interactions. A study in Brazil indicated that teachers in multilingual contexts need to understand the role of code-switching in shaping their teaching principles, as an "English only" policy might not be effective, particularly in rural areas where learners' proficiency is lower. In Uzbekistan, some language teachers frequently use L1 to explain topics, while others prefer using only English, believing it promotes faster learning. Personally, I find that being linguistically responsive, including code-switching, is integral to most teachers' philosophy. However, many native Uzbek teachers prioritize teacher explanations and showcasing their proficiency over ensuring students comprehend the topic, which has shaped their teaching philosophy. I prefer an inductive way of teaching as this works efficiently to let them be independent and explore the language(Thornbury, 1999). By this, I usually try to grab theirattention to make them interested. In addition to the approach, I bring authenticity into the classroom so that the learners can learn in a more real atmosphere. By using real talks or writings, to a certain extent, I provide them with a more authentic content not a textbook one. Lastly, considering all my beliefs and attitude towards teaching, I favor learner-centered classrooms during my lessons as it is evident that in modern teaching students should act more to comprehend the input while the teacher's role is only the facilitator. Myfuture aims in teaching are, firstly, to create a comfortable learning atmosphere for mystudents by conducting more interactive lessons that are useful in nature. However considering the context, country, my approaches could differ from deductive to inductive ways. Secondly, in any case, I prefer not to demotivate my students in learning the language and try to be more friendly. I hope as I gain more experiences from teaching different aged or nation students my teaching philosophy and views toward teaching the language will improve.

Literature review. Third-year students of Kokand Pedagogical Institute's Faculty of Foreign Languages, Teaching Foreign Languages and Philology Department are the target group learners. The group consists of 22 students whose ages range from 20 to 24. Of the 20 students, 15 are female, while the remaining are male. Approximately 60% of the class is married and has children already. Furthermore, the bulk of the students take part-time jobs at private learning centres and state-run schools. Some of them are employed by private kindergartens as well. For almost a year, they instruct beginning and elementary school pupils. All of the students have years of experience, but their language level is B1 and B2, limited to grammar. It implies that students must acquire four English language abilities, particularly from this reading and writing course. Students can produce basic texts using simple, non-complex phrases on topics they are familiar with, according to the IELTS norm. Their speaking abilities is also not too awful; they can pronounce things that they are familiar with and hear frequently, but they do so slowly and hesitate a lot. They can also employ appropriate verb tenses. Regarding reading and listening comprehension, they are able to interpret literature on well-known subjects with ease because they have a sufficient repertoire. They can also listen to and comprehend conversations between students and their instructors, friends, family, and clients. Only a small percentage of them, have taken an IELTS score of 6-6.5, and they participate in the class and aid in the understanding of other pupils. Based on my personal, informal observation, it is clear that Azizbek and Shohsanam are engaged productive skills in lessons, demonstrating their intrinsic motivation. Their IELTS certificates also enable them to write and talk during group presentations and text discussions. Iroda, Mohinur, and Ilhomjon possess strong vocabulary, but they struggle to construct cohesive, complicated sentences. Although the target learners have a variety of learning preferences, most of them are visual learners who prefer to study through role plays, movies, or videos. Most of the target learners are Uzbek but only 4 of them Tadjik natives moved from Tadjikistan recently. The learners come from middle-income families, the reason is they are able to pay the fee for thcourse. About 70% of the class is married and have already started families. In addition, the majority of the students are part-time workers at state schools and private learning centers. Also some of them work at private kindergartens. They give lessons for beginners an elementary students for about a year. When it comes to their language proficiency, it is B2(upper-intermediate), all of the learners have several years of experience but only grammar. It means that the learners need to develop 4 skills in English especially from this reading and writing course.

Methodology. According to the IELTS standard, students can write simple texts with simple non-complex sentences in familiar topics. Also their ability in speaking is no bad, namely they can pronounce words which are familiar to them and frequently heard, but with many pauses and hesitation. In addition they can use proper tenses and verbs. When it comes to reading and listening skills, as they have adequate repertoire it is not difficult fo them to translate texts in familiar topics and listen to and understand dialogues between students and teachers, friends, family members,

customers as well. However, only a few of them have taken IELTS and their score is 6-6.5 who are active during the lesson and help other students to understand. From my own informal observations, Azizbek and Shohsanam are active during the lessons in productive skills that they have extrinsic motivation and it is because they have IELTS certificates that they are able to write and speak during the group presentations or discussing texts. While Iroda, Mohinur and Ilhomjon are good at vocabulary although they can not make up complex sentences with cohesive devices. The target learners have different learning styles, but the majority of them are visual learners that want to lear with videos, movies, or role plays. After finishing this course the learners will be able to write essays and narratives in any given topic, also read texts about science, technology and literature as well as articlesWorking in groups is usually encouraged by students to exchange knowledge and viewpoints and support one another in developing grammar skills. They want interactive language learning, so I make games and quizzes for them online using Kahoot and Padlet. Furthermore, I offer genuine resources that prioritise fundamental grammar, condensed defences of unambiguous methods, a variety of exercises, and education that is meaning-focused. E-materials, Raymond Murphy, Cambridge, are the main reading resources. After completing this course, students will be able to read texts about science, technology, and literature in addition to writing essays and narratives on any topic.

Results. Contemporary educational philosophy puts a great emphasis on the learner- oriented education and adopts that students needs, interests, prior experiences, and learning styles should dictate classroom practices (Ergun, 2015). This method invites teachers to not just be lecturers but guides, and co-learners. However, in Uzbekistan many local teachers still cling to traditional methods of teacher-centered instruction with a high use of textbooks, strong curriculum mandates and lecture style teaching. They tend to stifle creativity, independent thinking, and active engagement among students. And other members of the quorum have very … visceral beliefs about educational procedure and curriculum design, often formed not by any sort of large theory or body of data but rather an n-e-of-one experience in a classroom. While proponents of progressive pedagogy emphasize the centrality of teacher autonomy in choosing materials, creating lessons, and developing innovative approaches, that autonomy is limited in most state-run schools.In Uzbekistan's schools and universities, teachers must adhere to the national curricula, syllabus frames and textbooks accepted by government. And these materials are generally created to accomplish policy objectives, rather than actual communication on the part of learners. Consequently, teachers' philosophies are constructed to meet the needs of the state–largely in relation to finishing a syllabus, or getting students ready for exams rather than an ethos of collaboration and creativity and communicative competence. By contrast, private educational institutions are more flexible such that teachers can apply a number of methods, alter content and adapt tasks according to students' levels, their interests and learning styles. This adaptable environment can be used to apply contemporary educational philosophies, such as progressivism, constructivism and reconstructionism, that emphasize problem-solving, discovery learning and reciprocal teaching. Teachers' perceptions of methods and curricula significantly influence their philosophy/ Teachers often conclude which methods work best through practical application. advocates for teacher autonomy in following curricula and approaches. In Uzbekistan, teachers in state sectors must adhere to curricula and textbooks, whereas private educational centers offer some flexibility. This requirement to follow rigid curricula can shape teachers' principles to align with governmental tasks rather than students' needs. For instance, in state universities and schools, teachers must follow curricula that may not engage students, whereas modern language teachers should aim for progressivism and reconstructionism to foster collaboration and address learners' needs and interests [1] However, native Uzbek teachers often find it difficult to innovate and prefer using ready-made materials.

Finally, integrating various methods into the curriculum also influences teaching principles. For example, the Communicative Language Teaching (CLT) method is effective for all ages and levels as it promotes communication for faster language acquisition [2]. However, current textbooks in Uzbekistan still emphasize task-based learning, limiting student interaction. Consequently, many Uzbek teachers view integrating different methods as futile and labor-intensive. Unlike them, I strive to be flexible and encourage my learners to take ownership of the language, even while adhering to a school syllabus. I modify topics and tasks to benefit learners rather than merely completing the syllabus.

Discussion. Initially, I am an English philologist, having graduated from Fergana State University. Currently, I am pursuing an MA in TESOL at WUT, an international institution where I am honing my teaching methodologies and approaches to learner interactions. I have two years of experience teaching learners of various ages and contexts, which has equipped me with the skills to effectively educate students. My traditional learning experience, guided by the Grammar-Translation Method (GTM), has endowed me with strong linguistic competence in English, supported by credentials like CEFR B1/C1 and an IELTS score of 6.5. My own experiences have made me adept at understanding my learners' needs and selecting appropriate teaching materials based on their level, age, capacity, and gender. Echoing Bourdieu's perspective, my identity as an educator is shaped by my current teaching role, past education, experiences, and beliefs, all of which are vital in developing competent learners[3].

I firmly believe that understanding learners' needs is crucial for them to achieve their goals and learn effectively. When their needs, identities, and interests are acknowledged, they engage more deeply with the material. Engaging with learners about their lives, intentions, and interests through language can enhance their comprehension and retention, maintaining their interest in the subject. My teaching philosophy centers on addressing learners' needs irrespective of their level, race, social status, or first language. I aim to be responsive and occasionally flexibleto my students, empowering them to take ownership of their language learning. By breaking down barriers between myself and my students, I create an environment where they can freely express their ideas and opinions fostering a collaborative learning atmosphere. [4]

I prefer an inductive approach to teaching, as it promotes independence and exploration of the language [5]. This method helps capture students' interest and keeps them engaged. I also bring authenticity into the classroom by using real-life conversations and writings, providing a more genuine learning experience beyond textbook content. My teaching philosophy emphasizes learner-centered classrooms, where students take an active role in processing input, and the teacher acts as a facilitator.

My future teaching goals include creating a comfortable and interactive learning environment for my students, adapting my methods from deductive to inductive approaches based on context and country. I strive to maintain student motivation and foster a friendly atmosphere. As I gain more experience teaching diverse age groups and nationalities, I aim to refine my teaching philosophy and approach to language instruction. The course for engineering students will be conducted with the collaboration of the subject teacher in the field asking for necessary contents that are appropriate to their level. In session 1, Introduction to electrical tools, all the provided tasks are designed under TBLT focusing on vocabulary, listening and speaking. Like all other sessions, this one also starts with scaffolding from easy to difficult, Bloom's taxonomy, teaching common words that ar used during each session. To explain the content, authentic materials, in particular, mostly videos have been used so that the learners can practice outside the class, in their workplace(Tomlinson, 2017). For assessment part, Formative one has been decided with peer checking with analytic rubric because of the class size. It mainly focuses on speaking skill,describing the tools using the vocabulary that have been taught which results in reaching lesson validity. In session 2, the content will be taught with video materials so that the learners ca have imagination before working with real elements. I used the authentic

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[4] Qodirova, Z. (2025). Cross-Linguistic Representation of National Identity through Proverbs (Insights from Abdulla Qahhor and O. Henry). International Conference on Global Trends and Innovations in Multidisciplinary Research, 1(4), 22-24. https://tlepub.org/index.php/2/article/view/301
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text for reading from real coursebooks on the field to design reliable original task in order to check the learners' comprehension on the topic. The session focuses on all language skills under TBLT, CLT and CBI. For assessment, I used CALL, online quiz considering the class size, working individually. However, the materials used in the session are more pedagogical(Bachman and Palmer, 1996). Session 3 begins with developing more practical skills: designing the instructions for power tools using present simple and real life tasks. The lesson will be conducted with CLT so that the learners can interact more and exchange ideas on the content while doing the tasks. Some of the materials have been adapted to suit the needs of the learners, levels and sphere, selecting authentic samples for writing instructions from real life(Grant, 1987). The formative midterm assessment with holistic rubric is decided to make their knowledge more solid so that they can review all the content above: looking at the power tools analyzing the theories in the field they need to design an instruction as a written form. The next consequent 3 sessions represent more challenging contents on the field and mainly prepare the learners into cooperation, such as how to give presentations of the designed model or deal with partners in the company. The materials, especially videos, are also authentic that can give the sense of real surroundings. For that reason, in these sessions they will be taught with CLT as they need to discuss, socialize and interact more focusing on speaking and writing. The original tasks have been made to improve the effectiveness of the learning experience in the field[6]. At the end of the course, as a product the learners need to be assessed with writing a business letter giving information about the model that they have designed, describing its elements and introducing the instructions, as well as presenting its purpose to the clients. For grading their overall knowledge the grading scale has been chosen from Webster Tutorials considering fairness and applicability of it, but before grading the learners need to be introduced the scale so that they can get to know and act out to get the percentage.

Conclusion. The materials and instructions provided are expected to help students develop their writing and reading skills for several reasons. First, as Fox et al. have pointed out, authentic written and oral assignments from magazines, newspapers, or shows enhance natural interactions between students and accelerate the language learning process. Therefore, I decided to incorporate authentic reading materials from online magazines into the learning process.

Second, the teaching formats were chosen in accordance with the students' preferences and needs. This approach can enhance the effectiveness of the learning process by encouraging the exchange of ideas, discussion of ideas, and collaboration with diverse peers. However, new teachers should be careful because the wrong choice of pairs can cause conflicts between students or exacerbate existing problems. This is likely to have a negative impact on the classroom dynamics .

Most importantly, I followed Jones' (1997) language teaching (LT) approaches in selecting materials. In particular, I considered the students' background, goals, culture, and identity in selecting appropriate topics and linguistic forms. I also considered their abilities, learning styles, and strategies to create a conducive learning environment.

A PPP (Presentation, Practice, Production) lesson plan was chosen for the university courses. This approach helps to effectively achieve the course objectives, taking into account the level and time available to the student. A number of factors influence the teaching of philosophy in Uzbekistan. These include lecture methods, teacher-centered approaches, and students' individual learning preferences. Deductive learning, the convenience of rules, tests, and tasks, as well as cultural factors, shape the teaching philosophy. First, as Fox et al. point out, authentic written and oral tasks taken from sources such as magazines, newspapers, or television shows enhance natural communication between students. This further accelerates the language learning process, as students are forced to use the language in real-life situations. Therefore, I decided to include authentic reading materials from online magazines in the learning process. These materials not only develop language skills, but also broaden students' perspectives and introduce them to contemporary socio-cultural issues. Secondly, the teaching methods were chosen in accordance with the students' wishes and needs. This approach allows students to freely express their thoughts, exchange ideas and collaborate with different peers. As a result, the learning process serves not only to acquire knowledge, but also to develop social skills. However, new teachers should be careful, because the wrong choice of pairs can cause conflicts between students or exacerbate existing problems. This is likely to have a negative impact on the dynamics of the classroom (Wenger, 1991). Therefore, the teacher should take into account the students' personal characteristics, social relationships and compatibility when forming pairs and groups. One of the most important aspects is that I followed Jones' (1997) language teaching (LT) approaches in selecting materials. In particular, I took into account the background, goals, culture, and identity of the students when choosing appropriate topics and linguistic forms. This approach allows students to see themselves in the material being studied, which means that the content will be more relevant and interesting for them. I also took into account their abilities, learning styles, and strategies to create a comfortable learning environment. For example, visual materials were used for visual learners, audio resources for auditory learners, and interactive tasks for students who are more practical. A PPP (Presentation, Practice, Production) lesson plan was chosen for university courses. This approach helps to effectively achieve the course objectives, taking into account the level and time available for students.

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