

THE IMPORTANCE OF INNOVATIVE PEDAGOGICAL METHODS IN TEACHING ENGLISH

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ABSTRACT

Nowadays there is a great variety of methods of teaching foreign languages. Some have had their heyday and have fallen into relative obscurity; others are widely used now, or have small following, but contribute insights that may be absorbed into the generally accepted mix, still others are just appearing to be adapted and approved by teachers in various teaching contexts. This article presents an overview of some modern methods and techniques used in TFL at technical.

Some of our most inspiring and unforgettable movies are of teachers and professors who use innovative methods of teaching to reach out to the minds of the students and win the hearts of the audience while doing so. While a few years ago, one would only see such innovative and effective teaching on the screen, today technology has given teachers across the world a number of tools to enhance teaching methods.

Key words: *TFL, Flipping Classrooms, Cloud Computing, Virtual Reality*

Annotation

This paper analyses the innovative and quite interesting methods we have in teaching English language. We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining these two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners felt uncomfortable a bit. Learner's mind will never be static it is ever growing and ever changing.

Аннотация

В этой статье анализируются инновационные и довольно интересные методы, которые мы используем в преподавании английского языка. У нас может быть несколько методов преподавания между традиционным и современным. У каждого свое понимание и выводы по преподаванию английского языка. Но эта статья изображает объединение этих двух типов, как мы можем сделать наше обучение очень эффективным. Мы были полностью ограничены традиционными методами обучения и понимания, где современные ученики чувствовали себя немного неловко. Ум учащегося никогда не будет статичным, он постоянно растет и постоянно меняется.

1. Cross over Teaching

While this form of teaching does not include technology, it is an enriching experience for the student as well as the faculty. Here, the learning happens in an informal setting such as after-school learning clubs, or trips to museums and exhibition. The teacher can link the educational content with the experiences that the students are having. This teaching is further enhanced and deepened by adding questions related to the subject. The students can then add to the classroom discussions through field trip notes, photographic projects and other group assignments related to the trip.

2. Teaching through Smart Boards

Smart boards are an effective way to bring the classroom to life while helping students experience a deeper level of engagement and understanding. This is done by making the course content interactive and visual. The smart boards transform the teaching experience into an interactive and collaborative experience as the teachers use dynamic multimedia content, to help convey the topic more effectively to the students and making it a visual, engaging experience.

3. Teaching through Flipping Classrooms

Flipping the classroom is becoming an increasingly popular effective teaching method. In this technique, the students are made active participants of the learning process by passing the onus of learning on them, it requires the teachers to relegate to the role of resource providers and the students take the responsibility of gathering concepts information. Using various tools of technology the students are encouraged to constructing knowledge, fill in the information gaps and make inferences on their own as and when needed.

While many may question if giving students the responsibility of learning may work, it has been seen by teachers across the world that when put in charge of their own learning they immerse themselves more in the subject, taking more interest and learning better. This method of teaching is one of the best ways to lay the foundation in independent learning.

4. Teaching through collaboration

Another innovative method of teaching involves encouraging student collaboration for various projects. Today, we live in a globalized world and collaboration is an essential life skill that is important for all careers and enterprises. Teachers can help foster this skill in the classroom by allowing students to learn, study and work in groups. For instance, by assigning group homework or encouraging students to work together on plays, presentations and other reports. Today, collaboration as a form of teaching is gaining acceptance as a powerful teaching tool where once again the responsibility is on the group of students and the educators play to the role of guides, mentors, supervisors for the students. It also teaches students empathy, negotiation skills, teamwork, and problem-solving.

5. Teaching through Virtual Reality

Virtual Reality technology involves helping students learn through interactions with a 3D world. For instance, instead of taking the students through a boring history class, the teachers can use 3D technology to explore ancient civilizations, travel to distant countries for a class

in geography or even take a trip to outer space during a class on science. Virtual Reality technology offers students a valuable opportunity to learn in an immersive manner that creates a lasting impression on their minds. It makes learning fun and helps the students retain the material for a longer time – all the essential points when considering effective teaching methods in a classroom

[1] 6. Teaching through 3D printing technology

Teachers looking for innovative methods of teaching can also look at 3D printing as a means of teaching. This method is fast gaining global acceptance, especially in higher educational institutes where 3D printers are used to create prototypes and make complex concepts easy to understand. In the lower level classrooms, teachers can use the 3D printers to teach content that was previously taught via textbooks, thus helping students gain a better understanding of the concept- especially STEM subjects.

[2] 7. Teaching through Cloud Computing

Bring technology into the classroom allows educators to experiment with innovative methods of teaching. The use of cloud computing is one such method where teachers can save vital classroom resources such as lesson plans, notes, audio lessons, videos, and assignments details on the classroom cloud. This can then be accessed by the students from the comfort of their homes, whenever needed bringing the classroom back to the students with the click on a mouse. It also ensures that students who have missed class either for illness or any other reason stay updated at all times. It eliminates the need for lugging around heavy textbooks and allows students to learn at a time, place and pace that they are comfortable.

[3] 8. Technology and innovative methods of teaching

The use of technology in the classroom helps to engage the students with different kinds of stimuli and creates an environment of activity-based learning. It makes the content of the classroom more interesting and makes learning fun. For teachers, technology offers an endless set of resources that they can tap into depending on the need of the students. While this blog lists a few such resources, for a teacher looking for effective teaching methods in a classroom, turning towards the latest technology will offer a vast number of updated solutions.

Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all levels. Krashen (1981) suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of learning second language should improve employability skills of the learners[1].

Learning English is always a difficult process to most of the second language learners. Innovative ideas, interesting teaching materials, practicing and drilling learners for learning the second language should be done through infotainment ways. Students, especially from rural background, find it very difficult to read, write, and speak English even though they studied English as a second language from class I to class XII. These students do not have enough exposure to develop or correct their English extensively. To such students, teachers' role is predominant and teacher should use innovative teaching to make her students develop the second language learning process gradually. Language can be learnt only through practice. Practical knowledge of learning a language is an experimental approach for second language learners. Such learners should experiment their knowledge by communicating with others confidently. Their errors can be rectified or pruned through this practice. Teachers should develop students' confidence, independence, interest, and aid them to realize that their first language knowledge repository would be helpful to learn the second language confidently. As Stevick (1980) pointed out that learners could 'take their knowledge of the first few words in the new language and figure out additional words by using that knowledge'[2]. Learners' self-learning approach and understanding the learning ability in the process of learning second language should be given primary importance in the classroom. Teachers should discover activities and tasks that are filled with edutainment. Introducing various tasks would help learners to understand the use of language in real-life situations by engaging them in doing many activities in the classroom.

To be successful in using case studies a teacher should take into consideration the level of students' language knowledge. The best choice would be using it with the student groups of intermediate or advanced level, who may have certain problems in grammar, pronunciation or vocabulary use, but for the most part are at ease with speaking the FL. Classroom applications of the case study method include: – free discussions; – directed discussions; – group research work; – written tasks (Benoit, 2009), and other types of activities.

Language Portfolio is a set of documents that contains information about student's language learning experiences, the level of different language skills – writing, reading, speaking, listening, and translation, and samples of those skills. It promotes language learning and the development of cultural competence. Most often it consists of three parts: a language passport, a language biography and a dossier[3]. Its language passport allows language learners to summarize their language learning experiences and to describe them in a meaningful way using the terminology of an international rating scale. The language biography focuses on the five C's of language learning: Communication, Culture, Connections, Comparisons, and Communities. It provides learners with an opportunity to assess for themselves their language learning progress in five skill areas. It also encourages them to set personal goals in language learning and intercultural competence development, and to plan strategies to meet their individual goals. The dossier both stores samples of a learner's speaking and writing, and documents results of the learner's language tests and other professional certifications. Results and discussion Teachers can use the Language Portfolio technique to help their learners become more autonomous. Universities can use it to develop a whole-school language policy and approaches to LT. Besides the Language Portfolio can be used in programmes of teacher education and development (pre-service and in-service) to encourage reflective, learner-centred approaches to language learning and promote awareness of the international language assessment criteria. While the language passport provides a summary in the owner's proficiency in a FL, the language biography and

dossier provide employers with a more detailed picture of his or her language and intercultural skills.

Thus the Language Portfolio can later be used in recruitment and workplace language training. An essay is usually a short piece of writing, which is often written from an author's personal point of view and requires an independent research. In each vocational course students should be advised to read books in a FL and complete the given tasks related to their study in the essay format. The reading of both exclusively professional and non-professional texts in a FL selected according to the students' level and the progress made in the study programme is of great significance and should be widely accepted in TFL at technical universities.

Essay is a good introduction to patterned writing which is the basis for much more complicated writing that is done later in personal and professional life. Students are taught to produce generative essay writing, developing the plan, drafting, seeking and receiving feedback, revising, proofreading, and reflecting along with the development of the skills to searching and selecting information from additional sources such as the Internet, specialized journals and other special publications. Teachers should not mark errors at all on early drafts, especially with non-linguistic students. Even on later or final drafts not every error should be marked in order not to make the process of writing seem too difficult and de-motivating. It is recommended that the major writing assignments had links between them, that is a project begun in an earlier essay should lead in some way to a later essay. Students should self-assess their works repeatedly – they should be asked to write reflections about their essays on the days they turn them in. Their reflections should be not only evaluative but also descriptive: they should show the understanding of how they write, and putting it in writing will help them. Learning to write essays improves students' critical thinking skills, develops their ability to systematically compare and contrast subjects, and encourages creativity and originality.

Making oral presentations is one of the important components of a FL course as it develops students' oral presentation and public speaking skills. Asking students to give presentations gives the following benefits: – it gives the presenting student a good opportunity to practise unaided speaking; – it gives the other students good listening practice; – it increases the presenting student's confidence when using a FL; – it can be a good diagnostic and assessment device; – it can be good practice for the real situation when students may actually need to give presentations in a FL in their professional lives; – it is an excellent generator of spontaneous discussion and/or essay topics. Students of a university will need the skills of presenting information and conducting briefings in their future work; therefore they should be taught to give instructive and demonstration speeches and presentations followed by discussions. Besides these are the basic types of presentations to teach to non-linguistic students, since they are simple and their more immediate structures lend themselves for use even to the students with the language knowledge of pre-intermediate or intermediate levels.[4]

CONCLUSION

Krashen and Tarrell are of the view that 'Language acquisition can take place only when people understand messages in the target language'[5]. Through understanding the level of students' learning abilities and capabilities, teachers can focus on providing variety of

activities to students to develop their language learning skills. Teacher should create a congenial atmosphere in the classroom in which learners would feel comfortable to be a part of the learning process. Teacher should encourage and welcome ideas from the students without any prejudice. Teacher should give enough private space to students to allow them to think critically and develop their lateral thinking for their better future. Using innovative methodologies in teaching English in the classroom will pave a positive way to students to learn the language meaningfully. Students will understand the significance of learning English as a second language without any fear which will help them to equip with the power of confidence and achievement. Teachers should involve wholeheartedly while designing tasks for students as every student in the classroom should be involved and benefited. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of examination-driven nature scenario.

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