

The Comparison of Teaching Methodologies of Past and Present

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Abstract: I started learning English seven years ago and am now working as a teacher. In fact, teaching methodology has changed a lot from that period. At that time teachers were focused on practicing Cambridge books to prepare the student for the exams. They said that “the number of practice tests that you have done will show your result in the exam.” But now most teachers are focused on developing students’ general skills by doing passive things.

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If the student wants to develop his/her reading he/she should read a book or an article or both of them. If the student needs to develop listening they should listen to any speech every day. When it comes to writing approach is different, if the student wants to improve a score from writing he/ she ought to analyze high-band essays. If the students are asking about improving speaking, most teachers would like to practice exam questions. This is because students must understand what kind of approach must be directed to answer. They should know exactly what is right and what is wrong) Seven years ago, one teacher taught all four aspects of language sometimes five including grammar, but now this system changed. I have observed several study centers and understood that now there are four teachers working for one group and the results of this group are higher than that one. The managers of study centers are taking workers not for their overall score but for the very high score from one of the aspects. Furthermore, finding a job is becoming easier these days because of such kinds of changes. Being responsible for one aspect is preferable than taking all four aspects on your shoulders. Since Covid 19 this trend increased dramatically because of modern technologies. Most teachers kept teaching from distance through various websites like zoom, telegram, and Instagram. Some teachers established their survey with free online lessons that allowed to most students learn more, observe more and analyze more. At that period, teachers had to adapt to using different technologies and tools like zoom, digital literacy, cyber threats, and different approaches to online learning: these are just a few concepts that have become an integral part of the working reality for many language education professionals. Maybe in some schools, we still have traditional teaching methodologies (audio-lingual, direct methods) that offer 30% or 40 % of the result but they are clearly outdated in the modern classroom. The communicative approach that was common in 90 s now in some cases cannot be useful because of the changes in students’ minds. These days, students have different behavior, and approaches to education. Even the relationship between teachers and students has changed a lot. If in the past there was a barrier between students and teachers that would not allow to students even to speak with teachers but now students are joking with their teachers even in front of teachers. Except for these relationships, some educational aspects differ from the past.

1. Task-based Approach

Traditional curriculum design and class planning revolved around the topics considered useful for students. This meant students were to learn the grammar and vocabulary that educators thought students needed to know. Student input was minimal, to say the least. What we learned from this is why it is imperative to build lesson plans around activities that all students can feel comfortable with and relate to.

2. The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies. So, planning and design aren't about what's taught, but why it's taught. This approach isolates individual skills and competencies in order to teach material students actually need to know to meet their goals and objectives. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like analyzing a movie or voicing their opinions about politics. In this approach, the language taught revolves around the task itself, not the other way around. For this method to work, teachers must understand their students' needs and expectations in order to design lessons that help their students succeed. Grammar, vocabulary, and language skills are just the vehicles that enable students to achieve their final outcomes. Before adopting the task-based approach, educators must ask themselves, "Why are my students learning English?" Educators must then look at ways to help their learners achieve their personal and/or professional goals. The answers to these questions will help create a program that's relevant to your students.

3. Project-based Approach

Much like the task-based approach, the project-based approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally and/or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students has.

For example, if you're teaching a business English class, you should look at why students are in the class, to begin with, and plan accordingly. One time when working for a corporate client, I taught a room full of accountants who were all vying for promotions up for grabs in their company. Naturally, I taught them differently than I would students interested in learning casual English conversations because of the nature of their jobs. They had to produce specific monthly reports in English for multiple departments in their office. So, we broke one sample report into sections and analyzed each segment. Each student prepared the sections as if they were the real thing. In class, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. Their final project was a finished report they could submit to their boss for approval, and the criteria we used to create the report were based on their company handbook. It was a lot of work, but we had fun with it. But what if you have a class full of teenagers who don't want to be in class to begin with? Start by doing a needs assessment, looking at what they're interested in and what topics they really need to know. This assessment will lead to the design of one overarching project that will become the end result of the class, term, or course. This project can be anything from an oral presentation to a large-scale production such as a class play. Whatever the case, the project must be comprised of individual tasks that lead students to the goals of the assessment. Think of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they're being graded on.

4. Lexical Syllabus

While the previous two approaches focus heavily on the skills and competencies that students need to develop, this approach focuses on what language students actually need to produce. In particular, the actual words that students need to understand in order to conduct specific tasks. This approach is based upon the

core language that students need to know given their needs. Again, professional students need very specific vocabulary pertaining to their field. For instance, “profit” is an essential term for business students, much the same way “scalpel” is to medical students.

Moreover, any other language taught outside of this core language is meant to be supplementary and intended to enable students’ communication within their respective fields. Topics such as movies and hobbies may take a back seat to things like booking a hotel or describing work experience. Nevertheless, there are common skills in all fields, such as saying your name or providing personal information. Since this approach focuses on content, tasks and homework assignments should focus on students’ true needs. Therefore, assessment should be based on students actually achieving. Examples of these assessments include writing an email for a job application or arranging a time for an interview. This approach requires teachers to understand what students really need right away, focus on that, and then expand students’ horizons as their communication skills develop. The good news is that there is quite a bit of research on this topic, leading to word lists teachers can focus on. Since these lists can be quite long, it is good to categorize them into sections like “weather and seasons” so lessons can focus on this specific vocabulary. For beginners, 10 words would make for a great lesson. Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favorite seasons or even speculate about what they could do in the summer or winter. The sky truly is the limit. This is where technology can be a teacher’s best friend. Since this method focuses on learning the right vocabulary, there are plenty of classroom programs and apps that can help students learn in an engaging way. For example, you can use the Oxford dictionary to give life to those vocabulary lists your students are studying. Oxford dictionary’s authentic content like movie trailers and music videos allows students to hear new words in natural use in these videos. This is a great way to reinforce their learning and help them understand how to actually use their vocabulary words. }

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