

**METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION
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Annotation: This article discovers various methods of teaching English in HEIs, highlighting their effectiveness and suitability for different learning environments. In addition to this, the article analyzes basic methods of teaching English.

Key words: *interactive learning, educational objectives, "classics", Audiovisual and audiolingual methods, Vocabulary Memorization, Oral communication.*

Teaching English in higher education institutions (HEIs) requires effective methodologies that enhance students' language proficiency and communication skills. English is often taught as a second or foreign language, depending on the institution's location and educational objectives. Modern teaching methods emphasize student engagement, interactive learning, and the use of technology to improve language acquisition. To learn to speak English, you need a certain system or, as it is often called, a method of teaching English, which would allow you to fully solve the tasks set, namely, to acquire the skills of reading, listening comprehension, speaking and writing in the language you are studying. Even 20-30 years ago, the training was based on the classical method. 90% of the time was devoted to the theory of a foreign language. During the lessons, students learned new vocabulary, syntactic structures, discussed rules, and also read and translated texts, did written tasks, and sometimes listened to audio recordings. The development of conversational skills took only 10% of the time from the class. As a result, the person understood the texts in English and knew the grammatical rules, but could not speak. That is why it was decided to change the approach to training.

Today, everyone is learning a foreign language. In proportion to the number of people, the number of techniques has also increased. However, each of the techniques has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of the "classics" bore fruit, and considerable. The only question is at what cost it was possible to achieve these results. As a rule, in order to master the language, I had to spend a long time poring over books, devoting a lot of time to translation, reading texts, memorizing new words, performing

various exercises and retelling. In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world[1]. To date, there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the best suitable method of work for himself. Currently, when teaching a foreign language in higher education institutions, classical methods are most often used. Exactly:

- 1) Direct method.
- 2) Grammar-translation method of teaching.
- 3) Audiovisual and audiolingual methods.
- 4) The communicative method.

Direct method of teaching a foreign language The essence of this technique is that the teacher pays more attention to the study of the spoken language itself, which is used in everyday life. The developers of this method considered that the intermediary language, that is, the language in which teaching is conducted, slows down the learning of a foreign language. Thus, students are artificially introduced into the world of the language they are learning The whole lesson is conducted in English, the teacher must also give explanations and new topics in English. Only English-language literature is used. When teaching English through this method, the role of the teacher in the successful assimilation of knowledge by students is key. That is, his speech should be absolutely clear and correct, the pronunciation should be perfect, since the trainees will constantly repeat exactly for the teacher. The ideal option for a direct method of teaching would be to make a native English speaker a teacher[2].

The Grammar-Translation Method (GTM) is one of the oldest approaches to teaching foreign languages, including English. It was widely used in the 18th and 19th centuries and is still employed in some academic institutions today. This method emphasizes the formal study of grammar, vocabulary memorization, and translation exercises, primarily focusing on reading and writing skills rather than speaking and listening. Key characteristics of the grammar-translation method are followings:

a. Emphasis on Grammar Rules

- Grammar is taught explicitly, with detailed explanations of rules and structures.
- Students learn how to construct sentences based on grammatical rules.

b. Focus on Reading and Writing

- The method prioritizes reading comprehension and written translation over oral communication.

- Students translate texts from the target language (English) into their native language and vice versa.

c. Vocabulary Memorization

- Students memorize long lists of vocabulary words along with their meanings in their native language.

- New words are often learned in isolation rather than in context.

d. Use of Native Language

- The native language is used as the primary medium of instruction.

- Explanations, translations, and grammar rules are given in the students' first language.

e. Translation as a Learning Tool

- Sentences and passages are translated between the target language and the native language.

- This helps students develop an understanding of sentence structure and meaning.

f. Little Focus on Speaking and Listening

- Oral communication and pronunciation are rarely emphasized.

- Speaking skills are not actively developed, leading to passive language knowledge.

The audio-visual method of teaching involves illustrating speech with appropriate pictures, that is, students are shown videos, art and documentaries in English. In this case, students have two channels of perception working simultaneously: visual and auditory, as a result of which associations arise in the students' heads, which allows them to better remember the language. The purpose of the methods is to master a live, spoken language. Both methods are based on induction, when the training goes from a rule to an example. Given all of the above, it can be noted that for University students who do not specialize in language learning, audio-linguistic and audio-visual methods are suitable only if they are used in conjunction with other training programs.

The essence of the communicative method is to create real situations of communication. When recreating the dialogue, the student has the opportunity to put all the knowledge they have gained into practice. A very important advantage of the communicative method is that it has a huge variety of exercises: roleplaying games, dialogues, and simulation of real communication are used. At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammatical and translation method. Most teachers of modern universities prefer these two methods, and they are often used in combination. The direct method is rarely used in higher education institutions, partly due to the lack of real native speakers among teachers, and partly because the level of training of students after school is too low. Audiovisual and audio-lingual methods are not used at all, but many teachers of universities and institutes from

time to time conduct classes based on such methods. This allows you to diversify the General education program and interest students. The communicative method, as its name implies, is aimed at the possibility of communication. You will not hear particularly complex syntactic structures or serious vocabulary in class. "The oral speech of any literate person is quite different from the written one. Try to keep track of yourself during the day: how many long sentences have you used? Constructions in the subjunctive mood? Unfortunately, the epistolary genre is a thing of the past, and if our descendants judge us only on the basis of e-mails and other "monuments" of online literature, their opinion is unlikely to be flattering".

The whole set of techniques helps to create an English-language environment in which students should "function": read, communicate, participate in role-playing games, Express their thoughts, draw conclusions. The language is very closely intertwined with the cultural characteristics of the country, therefore, the courses necessarily include a country-specific aspect. The British consider it necessary to give people the opportunity to easily navigate the multicultural world, and this is easily done with the help of such a powerful unifying factor as the English language. We have not yet overcome isolation enough to understand the importance and unavoidable necessity of this aspect. For Britain, for all its legendary traditionalism, globalization is not an empty sound, but a serious problem that is being tried to find a solution now.

Summing up all given facts above it should be noted that In today's globalized world, where English serves as a key medium for communication, business, and academia, an effective teaching strategy must balance theoretical knowledge with practical language skills. This means that while GTM may still hold value in certain educational settings, especially for students focusing on literature, translation, or academic research, it should not be the sole method used. Instead, a blended approach that includes interactive, student-centered, and communicative techniques will better prepare learners for real-world language use. Thus, the future of English language teaching in higher education institutions should focus on adaptability, ensuring that students not only understand English grammar and structure but can also confidently use the language in spoken and written communication. Combining GTM with more dynamic, interactive, and technology-driven methods can help create a more engaging, effective, and well-rounded language learning experience.

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