

TEACHING METHODS IN ENGLISH LANGUAGE LESSONS AND THEIR EFFECTIVENESS

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Abstract: This article explores various teaching methods employed in English language lessons and evaluates their effectiveness in enhancing student learning outcomes. The research focuses on a range of instructional approaches, including traditional, communicative, and task-based methods, examining how these methods impact student engagement, language acquisition, and overall academic performance. Through the analysis of classroom observations and student assessments, the study identifies which teaching methods lead to the most significant improvements in language proficiency. The findings suggest that while each method has its merits, a blended approach that incorporates elements from multiple strategies proves most effective in addressing diverse learner needs. The results highlight the importance of adapting teaching methods to the specific context of the classroom and the individual learning styles of students to maximize their language learning potential.

Keywords: Teaching methods, English language lessons, Language acquisition, Instructional approaches, communicative method, Task- based learning, Student engagement, Teaching effectiveness.

INTRODUCTION

Teaching methods play a crucial role in shaping the effectiveness of English language instruction and significantly influence students' language acquisition and

overall learning outcomes. In the classroom, the choice of instructional strategies can impact not only how students engage with the material but also how effectively they develop their language skills. This study examines various teaching methods used in English language lessons, including traditional, communicative, and task-based approaches, and evaluates their effectiveness in enhancing student performance. By exploring classroom dynamics, teacher-student interactions, and the impact of different methods on language proficiency, this research aims to identify the most effective strategies for fostering a deeper understanding of the English language. The findings of this study will provide valuable insights into how educators can adapt their teaching methods to meet the diverse needs of learners, ultimately contributing to improved educational outcomes in English language instruction.

RESULTS

Impact of Communicative Method: The communicative approach, which emphasizes interaction and real-life communication, was found to be particularly effective in promoting student engagement and language fluency. Students in classrooms where this method was consistently applied showed higher levels of participation and a better ability to express themselves in English. They demonstrated improved speaking and listening skills, especially when engaged in group discussions and pair work.

2. Effectiveness of Task-Based Learning: Task-based learning (TBL), which focuses on the completion of meaningful tasks rather than the explicit teaching of grammar or vocabulary, led to significant improvements in students' problem-solving and critical thinking abilities. Students involved in task-based activities were more motivated and found it easier to apply language skills in practical contexts. This approach also resulted in better retention of vocabulary and grammatical structures as students used them in real-world scenarios.

3. **Traditional Teaching Methods:** Traditional methods, which often focus on direct instruction, memorization, and repetition, were found to be less effective in terms of fostering deep language understanding and critical thinking. While some students responded well to structured lessons and clear explanations, overall engagement and language production were lower compared to more interactive methods. These methods seemed to cater more to students who prefer a more passive learning experience but had less impact on those who benefit from active participation.

4. **Blended Approach:** The study found that the most effective teaching method is a blended approach that combines elements from various strategies. Teachers who incorporated a mix of communicative activities, task-based exercises, and traditional instructional techniques were able to meet the diverse learning needs of students. This approach encouraged active engagement, supported language retention, and allowed for differentiated learning, which is crucial in classrooms with varying proficiency levels.

5. **Student Engagement and Language Proficiency:** Overall, students who were taught using communicative and task-based methods showed higher levels of engagement and demonstrated improved language proficiency. These students were more likely to actively participate in class, complete assignments, and engage in language use outside the classroom. In contrast, students in more traditional classrooms were less motivated and showed slower progress in language acquisition.

6. **Teacher Adaptation and Student Needs:** The results also highlighted the importance of teacher adaptability in selecting teaching methods based on the needs of the students. Teachers who were able to assess the learning styles and preferences of their students and adjust their methods accordingly achieved better outcomes. The ability to switch between methods based on the context and learning objectives was seen as a key factor in improving teaching effectiveness.

DISCUSSION

The results of this study highlight the importance of selecting and adapting teaching methods to enhance student learning outcomes in English language lessons. The findings demonstrate that communicative and task-based methods are particularly effective in fostering active student engagement and improving language proficiency, as these approaches encourage students to interact with each other and apply language skills in real-life contexts. This aligns with existing research that emphasizes the benefits of interactive, student-centered approaches in language learning (Ellis, 2003; Nunan, 2004). By focusing on communication rather than just grammar rules or vocabulary memorization, students are able to develop a more functional and fluent use of the language, which is crucial for real-world application.

The success of task-based learning, in particular, shows that language acquisition is enhanced when students are given opportunities to use language in meaningful ways. This approach allows students to engage in problem-solving, critical thinking, and collaborative tasks, which helps them internalize language structures more effectively. The emphasis on tasks that mirror real-world situations also motivates students to see the practical value of learning English, which contributes to a more positive attitude toward the language and the learning process as a whole. These findings support the view that language learning should be both purposeful and interactive, engaging students in authentic tasks that reflect the way language is used outside the classroom (Willis, 1996).

CONCLUSION

This article underscores the significant impact that different teaching methods have on the effectiveness of English language instruction. The findings demonstrate that communicative and task-based approaches, which prioritize student interaction and real-world language use, are particularly effective in enhancing student engagement and

language proficiency. These methods help students develop practical language skills, foster critical thinking, and create a more dynamic and motivating learning environment.

While traditional teaching methods can provide structure and clarity, they are less effective in promoting active participation and language use. The study suggests that a blended approach, which combines the strengths of various instructional strategies, is the most effective way to meet the diverse needs of students. Such an approach allows teachers to balance the benefits of structured instruction with the flexibility and engagement offered by interactive methods.

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