INNOVATIVE METHODS OF LEARNING ENGLISH: ANALYSIS OF THE MOST EFFECTIVE TEACHING STRATEGIES

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ABSTRACT: This article explores innovative methods of teaching English. The article discusses and studies world experiences, highlights problems and shortcomings. The level of English proficiency of the majority of graduates of Uzbekistan schools and Universities does not allow them to pass entrance exams to foreign Universities and communicate freely with potential employers. This gives rise to numerous discussions about ways to improve the methodology of teaching English.

Key words: Teaching methodology, students, English-speaking environment, practical lessons.

INTRODUCTION: The well-known thesis about immersion in the English-speaking environment as the optimal method for a comprehensive understanding of linguistic structures new to the student is not always confirmed in practice. If you study the experience of immigrants who have been living and working in the United States for decades, it turns out that they do not strive to speak faster in a new language environment. This happens because of a psychological barrier, when a person is not sure that he will be able to fully understand the interlocutor and express his own thoughts. A single standard of teaching is not possible due to the difference in the groups being trained and the learning objectives. Therefore, you need to have several strategies and apply them depending on the needs of a particular training group. This study was carried out in two stages: theoretical and practical. At the theoretical stage, I studied the research of scientists on pedagogy and teaching English and highlighted the key advantages that are relevant at the moment. The practical stage was held on the basis of a US school with English as a second language of instruction (ESL, English as a Second Language). These schools are attended by children of immigrants from various countries whose native language is not English. Accordingly, the main goal of the school is to achieve the full integration of the student into the US society, which requires fluency in English. I surveyed the students and teachers of the school to highlight the most effective learning strategies.

The study participants were teachers and students in the 4th grade of a public school in Brooklyn, New York City. The school is equipped with modern gadgets such as tablet PCs and smartboards. The staff of teachers is staffed by specialists of American and Uzbek nationality. Uzbek teachers were the main conductors of students in a new language environment and cultural atmosphere. The microclimate in the classroom is built with the aim of maximum adaptation to a foreign country, mentality, traditions and linguistic features. The students took the program in the regular classes of the school curriculum with an integrated ESL model. Gender: three boys and four girls. The home country of all participants is Uzbekistan. All of them arrived in the US up to 10 months before this study, without an English-speaking basis and knowledge of US culture and traditions. The families of the participants live in a Uzbek-speaking environment and Uzbek-speaking microdistrict, and communicate in Uzbekistan outside the school. Inside the school, they prefer to make friends and build relationships with Uzbek-speaking students. English was practically not used by them as a language of communication. Despite the lack of English proficiency, all participants had serious knowledge and skills in other disciplines, which were taught in Uzbekistan. Also, the students had developed critical thinking and the ability to logically analyze information. During extracurricular time, they were most fond of physical activity and art: tennis, swimming, musical instruments. Ideas of solidarity dominate in the class, students actively help each other in all educational and extracurricular moments, from mastering new knowledge and completing assignments to complying with school rules. Some children were characterized by increased shyness and really needed such support. The purpose of this

study is to compare in practice the basic advantages of effective methods and highlight key advantages in order to further use this analysis when developing our own teaching methods, which will take into account the achievements of already proven methods and at the same time use more modern IT industry tools that have not previously been used. used in ESL schools and distance learning English schools. In fact, this study anticipates and is the starting point for a deeper and more concrete study on the use of virtual reality techniques in teaching English.

LITERATURE REVIEW: Bilingual education in ESL schools allows you to master two languages, including professional vocabulary in various disciplines, which is a valuable skill at the beginning of the 21st century [1]. The same point of view was expressed in another study, which highlights the connection between theoretical understanding and practical application of bilingualism in the process of mastering a second language. The researcher brings to the fore the fluency of speech, pronunciation skills and interaction with the interlocutor [2]. The experience of ESL schools allows us to study many teaching strategies used in practice and determine the most effective ones. The main difference between ESL schools and standard educational institutions, where English is studied as part of the "foreign language" subject, is a special attention to speaking skills. Spoken language is an important goal in the process of communication and development of fluency [3]. With a simple memorization of words, grammar, spelling and other specifics of foreign languages, the student uses mainly mnemonic skills. When he begins to use English in communication, other basic brain structures are activated, which are responsible for perception, thinking and speech functions. New neural connections are formed, which contributes to better language acquisition. One of the main barriers for the student coincides with the common barrier of immigrants - the fear of making a mistake and incorrectly expressing one's thoughts. It blocks the cognitive process. The psychological calmness of students is an important factor. The absence of fear of error allows you to get closer to the teacher and it is easier to learn the material [4]. Sook and Cole prioritized the effectiveness of teaching parents how to make speech easier: picture books, manuals, and other visual aids. This helped to establish the interaction of verbal and non-verbal communication, which gave a better effect in comparison with the isolated study of spoken or written sets of words. Primary school students, who comprehend the basics of communication, understood the story more fully with the help of images, which removed the initial fear and became a positive trigger for further communication [5]. It has been noted that students learn the language better when they are interested [6]. Also, the language must correspond to the level of development of the student [7].

The CALLA method was developed and expanded with the integration of language elements into educational content in other disciplines. The learning strategy included metacognitive, cognitive and socially effective directions [8]. Such methods use specific techniques such as questions on the text, dictation of instructions, making lists and presentation plans. In general, many studies have shown that collaboration between an English teacher and teachers of other disciplines is beneficial for the student. For cooperation to be effective, a reasonable balance between subjects and the depth of integration of English into their study is important. There should also be a clear correspondence of language elements to the level of knowledge of the student. The gradual integration of program language skills as students are ready, starting with classes that do not require cognitive cognition, has proven itself well. Communication between students plays a significant role. Excellent results were shown by a class where teachers acted more as guides or companions in a student-oriented class. To summarize the focus of these approaches, we can group them according to two main features:

1. Interaction with parents. Communication between parents and a child in the process of mastering a second language is important for cultural immersion in the English-speaking environment, joint movement facilitates overcoming difficulties in the process of discussing them within the family. Parallel training of the student and parents allows you to create a powerful non-verbal stimulus and motivation.

2. Other researchers focus on the student's connection with the class through the integration of various goals in the process of general learning, including other disciplines. This allows you to create authentic tasks with visual elements and a visual application of English in various fields, which expands the cognitive capabilities of students.

METHODOLOGY: Data collection was carried out by empirical and research methods. Primary data was collected from various publications and scientific papers in the field of pedagogy and teaching English in print and online resources. In further research, I observed the work of students, and then collected secondary data through interviews and questionnaires of students and teachers. Observations in the classroom In the course of the study, educational observations were made on the work of students. Classes were attended three times a week with the study of various aspects of the lessons, such as student involvement, language literacy, language fluency. A control chart was used to track progress. Surveys of pupils Pupils passed various surveys and tests, which concerned not only the educational process, but also behavioral patterns, abilities, temperament. This information was especially helpful for me in understanding which strategies would work best with children. Moreover, after analyzing the psychological profile and potential of the students, it was easier to determine which strategy motivated them more. Another area of questioning is interests. An analysis of interests is needed to understand which topics are best to choose when developing a teaching program. To work with numerical data, correlation diagrams of students' progress were used, expressed in numbers and percentages. Teacher surveys were conducted in the form of individual interviews. As an interviewer, I was interested in the most effective strategies that correlated with the individual needs of the students. I also found out the factors by which teachers chose a strategy, that is, by what signs they calculated which approach would be effective. I also found out how teachers define successful results and whether there are other promising strategies that could be implemented if the opportunity arises.

RESEARCH METHODS: I used a constructive method to look for additional solutions in learning English by observing students and comparing them with previous research papers. I also used a search method to explore various new discoveries in the field of conversational strategies, bilingual education and TESOL (Teaching English for Speakers of Other Languages). Considered the most recent modern strategies. She focused primarily on bilingual education strategies that contribute to the development of oral speech, the search for alternative solutions to the problem of fluency in language and communication. In addition, an empirical method with observations and generalization of results was used. The study went through three stages and included observation of students both in individual tutoring lessons and in general lessons at the school three times a week for two months. Study timeline The study lasted 8 months divided into 5 stages with an interval of 3 weeks. The stages included planning and studying, observing and conducting research, collecting data, analyzing, summarizing information, and critical reflection. Data analysis After the study, all the results were collected, grouped according to the answers, compared, compared and grouped according to the results. The results were analyzed by comparison with data from scientific sources used in the course of the study, after which conclusions were drawn and major reports were compiled. The data collected using the three research methods were interpreted in a constructive way, with the development of additional solutions to the problem of language proficiency and

communication. The search method helped to evaluate the results in terms of new discoveries in the field of conversational strategies, bilingual education and TESOL. The results of empirical data made it possible to correlate practical observations with the research base in the preparation of reports and final conclusions.

All study data were analyzed based on participants' responses. Completed questionnaires and interview transcripts were categorized for consistency and completeness. The most valuable data was based on observations made through template interviews. Direct observation has been a fundamental way of learning about effective strategies used by teachers to stimulate students' language development. Interviews were also used to determine the level of motivation of the participants and their perception of the applied strategies. The questions were open-ended, the respondent gave answers in his own words. Interview questionnaires, besides the level of motivation, are ideal for data collection as they contain individual records of each independent respondent based on their knowledge and experience. The face-to-face interviews were also of great importance as they provided more information about the opinions of students and teachers.

RESULTS: Based on the collected data, I have identified the most effective strategies that promote the development of oral speech. Teacher responses The surveys established the main strategies for teachers to develop students' language skills. The study found out how you can predict that this strategy will be effective. Additional measures have been identified that need to be taken to work with students with different levels of English proficiency. During the analysis of the responses, the most effective strategies for improving speaking skills among ESL learners and the mechanism for their practical application were identified. It also defines the criteria for the progress of students and an effective way to combine oral language development strategies with listening, reading and writing strategies within the ESL course.

All results are given below.

1. Bilingual Education Strategies to Promote Oral Development

General strategies General strategies include:

● visual aids;

● collaborative learning;

● generalization of knowledge;

● review and written digest of content, concepts and language requirements in the form of vocabulary, word forms, linguistic functions, practical tasks;

● communication within the community.

2. Specific strategies Specific strategies include:

● cards for conversations;

● forecasting using key illustrations;

● group task;

● lists of taboos and rules;

● problem referral strategy;

● terminological card with a picture;

● observation table;

● introduction strategy;

● method of finding an interlocutor;

● Journal of diagramming to teach causation and paraphrasing.

The most effective strategies targeting individual student needs Based on the analysis of student progress, the best individual strategies were identified:

● development of oral retelling skills and conclusions from what has been read;

● analysis of quotation cards on a particular topic with discussion in pairs, combined with watching a bright and inspiring video on the same topic, followed by discussion of quotations between groups of students;

● observation map: the teacher hung pictures on the topic of the lesson in the four corners of the classroom, the students moved from picture to picture, writing down their observations and conclusions;

● picture cards distributed to different groups; the group described the pictures, the other group guessed what they were describing;

● "submit a problem": groups wrote problems on cards and exchanged them.

How can you predict that a strategy will be effective? It turned out that in relation to personal tasks it is impossible to predict their effectiveness in advance. But it can be said for sure that strategies that involve teamwork and pair work work better and are more effective, because in the process a relaxed and comfortable atmosphere is formed for students, which removes the fears that block learning. Additional measures to be taken with students with different levels of language proficiency It was found that for optimal performance, students should pass a language proficiency test before starting training in order to receive feasible tasks. At the same time, students with a low level of language proficiency can be placed in the same group with students with a higher level. I have found that students are willing to cooperate, helping each other. To prevent weaker students from developing self-doubt, additional work and help from the teacher is needed to catch up with stronger students.

CONCLUSIONS: Based on the results of the study and analysis, the following conclusions can be drawn:

1. The results of the study are important for professional language practice, as they reveal the practical application of effective strategies used by the teacher. Using the strategies proposed in this article, teachers will be able to take students to a new level of English proficiency. In addition to improving skills, these strategies make the learning process easier, more interesting, and motivate students.

2. The results of the research will help in the development of future research, because they cover the entire range of the basic range of applied techniques and correlate with similar topics in teaching and education.

3. I have done a lot of theoretical work, summarized and structured the data of key studies over the past 40 years. In addition to the field of teaching English, I studied the work of scientists from related fields.

4. It was possible to find the most effective strategies that contribute to the maximum development of oral speech and fluency.

5. Individual presence in the lessons allowed us to integrate skills and think through options for combining different strategies, extracting the maximum benefit from them.

6. I have identified key areas in which the effectiveness of strategies can be assessed: motivation, atmosphere and practicality. I also structured and grouped the developments of teachers that enhance compliance with students in these key areas.

7. The points on which the applicability of the strategy depends are found out: conditions, circumstances, situations, as well as the thoughtfulness of the strategy before its application.

8. I have identified which strategies work best: pair and group sessions with interactive techniques such as quotation games, observation cards, and picture cards.

9. The choice of strategy should directly depend on the age and development of the student, academic performance, level of motivation and cooperation with other peers.

10. Each strategy must be carefully selected, studied, thought out and applied with the prediction of results, timing, goal setting, combination with other strategies. This is what makes the strategy ideal and effective during teaching and learning.

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