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Learning English Via Distance is a Supportive Clue for Nonbiological Students During Their Self-Study

**Shirinova Feruza
Atxamovna**

International Islamic Academy of Uzbekistan, Tashkent
Tel: (+99890) 920- 71- 31
E-mail: feruzashirinova12@gmail.com

ABSTRACT

This article gives information about the problem of teaching nowadays, and includes of several teaching methods on purpose of being student active. It is impossible to attract today's youth without using various approaches those help for transferring of knowledge from expert to student is an art form and a skill.

Keywords:

CLT, authority style, coach style, activity style, group style and blended style, constructive teaching methods

According to the new reforms in Uzbekistan all Educational Establishments should train competitive, knowledgeable and skillful generation for our future [1]. In order to implement this reform, pedagogical staff should have not only deep knowledge on subject, but also they have to gain high-qualified pedagogical skills as well as with digital literacy. This features of the teachers sustain to provide for demonstrating proficiency in the subject area. If a teacher trains their learners with high preparation (it includes appropriate curriculum, syllabi and lesson plan), certainly these learners will be ready to competitive world and will be able to demonstrate confidently themselves in their field. But, the most language teachers have experienced the frustration of investing endless amounts of energy in their learners and getting very little response. We have all had groups who never did their homework, who were reluctant to use the target language in pair or group work, who did not learn from their mistakes, who did not listen to each other, who did not use opportunities to learn outside the classroom, and so on. Therefore, the efficiency of teaching very much depends on learners' motivation, skills, and

willingness or ability to cooperate and work as a community. These are also areas that we explore in this section in order to help learners realize how they can contribute to their to their learning. The first group of activities "Finding out about your various techniques of collecting information about the existing attitudes and knowledge of your students. Based on the collected information teacher can decide which are the areas where awareness rising is most needed, and which are the ones where you can move straight on to the practice stage. Activities should be appropriated to motivate students, also to help students realize and come to terms with the fact that difficulties are a natural part of learning. Therefore, gathered activities should be divided into three sections: "motivational stage", "learning strategy", "community building". At the end of the sections, in "self-monitoring" teacher can find some examples of how to get students to think about their learning styles and make them aware that their group mates may have rather different preferences and use a variety of strategies.

The introductory and follow-up part of the activities are especially important. In most

cases it is useful to tell students what it is that they are going to experience and it is worthwhile to set aside some time for a follow-up discussion (if necessary, in the learners' native language) about what they discovered with the help of the activity. Teacher should ask some questions to get your students to talk. Some of the activities may surprise students and it is normal that at least partly from the realization what the teacher brought them. Sometimes the unusual organization or nature of the exercise attracts much more attention than the awareness component, it has missed target. In this case teacher should put to use what have learnt about the expectations and previous experience of students and choose activities in which their attention would not be too much occupied by the novelty of the task.

It is important to know what experiences learners have had and as a consequence what expectations they may have of their teacher. Also, information on learners' existing attitudes to learning and to the foreign language is the starting point for developing responsible attitudes. There are several ways to collect learners' needs and it is the best if the teacher teaches their students through their learners' needs, otherwise the students get bored and may not take their classes seriously. After taken needs they should be analyzed and all activities will be prepared for learners needs. Needs analyses should shape the content and the methodology of any effective ESP course. ESP is, in fact, an approach to language teaching based on the learner's reasons for learning and their language needs. Students can only conduct tasks and activities if the teacher gives clear instruction. Giving clear instructions teachers achieve an expected goal in a variety of instruction-given techniques that will enable them to set up activities faster, with more clarity, and with greater student involvement. It is also help to adapt and personalize to meet students' level and needs. Needs analysis is the systematic data collection and examining of all subjective and objective information required to describe and validate curriculum goals that support the language learning needs of learners within the context of the institutions that affect

the learning and teaching situation (Brown, 2006) [2].

Needs analysis can help learners determine "what they know, what they can do, what they need to learn". Therefore, needs analysis is the most importance for learners, and is generally viewed as a key part of the lesson. In other words, needs analysis involves seeking and clarifying information about learners' needs for language courses, particularly regarding to what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of teaching. Specifically, it is also seen that speaking and listening skills are important for such students when building conversation or dialog specialists in their professional field. Furthermore, reading skills are also necessary for understanding specific content or instructions, while writing skills in connection with business correspondence. Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, central to good classroom practice. This is in contrast to previous views in which grammatical competence was commonly given top priority [3].

The majority of the needs hold all four skills as important for their mastery of the language, as they believe that all four skills form integral parts of the language as entirety and therefore all four skills are vital for effective communication in the target language. So, the needs analysis is an essential feature of a course design, because it gives us the elements to determine what and how we need to teach the language in an appropriate way. It is clearly seen that needs analysis is as an indispensable aspect for curriculum and syllabus design in order to link the present students' academic needs with their needs in their prospective employment. Although we should remember that needs serves to prepare competitive, capable and creative youth in their professional fields. Activities and tasks should relate to the needs of the learners. For example, where a discursive essay is useful for students studying for an exam

or for those that wish to study abroad, it may not be as useful for students who want to learn foreign language for work purpose or those that need it in order to integrate with their special subjects. The right level materials are also important. If a text is too simplistic or overly challenging, learners can quickly become disengaged from the content. Learner need is something that teachers must be attuned to before they choose or create materials. Once teachers have chosen their materials, they need to consider how they will engage learners in texts and how they will encourage them to read or listen to the content. A number of different activities can be used in a lead-in, but whatever one the teacher chooses, the main criteria is that the students are fully engaged with the topic rather than focusing on a specific language item or learning outcome. To do this, the teacher can use pictures, headlines, questions or statements for discussion. Students should then be given as much time as possible to use these prompts to offer ideas and opinions, make guesses or predictions or share personal stories and experiences. It helps if statements or discussion questions are open-ended and if picture or headline arouse curiosity, rather than merely depict the content of the lesson. In a sense, a good lead-in should be like a lesson itself in that it should create sufficient opportunities for communication, creativity and feedback on learner language. Of course, this depends on how much time the teacher has with the class and what they need to cover as part of the syllabus. As well as designing tasks or activities that encourage learners to engage more with the content of texts, it is extremely beneficial for learners if the teacher also designs authentic tasks. Authentic task, also called a real-world task (Tomlinson,2011) [4], should enable the learners to be trained or taught for the same purpose as it would be used outside the classroom. Although it is possible to use the materials in the previous lesson with a number of different learners, it would be unrealistic to claim that they could be appropriate for every cultural and educational context. However, the techniques and procedures used in the lessons have a broad application and can easily be adopted by teachers who wish to design their

own materials and lessons. There is a guidance below:

- a suggested criteria for choosing texts and topics;
- tips on how to design lead-ins;
- suggestions on how to help learners engage meaningfully with texts;
- templates for designing tasks;
- a lesson planning task.

After all suggestions above, it will not be fully completed views without well-designed lesson plan. When planning lessons and courses, it is important to design tasks that sufficiently challenge students and enable them to think and act in different ways. Through the right chosen tasks or activities and well-designed lesson plan give guarantee for teachers to reach an expected result as well as push the students working independently. Increasing independence may evoke and reinforce responsible and autonomous attitudes, this of course only happens if learners are ready to accept the challenge of independence, and this is exactly why teacher should devise a step-by-step process of responsibility development.

In conclusion of this article there is one point that teaching or being a teacher is a demanding job, so it is responding to the different problems and needs that students have. According to transition period in educational system, I would like to say that in any case all teacher should prepare their learners into the real-life situation and it is the only right way to motivate learners, engage them not only learn foreign languages, but also other special subjects in other language. Teachers should be support for their learners and lead them to creative thinking, autonomous working, also critical thinking and form ability to make some analysis gained information.

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