

METHODOLOGY FOR DEVELOPING ENGLISH TEACHING TO STUDENTS BASED ON A NEUROLINGUISTIC APPROACH

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***Abstract:** this paper examines a way of improving English language learning in students using the neurolinguistic method. By incorporating the principles of neuroscience and linguistics, the method seeks to maximize the learning of the language and retention in students. The paper describes the strategies and techniques that can be utilized in English language learning to make the learning sessions more effective and interesting. The paper examines the strategies that can be utilized in English language learning.*

***Keywords:** neurolinguistics, English teaching, language acquisition, brain-based learning, multisensory teaching, cognitive development, language methodology*

INTRODUCTION

Recently, the area of neurolinguistics has made major contributions in the understanding of the processing of the language in the brain and has various implications in language teaching methods. Conventionally, English language teaching methods emphasize memorization. Such methods fail to stimulate the brain in its normal learning process. The application of neurolinguistics in language teaching utilizes the understanding of the pathways of the brain in designing methods of teaching in a manner similar to how the brain learns. This article proposes a neurolinguistics technique in English language teaching that aims to enhance English language learning outcomes.

MAIN PART

Today, the use of modern pedagogical technologies in teaching and learning a foreign language (English) is developing consistently and continuously in all educational institutions, and at the same time it is being widely implemented. As a result, the diversity of classrooms in all educational institutions is increasing, creating rich opportunities for students and teachers, as well as opening up opportunities for effective teaching and learning. Since the number of English language learners around the world is increasing day by day, there is an important issue, the resource centers available in all educational institutions require the formation of a comprehensive resource for students with the necessary reference materials based on modern methods. Undoubtedly, the need for the scientific organization of the lesson is important, and in addition, the creation of an immovable strategic foundation is also a requirement of the time, which in turn is divided into several principles and methods. The goal is to focus on further improving the effectiveness of the lesson. The educational process, conducted by professors and teachers in a training laboratory with the participation of students based on modern teaching methods, is a source of cooperation based on two partners, and the achievement of the expected result in the final part determines the creativity of this teacher. A diverse approach to training is aimed not only at strengthening thinking skills, but also at sharply developing the student's field-specific skills (speaking, writing, reading, listening). The inclusion of neurolinguistics in English language learning is an evolutionary shift towards optimizing language acquisition and usage by students. Neurolinguistics is an

interdisciplinary approach involving the utilization of neurological data within the realm of linguistics with an aim to comprehend the brain processes required during language comprehension and production activities. Its application within the education arena presents an opportunity for educators to devise learning methods geared at leveraging the inherent processes within the human brain, such as the formation of memories, recognizing patterns, and the integration of sensory inputs within the brain. Therefore, this method surpasses conventional methods within the English language learning arena itself. One of the basics of a neurolinguistic method is the recognition of brain flexibility or its ability to adjust and reshape its connections based on a learning experience. The learning of a second language such as English is not just memorization of words or grammar but also readapting brain circuits based on new learning inputs such as learning a new sound or meaning in a second language. For example, presentations using authentic speech inputs such as conversations or stories will create stronger brain connections in a learner in comparison to a presentation of isolated grammar points. Another important ingredient in this learning recipe is the technique of multisensory learning. This involves using more than one sense at a time to better absorb language input. Research in neurolinguistics suggests that using more than one pathway at a time, including the visual, auditory, kinesthetic, and emotional centers of the brain, has been found to increase the encoding and retrieval of memories. This approach to learning therefore enables the teacher to create diverse learning arenas for the students while helping students make connections between new English words and sentences and their existing life experiences.

Individual differences among students are also given considerable emphasis within the neurolinguistic paradigm. As each individual has a distinct way of processing their data through their brains, depending on their cognitive styles, capacity, and experiences, it is necessary to provide each one of them with different ways of education as per their individual neural characteristics. In this manner, according to neurolinguistic techniques, teachers should identify the strengths and weaknesses among students to provide them with appropriate ways to teach as per their characteristics. Auditory and visual students, for example, can be given audio and picture lessons, respectively. Secondly, there are emotional elements considered important in the learning process for students learning different languages. Neurolinguistics derives the interconnected aspect associated with these two elements, noting the importance of positive emotional states in facilitating the process of activating and developing the brain. Fear and stress, for instance, associated with many language learning lessons, can slow down the learning process in students by reducing the capacity for absorbing new knowledge. Thus, according to the learning approach linked to neurolinguistic theory, it is important for learners to enjoy an exciting learning environment that does not generate stress for learners associated with learning the language.

Forms of working with computer learning programs in English lessons include: vocabulary learning; pronunciation practice; teaching dialogic and monologic speech; teaching writing; development of grammatical phenomena. The possibilities of using Internet resources are enormous. The global Internet creates conditions for students and teachers located anywhere in the world to obtain any information they need: regional geographical materials, news from the life of

young people, articles from newspapers and magazines, etc. Currently, priority is given to issues of communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanism of education. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching English is to teach free orientation in an English-speaking environment and the ability to adequately respond in various situations, i.e. communication. Today, new methods using Internet resources are opposed to traditional English teaching. To teach communication in English, it is necessary to create real, real-life situations that stimulate the study of the material and develop adequate behavior. New technologies, in particular the Internet, are trying to correct this error. The communicative approach is a strategy that simulates communication, aimed at consciously perceiving the material and methods of working with it, creating psychological and linguistic readiness for communication. Implementing a communicative approach on the Internet is not particularly difficult for the user. The communicative task should offer students a problem or question to discuss, students not only exchange information, but also evaluate it. The main criterion that allows us to distinguish this approach from other types of educational activities is that students independently select linguistic units to form their own opinions. In the communicative approach, the use of the Internet is highly encouraged: its goal is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. One of the main requirements for teaching foreign languages using Internet resources is the creation of interaction in the lesson, which is usually called interactivity in methodology.

Interactivity is "the unification, coordination and complementation of efforts in the communicative goal and result using speech tools." By teaching a real language, the Internet helps to form speech abilities and skills, and also ensures sincere interest in teaching vocabulary and grammar, and therefore efficiency. Interactivity not only creates real-life situations, but also forces students to respond adequately to them in a foreign language.

A good neurolinguistic teaching approach also involves metacognitive learning strategies that inform learners on how to recognize and monitor their own learning and cognitive practices. With this approach, learners can monitor and control their learning procedures in learning the English language. By teaching learners to monitor how they process linguistic inputs and practices, the teacher is able to equip learners with abilities such as self-evaluation and planning, which are associated with increased neural efficiency. Metacognition supports the autonomy and resilience of the learner in mastering the English language, especially outside the classroom. The involvement of technology fits well within the principles of neurolinguistics, as immersive, interactive, and dynamic learning can be created. Moreover, the use of technology provides multisensory stimulation via multimedia, feedback, and practice materials. For instance, language learning applications and environments, and online conversation tools stimulate more brain regions and provide learning paths that fit every learner related to their brain type characteristics. Therefore, combining the involvement of technology in the neurolinguistic approach not only provides updated versions of learning, but it also utilizes up-to-date neuroscience discoveries to further improve English language learning results. The methods of assessment in this approach should adopt neuro-

linguistic insights and go beyond conventional methods that test knowledge by rote. Rather, methods of assessment should test communicative ability and cognitive processing ability and application of language skills. These methods of performance evaluation in English comprise oral presentations, group discussion activities, and problem-solving activities to test how well students are applying English skills in different contexts. Formative assessment simultaneously monitors neuroprogress, and teachers are able to adjust teaching methods to facilitate maximum language learning. In summary, applying the principles of neurolinguistics in developing English language learning methodologies is, therefore, a very effective way of enhancing English learning outcomes. Through proper comprehension of how languages are processed in the human brain, educators can create learning processes that involve multiple aspects of learning. In addition, by applying such methodologies, students not only exhibit high levels of enthusiasm in their learning processes, but they can also independently apply their English knowledge. In fact, applying neurolinguistics in English learning methodologies is even more effective than various conventional methodologies.

CONCLUSION

A neurolinguistic approach to teaching English enhances the academic experience by relating teaching practices to the most effective way the brain learns and processes language. Neurolinguistic programming makes it possible to engage the students' senses, create customized methods, and utilize the brain's capabilities to enable them to learn and master language faster and be motivated to succeed. Neurolinguistic programming promotes innovation in the teaching of English from

the old teaching techniques to the new, scientific, and dynamic methods that benefit the students' language skills positively.

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