



THE ROLE OF INNOVATIVE TECHNIQUES IN TEACHING ENGLISH

Rustamova Adash Eshankulovna, Scientific supervisor: PhD, Associate Professor Samarkand state institute of foreign languages

Axtamova Durdona Alisherovna, Student: Samarkand state institute of foreign languages

Article history:	Abstract:
Received: December 24 th 2023 Accepted: January 20 th 2024 Published: February 26 th 2024	"There is nothing permanent except change," says Heraclites, the pre Aristotelian Greek philosopher. Change is the law of nature. In the developing world, it is difficult to imagine our day without updated- techniques. It becomes as a daily needs day by day. In every field of today's modern society. Especially, in the educational purpose is used widely. With the help of newer methods and techniques, a lot of conveniences are being created for students.

Keywords: technique, cellular phones, activity, illustration, innovative, strategy, competence, cognitive activity, foreign language, methodology.

INTRODUCTION

The modern socio-economic situation contributes to the fact that many spheres of human activity, including education are rapidly developing due to the introduction of various innovations which led to a change in educational paradigms from traditional to innovative, which requires higher education to improve the training of a qualified worker of the appropriate level, which necessitates the formation of a foreign language communicative competence which is the leading goal of teaching a foreign language. Linguistic competence is a complex phenomenon that requires the dismemberment of the entire complex of phenomena included in it into separate components. All teachers should build their work taking into account the real needs, motivation and abilities of students.

The use of new information technologies in teaching a foreign language is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main tasks of the teacher are to create conditions for the practical mastery of the language, the choice of teaching methods that would allow each student to show their activity and their creativity, as well as the activation of the student's cognitive activity in the process of teaching a foreign language.

Over the past three decades there have been many changes in the way English language education is designed and delivered around the world. In English language teaching and learning, innovation can be seen as a new teaching methodology, pedagogical theory, methodological approach, teaching or assessment technique, learning or instructional tool. The teaching of foreign languages are done traditional or slightly teacher-centered methods rather than modern student- centered applications and techniques while the transmission of knowledge and information

has been realized with the usual form of lectures or discussions requiring physical presence of both student and the teacher. Furthermore the teaching methods used may differ in terms of the degree of influence on active learning. The aim of this article is to analyze the traditional and innovative methods for teaching and learning the foreign language as well as to reveal and prove a set of effective pedagogical conditions for learning languages. We can turn our attention to the comprehensive description of the key words , "traditional methodology" and "modern methodology". One of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However , traditional methodology is based largely on a reduction of the integrated process of using a foreign language. Very typical feature of traditional methodology is the teacher – dominated interaction. The teaching is deeply teacher-centered. Unlike traditional methodology, modern methodology is much more student-centered. The teacher's main role is to help learning to happen, which includes involving students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, and do things . Broughton adds that the language student is best motivated by practice in which he senses the language is truly communicative that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language [1, P.33.]. In a fact, students are the most active element in the process. The teacher is here not to explain but to encourage and help students to explore make learning interesting.

METHODOLOGY

One of the most effective methods and innovative approaches is for learning English, a new level of



understanding and respect for the power of creative approaches as a way of both engaging students and improving their reading, writing, listening, and speaking skills can be counted among its accomplishments. Young language learners quickly get bored because of old traditional lessons. They are interested in teaching with modern new techniques.

As English teachers, we are constantly on the lookout for fresh and exciting ways to engage our students. Students learn better as they enjoy learning games. New and different "out of the ordinary" exercises can also help students develop their language skills.

Here are several less-commonly used methods for giving English classes a "new twist." Boredom is relieved and excitement sparked when learners are given something new to do.

1. Using an iPod or cellular phones during lessons. Almost all of us are affected by students who have iPods or mobile phones. Don't curse or swear at them because they use technology in their daily lives. We can use it to our benefit. They are free to use their cellphones for whatever they require. They could, for example, use lingo-dictionary to translate. They will use their cellphones to look up words they are unfamiliar with. Besides this, there are a lot of beneficial websites in the Internet which can help to enhance their knowledge.

Let them to use it. There are given some hypotheses were tested concerning using mobiles during classes

Hyp. 1. Students use their cellular phones as a learning tool by accessing the internet, using calculator during the math lesson and other subjects of the school. It also gives a lot of positive effects not only in activeness of students but also in their enhancing of knowledge

Hyp.2. If every student has own mobile it makes the convenient atmosphere though the classroom. Students can feel free themselves.

Hyp .3. It is very interesting for language learners when teachers use modern techniques during their classes

2. Learning language through films is enjoyable. All of the learner want something that is not as the same as the traditional one. For this reason, today's teachers should use innovative techniques. All of is love music, movies cartoons and we can make these for our improvement . Teachers can choose music movies or documentary films according to students' level and age. Every language learner try to understand each word and by doing it, they can develop their ability of speaking and listening. You can give the task write the meaning of the part that they have watched or listened. Additionally, just the discussion part about

happened situation. For many students, films are their initial contact with English-speaking culture [2].

3. Using music during the classes.

It is very challenging activity which can help to improve students' listening skill. Using this technique teacher plays a song then students should do the listening tasks For instance, filling the gaps, close procedure (second name the filling gaps), word bingo , reordering, retelling. These activities also can help to speak fluently. After listening the song student try to translate the song if it is unknown for them, then they repeat the song and learn by heart. This improves students tongue control and make believe in themselves how they can speak in English language.

In many English classes, students read the text and write their understanding in the paper it is too effective but teacher should control the class atmosphere in equal. They should create utilizing innovative English teaching techniques to increase students' overall enjoyment and encourage them to become lifelong learners, continuing their education long, after leaving the classes [3].

RESULTS AND DISCUSSION

Modern technologies make it possible to solve a number of pedagogical problems aimed at enhancing educational activities and developing a culture of students' independent work. The need to use innovative technologies is also due to the continuous increase in the amount of information that needs to be studied and processed during training.

The main advantage of using innovative technologies in teaching a foreign language is the shift in emphasis from traditional verbal methods of transmitting information to audiovisual methods.

The latest developments are often presented on the Internet and students have the opportunity to choose them. Information technology removes the problem of replicating and distributing educational material, access to it can be obtained both in an educational institution and at home, at a convenient time for the user. According to the new educational standards, more than 50% of the total number of hours is allocated for independent work of students. At the same time, the role of a personality-oriented approach and individualization of education is growing. The Internet and the networked community play the role of an intermediary between students and cultural objects. It largely determines and also reflects the context of the life of students which allows teachers to design an educational environment, build learning in terms of students' professional interests, life prospects and abilities. It follows from this that traditional methods of work have rather limited potential in comparison with



innovative ones. Modern realities pose the task of using new advanced educational technologies, teaching methods, the potential of which is great and must be effectively used for the teachers of higher education.

Currently, priority is given to communicativeness, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of education. These principles make it possible to develop intercultural competence as a component of communicative ability. New views on learning outcomes contributed to the emergence of new technologies and the abandonment of outdated ones.

Today, new methods using Internet resources are opposed to traditional teaching foreign languages. The concept of "traditional" is associated primarily with learning the rules and performing language exercises, in other words, "talking about language instead of communicating in language." Many teachers are convinced that good vocabulary and proper knowledge, as well as correct use of the grammatical structures of a foreign language, are at the heart of the learning process. However, such a belief cannot be considered absolutely correct, since the need for motivation and an emotional component present in any communication is often not prescribed in the teaching material. In order to teach communication in a foreign language, you need to create real life situations that stimulate the study of the material and develop adequate behavior.

As it is known, what a person learns, he seeks to use in future activities. The use of knowledge, skills and abilities is based on transfer, which depends on the adequacy of the learning conditions for the conditions in which these knowledge, skills and abilities are supposed to be used. Therefore, it is necessary to prepare the student for participation in the process of foreign language communication in the conditions of such communication created in the classroom. This defines the essence of communicative learning, which is that the learning process is a model of the communication process.

One of the new requirements for teaching foreign languages using Internet resources and multimedia equipment is the creation of interaction in the lesson, which is usually called interactivity in the methodology. This principle is not new, but so far it does not have a unified and generally accepted definition. R.P. Milrud defines interactivity as unification, coordination and complementarity of efforts of a communicative goal and result by speech means [4]. According to this definition, it can be concluded that an interactive

approach in virtual space serves as one of the means of achieving a communicative goal in the classroom. It differs from the principle of communication by the presence of true cooperation where the main emphasis is on the development of communication skills and group work while for a communicative task this is not an obligatory goal.

CONCLUSION

Interactivity not only creates real life situations, but also makes you respond appropriately to them through a foreign language. And when it starts to work out, we can talk about language competence even if there are errors. The main ability is to spontaneously, harmoniously respond to the statements of others, expressing their feelings, emotions, adjusting and rebuilding on the go. Thus, we can consider interactivity as a way of self-development via the Internet: the ability to observe and copy the use of language, skills, behavior patterns of partners; to extract new meanings of problems during their joint discussion. As a result of the widespread use of interactive multimedia tools and Internet technologies in teaching language and intercultural communication, the term Computer-mediated Communication (CMC) appeared in the international scientific literature, denoting the use of the interactive capabilities of a computer and the Internet, as well as differentiating real language discourse from computerized interaction[5]. We would like to note that the potential of using information technology in the field of teaching a foreign language is huge and its capabilities have not yet been fully explored. The development of an innovative methodology for teaching a foreign language at a university is a priority area in modern linguistic and methodological sciences and requires further study.

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