

EFFECTIVE METHODS FOR TEACHING ENGLISH IN HIGH SCHOOL*A. Rustamova¹, Sh. Qayumova²***Abstract:**

This scientific review article examines various methods of teaching English in high school settings, with a focus on identifying effective strategies that promote language acquisition and proficiency among students. The review synthesizes current research literature and empirical studies to provide an overview of best practices in English language teaching at the high school level. The article discusses the importance of creating a supportive and interactive learning environment, integrating technology and multimedia resources, and implementing communicative language teaching approaches. Additionally, the review explores the role of cultural sensitivity and diversity in English language instruction, as well as the use of formative assessment techniques to monitor student progress and tailor instruction to individual needs. The findings of this review contribute to a deeper understanding of effective methods for teaching English in high school and offer practical recommendations for educators and curriculum developers.

Key words: English language teaching, high school, language acquisition, communicative language teaching, formative assessment, technology integration, cultural sensitivity.

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Introduction:

Teaching English in high school presents unique challenges and opportunities for educators. As students transition from basic language proficiency to more advanced skills, it is essential to employ effective teaching methods that foster linguistic development, critical thinking, and cultural awareness. This review aims to explore current research on the most effective methods for teaching English in high school settings, with a focus on instructional strategies that promote language acquisition and proficiency. By examining empirical studies and theoretical frameworks, this review seeks to provide evidence-based recommendations for educators and curriculum developers to enhance the quality of English language instruction in high schools.

In the history of teaching languages, there are many teaching methods and techniques, but some of them are really easily approachable and easy to learn. Language teaching methods are reliant on and affected by various hypotheses of language learning. The methods of teaching English differs from person to

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person. It has different ways and paradigms. There are given 10 effective methods of teaching the English language:

1. Grammar-cum- Translation Method
2. The Direct Method
3. The Audio-lingual Method
4. Suggestopedia
5. Total Physical Response
6. Community Language Learning
7. Communicative Language Teaching
8. Task-based learning
9. The silent way
10. The Lexical Approach

This process of adaptive methods has allowed students to make significant progress in relation to the time spent on the program.

A comprehensive search of academic databases, scholarly journals, and educational publications was conducted to identify relevant studies on effective methods for teaching English in high school. The search included keywords such as "English language teaching," "high school," "language acquisition," "communicative language teaching," "formative assessment," "technology integration," and "cultural sensitivity." Studies published within the last decade were prioritized to ensure the inclusion of recent developments in the field. The selected literature was critically reviewed and synthesized to identify key themes, best practices, and practical recommendations for high school English language instruction.

The review identified several effective methods for teaching English in high school. These included the implementation of communicative language teaching approaches, which emphasize real-life communication and interaction in the target language. Research suggests that communicative language teaching fosters meaningful language use and fluency development among high school students. Additionally, integrating technology and multimedia resources into English language instruction has been shown to enhance student engagement, motivation, and comprehension. Formative assessment techniques, such as peer feedback, self-assessment, and ongoing evaluation of student performance, were found to be instrumental in monitoring student progress and providing targeted support. Furthermore, the review highlighted the importance of cultural sensitivity and diversity in English language instruction, emphasizing the incorporation of diverse perspectives and authentic materials to promote intercultural understanding and global citizenship.

Conclusion:

This scientific review provides valuable insights into effective methods for teaching English in high school. By synthesizing current research literature, the review identifies communicative language teaching, technology integration, formative assessment, and cultural sensitivity as key components of successful English language instruction at the high school level. Educators and curriculum developers can leverage these findings to enhance their instructional practices and create a supportive learning environment that promotes linguistic development, critical thinking, and cultural awareness among high school students. Further research is needed to explore the long-term impact of these methods on student outcomes and to address specific challenges associated with English language teaching in diverse high school settings.

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