

Eurasian
Research Bulletin

Features Of Eclectic Approach to Teaching English Language

**Mahamadaliyev Xislatkhon
Matlabovich**

Associate professors Head of the Second Foreign Language
Department of the Uzbek State University of World Languages

ABSTRACT

The article deals with the peculiarities of foreign language teaching and learning at linguistic universities. Several facts and statistics are illustrated in terms of the quality of the English language proficiency in Uzbekistan. Some difficulties that teachers and learners face on a daily basis are analyzed. To overcome these difficulties an eclectic approach is described. The author focuses on the issue of efficiency of the eclectic approach in foreign language teaching and learning.

Keywords:

Method, methodology, approach, eclecticism, eclectic approach, combined approach.

Nowadays the percentage of the English language learners remains consistently high, while the one of speakers of the language is still very low. The country is in 88th place in terms of English proficiency, a situation exacerbated by the fact that Uzbekistan occupies a position between Syria and Cameroon, showing a low index of mastering the language. The leading countries are the Netherlands, Denmark and Finland. Along with this, the need to enter into communication in English among the scientific community quite clearly exists and is not denied by either young scientists or university students. Professor Lee Giles (2018) from the College of Information Technology under the Pennsylvania State University published the information that 114 million scientific papers are available in English. The English language is a vehicle that brings scientists together. 2/3 of scientific publications and 28% of books published in the world are published in English, this language is used for 3/4 of world correspondence.

However, the urgency of the problem lies in achieving the effectiveness of teaching a foreign language in the strict framework of the philological profile and the program of a linguistic university. The requirements for a graduate student are steadily growing: the labor market clearly demonstrates the need for specialists of various profiles and specialties with knowledge of a foreign language. In 80% of vacancies, proficiency in English is indicated among the basic requirements, which is a necessary filter for finding high-level specialists, it is argued that subsequently the language may not be used at all. At the same time, in the classroom at a higher educational establishment, teachers and students are faced with several problems that do not bring them closer to their cherished goal

Common problems in foreign language teaching and their solutions

Difficulties	Additional information	Solution
Human factor		
Heterogeneity and multiplicity of groups	no division into subgroups by levels of language proficiency	Using a collaborative learning approach, project method
Lack of motivation to learn English	Students' uncertainty in their abilities. The conviction that they are powerless to learn the language.	Selection of materials feasible in the study. Positive attitude on the part of the teacher
Feature of information perception	According to statistics, modern students are visual learners	Maintaining the dynamics of the class. Increase the use of multimedia tools.
Conditions of education		
Rapid obsolescence of teaching aids, technological support of the university	The speed of preparation of a good quality textbook lags behind the pace of technology development.	Increase work with mobile devices connected to the Internet to find the information you need and complete tasks.

The table above represents the common present challenges that teachers and learners of linguistic universities in our country come across and we have tried to provide some solutions that in our view will better the situation.

New generations of foreign language teachers are facing a methodological crisis. For several decades, there has been no revolutionary approach to language learning. To a large extent, the birth of a balanced method depends on the ability to synthesize teaching approaches. Moreover, the subject "foreign language", and in particular the English language, has "polyfunctionality", "pointlessness" (intersubjectness), "infinity" and "heterogeneity", which means that only a range of approaches, methods and practices will allow creating a successful version of the methodology, bringing positive results in teaching students a foreign language. The role of the teacher's personality in teaching foreign languages remains paramount, because he is the organizer of group interaction, and the maximum effect, interest and benefit from teaching depend on him. Whatever classroom

the teacher is in, he himself solves the problem of choosing methods, techniques and forms of teaching, as well as the content of training.

Eclecticism (derived from ancient Greek. Ἐκλεκτικός "eclectic", from ἐκλεκτός "chosen, picked out, selected") in teaching English means having no fear of experimenting with materials and technologies. It is selecting what appears to be best in various methods or styles.

An eclectic approach to teaching, which is based on the provisions characteristic of various methods, allows the use and combination of features inherent in the opposite methods, such as communicative and audio-lingual, communicative and cognitive, etc. within one method.

In conclusion, the study of new teaching technologies and methods is a matter of honor for every teacher. It is known that there are no miracles in language learning. Any technique should be supported, first of all, by regular classes, the desire to learn the language and belief in success. Of course, all methods and approaches play an important role in the process of teaching a foreign language, but the

dominant is still a teacher's personality, since it is he who decides what methods and approaches to choose for the implementation of the main goal - the formation of students' basic language knowledge, skills and abilities.

Used Literature

1. Anderson, Richard C., and Peter Freebody. Vocabulary Knowledge and Reading.
2. Cambridge: Bolt Beranek and Newman, 1979.
3. Krashen, S. D. Principles and Practices in Second Language Acquisition. New York: Prentice-Hall, 1982.
4. Thornbury, S. About Language: Tasks for Teachers of English. Cambridge: Cambridge UP, 1997.
5. Amanova N.F Amanova F.F . INNOVATIVE ACTIVITY IN THE FIELD OF TOURISM. Euro-Asia Conferences, 1(1), 308–309. Retrieved From <http://papers.euroasiaconference.com/index.php/eac/article/view/97>
6. Ashurova F L Communicative And Pragmatic Features Of Colloquial Vocabulary In Newspaper Style <https://media.neliti.com/media/publications/344206-communicative-and-pragmatic-features-of-c-18e94270.pdf>
7. Ashurova F L Features Of The Translation Of Aphorisms From Foreign Languages Scientific Progress Volume 2 | Issue 8 | 2021 Issn: 2181-1601 <http://scientificprogress.uz/storage/app/media/2-8.%20077.%20434-437.pdf>