

WESTERN STYLES IN TEACHING ENGLISH

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Abstract: *The article showed that differences of teaching style culture in Teaching, western teacher style are: teacher is facilitator, individual is most important, students are encouraged to do their own thinking, group discussion is important mode instruction, making mistakes is part of learning, students sometime polite to teacher, sometime does not required text.*

Key words: *experiences, teacher, teaching English, students, education process.*

Advanced experiences of pedagogy and achievements in education putting it into practice is one of the important conditions of today. Currently great experiences that a teacher can use during his career base has been formed and it is getting richer day by day. But that's it despite these experiences by teachers and future professionals their assimilation is realized with some difficulty [1]. The teacher position in creating best practices and sharing them among colleagues is especially important in popularization. The teacher is a new advanced pedagogy and how effective it is in putting the experience into practice should pay attention to that. Innovation of the teacher's practical activity the focus is on practical achievements achieved as a result of theoretical pedagogical research enables implementation.

The teaching style of English teach may have an impact on a student's abilities. Teachers must provide adequate resources and utilize an acceptable teaching style in English to enhance students' enthusiasm to study the topic. There would be a fluctuation impact on teaching style that may be sensed by the students, thus the researcher will analyze the students' perceptions of the western English teacher in this study. The ability, attitude, attitudes, and conduct of English instructors might impact their capacity to impart information and employ methods in the classroom. They may make use of all of the resources or tools available in the classroom to boost their popularity as a teacher. Teachers' performances in their abilities and personal conduct cannot be isolated from their popularity in teaching style since their teaching style might impact students' enthusiasm to study English. list the following personal qualities of a teacher: empathy for the difficulties and needs of students, enthusiasm for what you're teaching, an interest in provisional development, an interest in current research, a willingness not to take problem behavior personally, a willingness to adapt a plan to meet an individual's needs, a sense of proportion, a caring nature, an inquisitive nature, and actually liking to be wise.

The researcher initially watched students in the class. According to the observations of the teaching method used by experts, the Western English teacher creates her own lesson plan and syllabus before teaching in the classroom. The instructor indicated to the

pupils that the subjective of the lesson, such as fact, idea, and principle, were the most essential for them to learn. The instructor then informed the pupils that the standard minimum (KKM) threshold was seventy. To complete this course, students must have a score of seventy. The instructor offered students explanations via brainstorming to create models acceptable methods for students to think about problems in the course subject, and she also asked students questions to stimulate their thinking to start the class or clarify the topic. For example, in the first observation, the instructor described Wh Questions and asked, "What did you do yesterday?" to which the children replied, "I assisted my parents." The instructor presented the information in a range of ways, and the aims of the teaching techniques address a variety of students' learning. The goals of the teaching methods may be found in the syllabus and conveyed to the students before teaching. It signifies that the instructor not only gave this course in a group setting, but also discussed it in a one-on-one setting to make the ideas provided in the classroom obvious. Students usually work on course projects on their own, with minimal guidance from the instructor. The instructor directed the students through the learning process, and the teacher valued sharing his or her knowledge and skills with the pupils. The instructor then used creative media in the teaching and learning process, such as cards to create phrases. Following that, the pupils constructed phrases with a nice theme. The instructor received the cards after the students delivered their exercises, and then utilized them to teach in the other classroom. There was a great deal of collaboration or cooperation between the instructor and the pupils. After students demonstrated inadequate performance in the learning process, the instructor never offered negative feedback; instead, the teacher expressed approval of the pupils, for example, when the teacher discussed the issue, the teacher stated "very well, good, that was correct." The pupils are then instructed to do the activities based on the explanation. It signifies that the pupils are encouraged to follow the teacher's lead. Following the teacher's presentation of the wh-questions theme, the students were instructed to create questions in English. While giving the pupils exercises, the instructor spent time speaking with them on how to enhance their work on individual or group projects, then guided them and explained things to them. Students expressed their opinions via classroom activities designed to foster and develop their thinking regarding topic problems. Students did not characterize the teacher's norms and expectations as hard and uncompromising throughout the learning process, but they did express high appreciation for the teacher's explanation.

In an attempt to answer the first problem, teaching styles that used by the western English teacher. The analysis of teaching styles that used by the western English teacher was conducted in references (Bdam in Athony, 2002) Type of teaching styles that used by the western English teacher in the classroom. At the observation, the researcher explains as follow: The teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator. The five types of teaching styles, the western English teacher used all of them in teaching English. but, most of them have different percentage, in expert teaching style the teacher used seven of eight with the student's perception is 3,837 % it is categorized

moderate level. Formal authority, the teacher used seven of eight with the student's perception is 6.075%. it is categorized high level. Personal model consists of eight of eight components with the student's perception is 4.245% it is categorized moderate level. Facilitator consist of eight of eight components with the students' perception is 4.512% it is categorized moderate level. And the last is delegator consist of eight of eight of components that used by the teacher with the students' perception is 4.25% it is categorized high level³

In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviors unless skillfully manipulated by the teacher.

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³ Roni La'biran .Teaching styles of Western and Southeast Asian teachers'Model in ELT in Indonesia. International Journal of Arts and Social Science www.ijassjournal.com ISSN: 2581-7922, Volume 7 Issue 1, January 2024

ПРЕПОДАВАНИИ УЗБЕКСКОГО ЯЗЫКА КАК ИНОСТРАННОГО.
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