



MODERN PEDAGOGICAL TECHNOLOGIES AND METHODS IN TEACHING ENGLISH

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Abstract: This article explores modern pedagogical technologies and methods used in teaching English in Uzbekistan, focusing on the integration of ICT, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), blended learning, and flipped classrooms. These approaches enhance language learning by promoting interaction, practical communication, and student-centered instruction. Despite the advantages, challenges such as insufficient technological infrastructure, large class sizes, and inadequate teacher training hinder their full implementation. The article highlights the potential of these methods to transform English education, while also addressing the obstacles that need to be overcome. As Uzbekistan continues its educational reforms, the adoption of these modern approaches will play a critical role in improving English language proficiency.

Keywords: English language teaching, ICT in education, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT).

The globalization of the world economy and increasing international collaboration have significantly impacted educational systems worldwide, including in Uzbekistan. The need for English as a global language of communication has made its teaching a priority at all levels of education. This article aims to explore the modern pedagogical technologies and methods employed in teaching English in Uzbekistan, highlighting their effectiveness and the challenges faced by educators and learners in the country.

The Evolution of English Language Teaching in Uzbekistan. The teaching of English in Uzbekistan has evolved over the years, transitioning from traditional grammar-translation methods to more dynamic, interactive, and student-centered approaches. Following the country's independence in 1991, English became more prevalent in the education system, replacing Russian as the dominant second language. This shift necessitated the development of new teaching methods that would foster practical language skills rather than rote learning. Modern pedagogical approaches now prioritize communicative competence, encouraging students to actively engage with the language through various mediums, including technology.

Integration of ICT in English Language Teaching. The integration of information and communication technologies (ICT) in education has transformed the teaching of English in Uzbekistan. Digital tools such as multimedia presentations, online quizzes, educational software, and language learning apps like Duolingo or Babbel have become essential resources for both teachers and students. The use of ICT allows for more interactive lessons, where students can practice listening, speaking, reading, and writing skills in an engaging environment. One of the key benefits of integrating ICT is its capacity to provide immediate feedback. Language learning platforms can assess students' language use in real-time, offering instant corrections and suggestions. This type of active learning accelerates the process of mastering a foreign language, as students are encouraged to apply their knowledge in context rather than passively memorize rules. Moreover, ICT supports differentiated learning, where teaching materials can be tailored to meet individual student needs. For example, advanced learners can be assigned more challenging tasks, while beginners can focus on foundational aspects of the language. This adaptability makes English language teaching more inclusive and effective in addressing diverse student abilities.

Communicative Language Teaching (CLT). The Communicative Language Teaching (CLT)

method has become the most widely adopted approach in Uzbekistan for teaching English. Unlike traditional methods that focus on grammar rules and translation, CLT emphasizes real-life communication and interaction. This method encourages students to use the language in everyday situations, enhancing their ability to understand and express themselves in English. Teachers employing CLT create activities that simulate real-world communication. Group discussions, role-plays, problem-solving tasks, and debates are all part of this method. The goal is to develop fluency and confidence in using the language, rather than just accuracy. Mistakes are viewed as a natural part of the learning process and are used as opportunities for improvement. One of the challenges of implementing CLT in Uzbekistan, however, is the class size. Large classes can limit the effectiveness of this method, as not all students may have equal opportunities to participate in speaking activities. Despite this challenge, many educators have found ways to adapt CLT by using peer collaboration and digital tools to increase student engagement.

Task-Based Language Teaching (TBLT). Task-Based Language Teaching (TBLT) is another modern pedagogical approach that has gained popularity in Uzbekistan. This method revolves around using tasks, such as completing projects or solving problems, to teach language skills. TBLT focuses on the use of language as a tool for achieving specific objectives, helping students develop language proficiency in a functional and meaningful context. In TBLT classrooms, students might be asked to plan a trip, create a presentation, or conduct a survey, all in English. These tasks require learners to use language skills to complete the assignment, reinforcing their learning through practical application. The advantage of this approach is that it provides students with a sense of purpose and relevance in their language studies.

Blended Learning and Flipped Classroom Models. Blended learning, which combines traditional face-to-face instruction with online learning, has gained traction in Uzbekistan as a means of modernizing English language education. This model allows students to access learning materials at their own pace through online platforms, while also receiving personalized instruction in the classroom. Blended learning offers the flexibility needed to cater to diverse learning styles and schedules. A related approach is the flipped classroom model, where students are introduced to new content outside the classroom (often through videos or reading materials) and then use classroom time for practical activities, discussions, and problem-solving. This approach encourages students to take responsibility for their own learning, while also allowing teachers to focus on reinforcing concepts and addressing any difficulties students may encounter.

The teaching of English in Uzbekistan is undergoing significant changes, driven by the integration of modern pedagogical technologies and methods. Approaches such as ICT integration, CLT, TBLT, blended learning, and flipped classrooms are helping to create a more dynamic and effective learning environment. However, challenges related to infrastructure, teacher training, and class size still need to be addressed to fully realize the potential of these modern methods. As Uzbekistan continues to invest in education reform, it is likely that the teaching of English will continue to evolve, better preparing students for the demands of a globalized world.

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