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NON-TRADITIONAL METHODS IN EFL

Annotatsiya. Ushbu tadqiqot o'yin va audiovizual usullarni noan'anaviy usullar doirasida ko'rib chiqadi. Tadqiqot jarayonida chet tillari fakulteti 1-kurs talabalari uchun chet tilini o'qitishning an'anaviy va noan'anaviy usullarini birgalikda qo'llash asosida tajriba o'tkazdik.

Kalit so'zlar: Noan'anaviy usullar, chet tili, eksperiment, o'yin usuli, audiovizual usul

Annotation. This study examines gaming and audiovisual methods within the framework of non-traditional ones. In the course of the study, we conducted an experiment based on the combined use of traditional and non-traditional methods of teaching a foreign language for 1st year students of the Faculty of Foreign Languages

Key words: Non-traditional methods, foreign language, experiment, game method, audiovisual method.

Аннотация. Это исследование рассматривает игры и аудиовизуальные техники в рамках нетрадиционных методов FLT. В ходе исследования мы провели эксперимент, сочетающий использование традиционных и нетрадиционных методов преподавания иностранного языка для студентов 1 курса факультета иностранных языков.

Ключевые слова: нетрадиционные методы, иностранный язык, эксперимент, метод игры, аудиовизуальный метод.

Nowadays, the methodology of teaching English as a foreign language is steadily changing due to global changes in all spheres of life in modern society, caused by the emergence of new information technologies and general computerization. In accordance with the Federal State Educational Standard, the modern educational process is characterized by a high degree of individualization, since the educational needs and interests of students must be taken into account, and teaching them creative thinking and problem solving. In addition, a necessary condition is the use of educational digital resources and technologies in the learning process. In order to keep up with the times, teachers and students must meet the education requirements of modern society. In this regard, teachers need to apply new teaching methods, and students need to acquire new learning skills. Based on the analysis of studies on non-traditional methods of teaching English and the effectiveness of their use, the relevance of this study in their further study becomes obvious. The aim of the study is to study the technology of applying non-traditional methods in teaching a foreign language. The object of the research is teaching a foreign language to 1st year students of the university. The subject of the research is modern non-traditional methods of teaching a foreign language. The novelty of the research lies in the consideration of specific ways of integrating non-traditional teaching methods into the system of higher education on the basis of the material offered to students and used in the classroom.

The most famous traditional methods are the grammar-translation method, as well as natural. The grammar-translation method is most often used when working with students as part of the school curriculum. This method includes the development of vocabulary and grammar based on clearly formulated rules explained

by the teacher, as well as the translation of texts using previously studied material. The natural method is a method of teaching a foreign language, the main concept of which is to recreate the natural way a child acquires speech in his native language in order to develop oral speech in students. In addition to traditional methods, there are many non-traditional methods of teaching English, but within the framework of this study, we will take a closer look at audiovisual and game methods. The audiovisual method implies the use of audio and video materials in English lessons for the purpose of its further development. Videos, films and series are used, as well as excerpts from radio programs in English. This method works out the understanding of foreign speech by ear, the communicative aspect is expressed during discussions of the viewed or heard material. Students are interested and highly motivated. They easily perceive phrases used by native speakers. This paper considers the audiovisual method of teaching a foreign language not in its traditional performance, but in the modern sense associated with digital means of teaching a foreign language. This means that it is possible to enrich audiovisual materials through intercultural communication by means of modern technologies. The game method is also of great interest, but it is not recommended to use it separately. This method co-exists with others, helping to dilute and in a playful way to consolidate the material covered before. The game method is widespread in teaching preschool and primary school age, but is also often found when working with adolescents and even adult students. There are many types of games for practicing any topic, phonetic, grammatical rules, etc. [4, p. 361; 5]. Modern games amaze you, they are aimed at finding information and developing the student. It can be a quiz, a competition or an individual quiz. Games can be adapted to suit

the abilities, preferences and interests of each student. As part of the experimental work, we conducted a series of classes for 1st year students of Tashkent State University of Uzbek language and literature. We considered the audiovisual method as a basis when using the main textbook for practicing lexical skills. Let's turn to some exercises of various types that we use in the classroom:

1) Watching video materials in the language being studied, which implies an audiovisual method. Listening comprehension, memorizing new vocabulary and mastering intonation patterns used by native speakers.

2) The game "Guess the word" refers to the game method. This game allows you to work out and consolidate the newly introduced vocabulary. Students explain words and phrases with the help of other words and structures, thereby developing speech. There are many ways to implement it: starting with the well-known game "Crocodile" and ending with the explanation of vocabulary using verbal means (for example, a student turns his back to the blackboard on which a new lexical unit is written, and other students in English try to explain its meaning using prompts and leading questions).

During the classes, students showed interest in the playful form of learning vocabulary. Throughout the lesson, students had the opportunity to practice English speech in a monologue and dialogic form. At the final lesson, a questionnaire and testing were conducted based on the results of the classes, which showed the following results:

- thanks to the game method, students remembered more unfamiliar words and expressions; students noted

productive interaction with the teacher and with each other, as well as a pleasant atmosphere conducive to the assimilation of new vocabulary; the use of video and games in the lesson contributes to the ease of memorizing new lexical units; students showed a rather high percentage of vocabulary acquisition - from 45 to 70%.

At the same time, watching the video did not show much interest among students, because such tasks are common and uncommon. Modern realities dictate a certain model of student behavior, which can easily find and study any information in video or audio format at home.

It should also be noted that one should not be limited only to non-traditional methods of teaching a foreign language, because the purpose of the lesson is not entertaining, but educational. The teacher in modern realities should use both traditional and non-traditional methods, competently combining them. Thus, audiovisual and gaming methods bring the educational process to a qualitatively new level, opening up opportunities for optimizing the teaching of English as a foreign language in higher professional education. The introduction of "game" elements into the English language course will help students overcome the language barrier, increase motivation, and, consequently, academic performance.

By immersing the educational material in the context of real life, it is able to make learning English more attractive, understandable and productive for both students and students, as well as for teachers.

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