

DIFFERENTIAL APPROACH FOR TEACHING ENGLISH

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Introduction

It is known that today the world market of developing countries release and improvement of socio-economic relations, international relations activation also depends on the level and skill of the personnel. But different areas graduates of the direction of non-philological education in the training of specialists without having sufficient knowledge, skills and qualifications from specialist subjects the low level of knowledge of a foreign language in them is both internal and external to the country it is observed that there is a huge obstacle in the development of their infrastructure. In particular, the level of language skills of students of the direction of non-philological education gives these requirements we cannot say a complete answer. To the world market of specialists from different fields one of the factors that makes it difficult to get out is their knowledge of a sectoral foreign language is a low level.

Needs of modern students teachers and book it became clear that it was superior to the best strategies of its publishers. Now we are talking about the four teaching strategies that students have in this article let's take a closer look.

1. Task-based approach.

Drawing up traditional curricula and planning classes for students should be around topics that are considered useful. This means that teachers learn the grammar and vocabulary that students think they should know it was necessary.

What can we learn through this, why all students activities that can make them feel comfortable and interact with them is it necessary to draw up lesson plans around?! What is task planning and design it is necessary to look not at what is taught, but at why it is taught.

Tasks include ordering in a restaurant, booking in a hotel or filming to have progressive tasks such as criticizing or expressing their opinions about politics can. Not in the language taught in this approach, but the task itself revolves around.

In order for this method to work, teachers will be able to determine the number of their students to design classes that help their students to succeed they need to understand their requirements and expectations. Grammar, vocabulary and language proficiency not only are tools that allow students to achieve final results.

Answers to the above questions when creating a program suitable for your readers helps. Through this approach, the teacher gives students their own goals and to teach what you actually need to know to achieve your tasks acquires individual skills and qualifications.

2. Project-based approach.

Like the task-based approach, the project-based approach both are designed to meet the true needs of students, and they are language is a skill that is really necessary in person and or professionally, and it is done by adapting to qualifications.

This assignment is one that is the final result of a class, term or course leads to the development of a common project. This project is from oral presentation ranging from class games can be as large-scale. In any case, the project consists of individual tasks that lead students to goals in their assessment must be.

3. Lexical curriculum

The previous two approaches had to develop students with a strong focus on skills and competencies, this approach is used by students pays attention to what language they should actually create. In particular, students are clear about real words that they need to understand to complete tasks.

Finally, after three approaches, students will think about the use of technology in the classroom, for example, mobile phones will be able to do everything for you: e-books, dictionaries,

pronunciations, tests and various useful programs will develop your knowledge. Bring it all together. All by applying the approaches together, we can achieve effective and professional methods in Language Teaching.

References:

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