

## INNOVATIVE TEACHING STRATEGIES FOR IMPROVING ENGLISH LANGUAGE PROFICIENCY

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**Annotation:** Modern teaching techniques and technologies are becoming more and more well-known, and there are also new chances linked to the development of interpersonal contact. This article explores innovative teaching strategies designed to enhance English language proficiency among learners. It examines the limitations of traditional methods and proposes the integration of technology, learner-centered approaches, and authentic communication tasks to foster more effective language acquisition. The article also discusses the importance of incorporating formative assessment and providing constructive feedback to maximize learning outcomes.

**Keywords:** English language teaching, innovative teaching strategies, technology-enhanced learning, learner-centered approach, communicative language teaching, authentic materials, formative assessment, feedback, language proficiency.

### Introduction

The acquisition of English language proficiency is a global pursuit, with learners employing diverse methods to achieve fluency and communicative competence. Traditional teaching methodologies, often reliant on rote learning and grammar-focused exercises, have proven to be less effective in fostering genuine communicative ability and fluency. This necessitates exploring innovative teaching strategies that address the evolving needs of learners and leverage the potential of modern technology and pedagogical advancements. Modern methodology is rich in teaching methods and principles. Each of them has its own advantages and disadvantages, merits and defects, but none is perfect. So, it is very important to find out the exact method of teaching in a particular case.

New approaches to teaching foreign languages emerge every few years. The number of new textbooks has increased significantly. These techniques or texts are frequently advertised or even recommended for instant use since they are said to be more successful than previous approaches. Recent pedagogical trends or advancements in applied language theory may be reflected in new approaches and textbooks.

### Methods

People now want to learn foreign languages as a result of the changes that are taking place in our nation. The majority of them anticipate reaching this degree of language proficiency once they have mastered some fundamentals of the language and have all the attributes required for self-perfect language proficiency. Some of them use foreign languages to communicate in daily life, while others require them to be successful in their careers and related fields. Thus, the outcomes of learning a foreign language include factually acquired knowledge and skills, personal growth, independence and creativity, and the capacity to learn the language at a higher level. This duty requires that the educational process be set up in a way that helps people achieve their goals,

which includes learning foreign languages. According to Chen Jiamy, the ideal approach is one that produces a certain result in a particular setting. As a result, different strategies should be used for various purposes, age groups, stages of mental growth, etc. (Chen Jiamu, 1997).

We have to admit that educating adults may be a really fulfilling and meaningful experience. Adults' features should be the primary focus of multifunctional approaches that are appropriate for teaching English to adults. In other words, decision-making on teaching style begins with the adults' own ways of thinking, memory capacity, imitation ability, strengths and shortcomings, etc., and most importantly, how to make the most of them, given their fully grown mental capability (Chen Jiamu, 1997).

We now believe that teaching English requires the use of cutting-edge techniques and tools. Based on national and international trends, best practices, and traditions, innovative approaches and technologies reflect a new trend in education (Averkin V.N., Bogolyubov V.I., Bordovsky G.A., Voltchkov A.P., Gershunsky B.O., Zagvyazinsky V.V., Kan Kalik V.A., Krayewsky V.V. et al.) [1].

Innovation in education is regarded as the outcome of introduced innovation, which manifests itself in the form of new educational methods, content, or advanced technical training tools, or in the form of new approaches to social services in the educational field (Zainiev, 2012).

Today's innovative teaching techniques and technologies are becoming more and more well-known, and they present new opportunities for establishing interpersonal interaction through external dialogue during the assimilation of educational material. They also help students develop their personal and meta-professional qualities, implement the principle of continuity of knowledge transfer, and form competencies. Since they address the aforementioned concepts and features of teaching adult languages, we believe it is essential to employ some of the more creative approaches. Among them there are such methods as: method of direct instruction (J. Wiechmann and J. Grell), method of electronic self-directed education (T.M. Balykhina), method of pedagogic studio work (E.V. Nevmerzhitskaya), method of interdisciplinary projecting (S.E. Kaplina) [2].

## Results and discussion

The use of technology in English instruction is among the most important developments. For both teachers and students, the incorporation of digital tools and resources has created a plethora of opportunities. Lessons are now more dynamic and captivating, drawing students in and promoting a more immersive learning environment thanks to interactive whiteboards, multimedia presentations, and online learning platforms. Additionally, technology has made it possible to customise education. Personalised learning paths are provided by adaptive learning software, which adapts education to each student's unique needs and speed. This method guarantees that students are suitably pushed in areas where they thrive and given focused support in areas where they struggle.

Technology-Enhanced Learning. The integration of technology into language classrooms is no longer a novelty but a necessity. Interactive whiteboards, language learning software (e.g., Duolingo, Rosetta Stone), and virtual reality (VR) applications offer immersive and engaging learning experiences. Interactive software provides personalized feedback, adapting to individual

learning paces and addressing specific weaknesses. VR simulations can create realistic scenarios for practicing language skills in contexts ranging from ordering food in a restaurant to participating in a business meeting. Furthermore, gamification – incorporating game elements into lessons – significantly boosts motivation and engagement by turning learning into a rewarding experience. Utilizing platforms like Google Docs, Slides, or other collaborative tools to foster teamwork, communication, and peer learning.

**Project-Based Learning.** Another innovative method that has gained traction in English teaching is project-based learning, one of the Learner-Centered Approaches. By encouraging students to work on practical projects that call for them to use their knowledge and abilities in real-world situations, this method moves the emphasis from rote memorisation to active learning. Through the development of critical thinking, problem-solving, and teamwork skills, project-based learning equips students for the demands of the workplace in the twenty-first century. Students must utilise English in meaningful ways while working on complex assignments. This method encourages cooperation, critical thinking, and problem-solving. For language learning to be effective, learner-centred methods must replace teacher-centered ones. This entails giving students the freedom to take an active role in their education.

**Audiolingual method.** In the 1950s and 1960s, one of the most popular methods for teaching foreign languages was the audiolingual technique. In order to build conversational abilities, it placed a strong emphasis on memorisation, repetition, and intense practice of the target language through oral and listening activities. Through oral and auditory activities, the audiolingual method placed a strong emphasis on imitation, repetition, and intense practice of the target language. Common conversations and linguistic patterns were presented to the pupils, and they were repeatedly repeated until they could be fluently reproduced. The objective was to automate language answers and improve communication abilities.

The audiolingual method's emphasis on intense practice of the target language is one of its key benefits, since it can quickly increase students' fluency and communication abilities. Furthermore, learners can improve their pronunciation and comprehension of spoken language by focussing on listening and repetition. The audiolingual approach has generated a lot of debate among authors of foreign languages. According to some writers, it is a practice-centered method that prioritises memorisation, imitation, and repetition in order to automate language responses and foster communicative abilities.

Brown [3], for example, when he states that the audiolingual method is a practice-based approach, which emphasizes the development of oral skill and the memorization of common linguistic patterns through repetition. Richards and Rodgers agree with this view and describe the method as a practice-centered approach, which emphasizes repetition, imitation, and memorization to automate linguistic responses and develop communicative skills [4].

**Grammar-Translation Method.** Putting a focus on vocabulary translation and grammar norms. This is a more conventional method. One of the first approaches to teaching foreign languages is the Grammar and Translation technique, which was popular in 19th-century Europe. Teaching written language, with an emphasis on grammar and vocabulary, is the primary goal of the Grammar and Translation technique. The process comprises a number of processes, such as

analysing materials in a foreign language, translating them into the mother tongue, and then producing documents in the same language.

Grammar rules are presented as the initial stage in this strategy. The rules are arranged logically and sequentially, beginning with the most basic and working up to the most intricate. Students can then practise and internalise the knowledge through tasks that apply the rules to text translation and analysis. The translation of texts is the method's next stage. After reading real texts in the target language, students translate them into their native tongue. In addition to aiding in vocabulary acquisition, translation fosters the growth of comprehension and interpretation skills. Lastly, writing in the foreign language is recommended for students. This stage of the method helps to develop oral and written communication skills, in addition to contributing to the acquisition of fluency.

Some academics have criticised the Grammar and Translation technique for focussing too much on grammar and translation. Some contend that compared to other approaches, the strategy does not foster the development of communicative skills like listening and fluency. It is crucial to note, nonetheless, that the method's analytical and systematic approach can serve as a strong basis for the development of more complex communication abilities. Additionally, certain institutions and schools around the world still employ the technique. Henderson made the case that alternative, more communicative approaches can benefit from the Grammar and Translation method [5]. Because of his ideas, the method can be useful for students who already have a basic knowledge of the language, and that the emphasis on grammar and translation can help consolidate this knowledge.

**Communicative Language Teaching.** Focusing on functional language use and fluency development through communication activities. This is a more modern and widely-used approach.

**Task-Based Language Teaching.** Using real-world tasks to promote language learning. Learners complete tasks that require them to use the target language.

**Content and Language Integrated Learning.** Teaching subject matter content through the medium of the target language.

**Inquiry-Based Learning.** Students actively participate in the learning process by formulating questions, researching answers, and presenting their findings. This encourages autonomy and deeper understanding.

**Personalized Learning.** Utilizing technology and assessment data to create individualized learning pathways for each student, focusing on their strengths and weaknesses.

**Direct method.** The direct method is one of the oldest methods for teaching foreign languages and is characterized by emphasizing oral communication, using the foreign language as a medium of instruction from the beginning of the learning process.

This approach seeks to mimic the natural process of mother tongue acquisition, where comprehension and oral production come before reading and writing. The main objective is for

students to be able to communicate in real and everyday situations using the foreign language, which is considered fundamental for the development of their communicative skills.

The direct method is based on the idea that language should be presented in concrete and meaningful contexts, through situations and tasks that are familiar to learners. The teacher mainly uses the target language in the classroom, avoiding the mother tongue as much as possible. Several authors have already expressed opinions about the direct method in the teaching of foreign languages. Berlitz (1914), the founder of the famous method of language teaching that bears his name, supported the direct approach and asserted that learning a foreign language should begin with speaking, not reading or grammar.

One of the main advantages of the direct method is that it provides students with an authentic and immersive foreign language experience, which can increase their motivation and interest in learning. In addition, the direct method is particularly suitable for teaching living languages such as English, French, Spanish and other languages widely spoken around the world

Teaching Language through Games. The use of clever games in the classroom is becoming more and more common these days. It is acknowledged that the inclusion of an example based on various games ensures that students demonstrate their talents, focus, improve their knowledge and skills, and solidify. The movement that actuates and speeds up the per user is the reason for using game innovation. Clinicians observe that the mental processes of active activity rely on the individual's basic needs to express himself, find a stable place in daily life, exercise self-control, and recognise his abilities.

Emphasis on Authentic Communication. Traditional methods often rely on artificial language exercises. Innovative strategies prioritize authentic communication, using real-world materials and tasks. This includes incorporating authentic materials such as news articles, podcasts, videos, and films, exposing learners to natural language use. Real-world tasks, such as writing emails, creating presentations, or participating in debates, provide opportunities to practice language skills in meaningful contexts. Collaborative learning activities, including group discussions and pair work, encourage communication and peer learning. Furthermore, opportunities for immersion, such as language exchange programs or online interactions with native speakers, significantly enhance communicative competence.

Even in the lesson, more communication is encouraged to master the words faster. Reading more fairy-tale books, memorizing poems in English also makes speech fluent while watching cartoons in English also encourages the correct pronunciation of English words. For this reason, the main thing in knowing the language is to repeat it by ear. It's just that the organization of methods according to the topic depends on the dexterity of the teacher, his experience and in what case what methods he uses. The use of technologies such as "role-playing game" "Attack of thoughts", "BBB", "rounded snow" in the course of the lesson will provide an effective result.

Communicative method. Instead of concentrating solely on grammatical and structural details, the communicative method stresses the use of language as a genuine and authentic means of communication. The shortcomings of the audio-lingual and grammatical-translation approaches, which only addressed formal features of the language, gave rise to this approach in the 1970s. The communicative method's primary goal is to help students improve their cognitive and oral



and written communication abilities so they can interact with others in everyday contexts. Task-driven learning requires students to do meaningful and useful projects either alone or in groups.

An important aspect of the communicative method is the use of authentic communication situations. This means that the teaching materials are based on real everyday situations, such as informal conversations, business dialogues, professional emails, among others. In addition, classes are conducted largely in the target language, so students are immersed in the linguistic environment and can practice the language as much as possible.

Programs for teaching languages on phones and computers are also useful for teaching language in elementary and secondary school. Examples include How to speak real English, Lear English (English master), Talk (practice speaking English), and Daily English. These programs are designed to incorporate both reading and listening components, as well as test parts. Using a phone dictaphone to type newly learnt words is another effective approach to become habituated to hearing them during downtime. Cartoons are also thought to be an efficient way to teach the language, as does presenting more films with English subtitles.

Furthermore, the use of gamification has emerged as a powerful tool in English teaching. By incorporating game elements such as points, badges, and leaderboards into the learning process, gamification makes learning more enjoyable and motivating for students. It taps into their natural competitive instincts and encourages them to actively participate in the learning process.

Alongside these pedagogical and technical advancements, learner-centred education has become increasingly important in English instruction. This method acknowledges that every student has different needs, interests, and learning styles and puts the learner at the centre of the process. To ensure that every student has the chance to succeed, learner-centred education encourages teachers to modify their lesson plans and instructional resources to suit the various learning preferences of their pupils.

Students' learning outcomes have been significantly impacted by the use of creative teaching strategies in English classes. Studies have consistently demonstrated that children who are exposed to creative teaching approaches are more engaged and motivated in the learning process, do better academically, and acquire stronger critical thinking and problem-solving skills.

Regular formative assessment is paramount in tracking learner progress and providing timely feedback. This involves utilizing various assessment methods such as quizzes, classroom discussions, and observation to monitor learning. Constructive feedback should be specific, actionable, and focused on helping learners improve. Self and peer assessment can further enhance the learning process by encouraging self-reflection and peer learning.

## Conclusion

In conclusion, students now have a more interesting, effective, and customised learning experience thanks to the adoption of innovative teaching strategies in English. A more dynamic and interactive learning environment has been made possible by technology, project-based learning, gamification, and learner-centred education. This has helped students get a deeper knowledge of the English language and better prepare them for the difficulties of the modern world. English language training is being revolutionised by innovative teaching methodologies

that embrace technology, learner-centred approaches, and authentic communication, surpassing old methods.. By integrating technology-enhanced learning, learner-centered pedagogies, and a focus on real-world communication, educators can create more engaging and effective learning environments. Furthermore, the consistent use of formative assessment and the provision of constructive feedback play a vital role in maximizing learning outcomes. The successful implementation of these strategies requires a paradigm shift towards a more dynamic and responsive approach to English language teaching, ultimately leading to significant improvements in learners' proficiency and communicative competence. Future research should focus on comparative studies evaluating the effectiveness of different innovative strategies in diverse learner populations.

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