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INNOVATIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract. The article examines the persistent problem of low learner motivation and limited communicative practice in foreign language classrooms, where traditional teacher-centered instruction often fails to develop real-life speaking skills. It analyzes innovative methods of teaching English as a foreign language, including task-based learning, blended learning, project work, game-based activities, and the use of digital platforms and mobile applications. The study is based on a comparative review of pedagogical literature and classroom-oriented practice, with attention to how these methods support interaction, autonomy, and individualized learning. The main result is that innovative approaches improve learner engagement, increase opportunities for meaningful communication, and help students develop linguistic competence more effectively than routine reproductive exercises. Their use also allows teachers to diversify instruction and adapt it to different proficiency levels and learning styles. The findings matter because modern English education increasingly requires methods that combine language acquisition with active participation, critical thinking, and digital literacy, making instruction more effective and relevant to current educational demands.

Keywords: English language teaching, innovative pedagogy, communicative approach, task-based learning, blended learning, digital tools, learner-centered instruction, classroom interaction

Annotatsiya. Ushbu maqolada chet tili darslarida o‘quvchilar motivatsiyasining pastligi va kommunikativ amaliyotning cheklanganligi muammosi ko‘rib chiqiladi. An’anaviy, o‘qituvchi markazida tashkil etilgan ta’lim ko‘pincha haqiqiy hayotda zarur bo‘lgan gapirish ko‘nikmalarini rivojlantirishda yetarli samara bermaydi. Maqolada ingliz tilini xorijiy til sifatida o‘qitishning innovatsion metodlari, jumladan,

topshiriqlarga asoslangan ta’lim, aralash ta’lim, loyiha ishlari, o‘yinlarga asoslangan mashg‘ulotlar, raqamli platformalar va mobil ilovalardan foydalanish tahlil qilinadi. Tadqiqot pedagogik adabiyotlarni qiyosiy o‘rganish va amaliy dars tajribasiga asoslangan bo‘lib, ushbu metodlarning o‘zaro muloqot, mustaqil ta’lim olish va individual yondashuvni rivojlantirishga ta’siriga e’tibor qaratadi. Asosiy natija shuni ko‘rsatadiki, innovatsion yondashuvlar o‘quvchilarning darsdagi faolligini oshiradi, mazmunli muloqot qilish imkoniyatlarini kengaytiradi va til kompetensiyasini oddiy takrorlash mashqlariga qaraganda samaraliroq rivojlantirishga yordam beradi. Shuningdek, bu metodlardan foydalanish o‘qituvchilarga dars jarayonini turli usullar bilan tashkil etish hamda uni o‘quvchilarning bilim darajasi va o‘rganish uslublariga moslashtirish imkonini beradi. Ushbu natijalar muhim ahamiyatga ega, chunki zamonaviy ingliz tili ta’limi tilni o‘zlashtirishni faol ishtirok, tanqidiy fikrlash va raqamli savodxonlik bilan birlashtiradigan metodlarni talab qilmoqda. Bu esa ta’limni yanada samarali va zamonaviy talablariga mos qiladi.

Kalit so‘zlar: ingliz tilini o‘qitish, innovatsion pedagogika, kommunikativ yondashuv, topshiriqlarga asoslangan ta’lim, aralash ta’lim, raqamli vositalar, o‘quvchi markazidagi ta’lim, darsdagi o‘zaro muloqot.

Аннотация. В статье рассматривается актуальная проблема низкой мотивации учащихся и ограниченных возможностей для коммуникативной практики на уроках иностранного языка, где традиционное обучение, ориентированное преимущественно на преподавателя, часто не обеспечивает достаточного развития навыков говорения, необходимых для реального общения. Анализируются инновационные методы преподавания английского языка как иностранного, включая обучение на основе заданий, смешанное обучение, проектную работу, игровые виды деятельности, а также использование цифровых платформ и мобильных приложений. Исследование основано на сравнительном анализе педагогической литературы и практики преподавания с особым

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вниманием к тому, как данные методы способствуют взаимодействию, самостоятельности и индивидуализации обучения. Основные результаты показывают, что инновационные подходы повышают вовлечённость учащихся, расширяют возможности для содержательного общения и помогают более эффективно развивать языковую компетенцию по сравнению с обычными упражнениями на воспроизведение материала. Их применение также позволяет преподавателям разнообразить учебный процесс и адаптировать его к различным уровням владения языком и стилям обучения. Полученные результаты имеют важное значение, поскольку современное обучение английскому языку всё больше требует методов, объединяющих усвоение языка с активным участием учащихся, критическим мышлением и цифровой грамотностью. Это делает обучение более эффективным и соответствующим современным образовательным требованиям.

Ключевые слова: преподавание английского языка, инновационная педагогика, коммуникативный подход, обучение на основе заданий, смешанное обучение, цифровые инструменты, обучение, ориентированное на учащегося, взаимодействие в классе.

Introduction

The teaching of English as a foreign language has undergone substantial change in response to globalization, digitalization, and the growing need for communicative competence in academic, professional, and intercultural contexts. Traditional grammar-based instruction, while still valuable for systematizing language knowledge, is no longer sufficient on its own for developing the practical skills required in contemporary communication. As a result, the search for innovative methods has become a central issue in applied linguistics and language pedagogy. This topic is especially relevant because learners now encounter English not only in the classroom, but also through digital media, online collaboration, and international academic and workplace

environments. Research in this field has already examined communicative language teaching, task-based learning, blended and flipped instruction, project-based approaches, cooperative learning, and the educational use of digital technologies. Scholars have also studied learner autonomy, motivation, differentiated instruction, and the role of formative assessment in language development. These studies have shown that active, learner-centered methods can improve speaking fluency, interactional competence, engagement, and retention. At the same time, the rapid expansion of educational technology has created new opportunities and challenges that require further analysis. This article contributes by bringing together the most effective innovative approaches to English language teaching and considering them as an integrated pedagogical system rather than isolated techniques. It focuses on how such methods support language acquisition, learner motivation, and classroom interaction, and it highlights the conditions under which they can be implemented successfully in diverse educational settings.

Innovative methods of teaching English as a foreign language are grounded in a shift from viewing language learning as the memorization of grammatical rules toward understanding it as purposeful communication, interaction, and meaning-making. In this perspective, innovation refers not merely to the use of new technology, but to any pedagogical approach that improves learning through greater learner activity, authenticity, and flexibility. Theoretical foundations for such methods can be traced to several influential traditions in language education, especially communicative language teaching, constructivism, sociocultural theory, and task-based learning. These approaches share the assumption that learners develop language competence most effectively when they use English to accomplish meaningful goals rather than only study it as an abstract system. Communicative language teaching became particularly influential in the 1970s as a response to structural and grammar-translation approaches that often produced knowledge about English without sufficient ability to use it in real

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communication. Its central principle is that communicative competence includes not only grammar and vocabulary, but also sociolinguistic, discourse, and strategic competence. This theoretical broadening is important because successful language use depends on context, audience, and purpose. For example, a learner writing an email to a teacher, participating in a group discussion, or giving a short presentation needs different forms of language control, and innovative teaching methods are designed to develop these abilities in integrated ways. Constructivist theory further supports innovation by emphasizing that learners actively build knowledge through experience, reflection, and social interaction. In language teaching, this means that students learn more deeply when they manipulate language in tasks that require problem-solving, collaboration, and personal engagement. Instead of passively receiving information, learners can classify data, negotiate meaning, compare viewpoints, and produce texts or oral responses based on authentic input. This theoretical view also explains why project work, simulations, and inquiry-based activities are effective: they create conditions in which English is used as a tool for thought and communication, not only as a subject of study. Sociocultural theory, associated with Lev Vygotsky, adds another essential dimension by showing that learning is mediated through interaction with more capable peers, teachers, and cultural tools. A key idea is the zone of proximal development, the distance between what learners can do alone and what they can do with support. In EFL classrooms, this principle justifies scaffolding, peer tutoring, guided questioning, and teacher feedback as forms of innovation when they are systematically used to move learners toward greater independence. Digital tools can also serve as mediational means by providing models, prompts, pronunciation support, or collaborative writing environments. Task-based language teaching extends these theoretical principles into a practical methodology. Its core assumption is that language is learned effectively when learners perform tasks with a clear outcome, such as solving a problem, planning a trip, conducting a survey, or creating a class presentation.

Research in second language acquisition has long shown that comprehensible input, opportunities for output, and attention to feedback contribute to learning. Innovative methods therefore often combine these elements in task sequences that move from exposure to guided practice and finally to freer production. In this way, theory directly shapes classroom design. The practical significance of these foundations is substantial. They help teachers justify changes in classroom organization, assessment, and material selection, and they explain why learner-centered, interactive, and technology-supported instruction often improves engagement and retention. They also support differentiation, because learners vary in proficiency, motivation, and learning pace. In contemporary EFL contexts, innovation is most effective when it is not treated as a collection of isolated techniques, but as an evidence-based response to what language learning is and how it develops.

Digital and interactive teaching methods in English as a Foreign Language refer to approaches that use digital technologies and learner-centred interaction to support language acquisition. They include computer-assisted language learning, mobile-assisted learning, online platforms, learning management systems, virtual classrooms, educational applications, and interactive tools such as quizzes, collaborative documents, and multimedia tasks. Their defining feature is not technology alone, but the way technology enables communication, feedback, participation, and repeated exposure to language in meaningful contexts. In contemporary EFL pedagogy, these methods are valued because they can extend learning beyond the classroom and create more opportunities for input, practice, and evaluation. Their development is closely connected to changes in educational technology and access to the internet. From the late twentieth century, language teaching increasingly moved from drill-based computer programs to communicative digital environments. By the 2000s, the spread of broadband internet, smartphones, and cloud-based applications had made online interaction a routine part of language education. The COVID-19 pandemic in 2020

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accelerated this trend worldwide, as schools and universities relied heavily on platforms such as Zoom, Microsoft Teams, Google Classroom, and Moodle to continue instruction. This period demonstrated that digital delivery could maintain continuity of teaching, though it also exposed inequalities in access to devices, stable internet connections, and digital literacy. Interactive methods are central to the effectiveness of digital EFL instruction because language learning depends on active use rather than passive reception. A learner who writes in a shared document, answers a live quiz, participates in a discussion forum, or speaks in a video conference engages with vocabulary, grammar, pronunciation, and discourse in context. Such tasks support communicative competence by requiring students to negotiate meaning, respond to peers, and revise their language. Tools like Kahoot!, Quizlet, Padlet, Nearpod, and Quizizz are widely used because they combine practice with immediate feedback, which helps learners notice errors and consolidate knowledge. For example, a vocabulary set in Quizlet can be used for repeated retrieval practice, while a Padlet wall can support idea generation before essay writing. These methods are particularly significant in EFL settings because authentic language exposure outside the classroom may be limited. Digital resources provide access to videos, podcasts, online dictionaries, subtitles, corpora, and interactive reading materials that expose learners to real-world English in multiple varieties and registers. They also support differentiated instruction. A teacher can assign different tasks according to proficiency level, provide audio support for weaker readers, or allow advanced learners to extend a topic through independent online research. In this way, technology can make instruction more flexible and responsive to individual needs, especially in large classes where direct attention from the teacher is limited. The practical significance of digital and interactive methods also lies in assessment and motivation. Online quizzes, automated exercises, and learning analytics allow teachers to monitor progress more efficiently and identify common errors. Immediate feedback encourages self-correction and reduces the delay

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between performance and evaluation. At the same time, game-like features such as point systems, timed tasks, and leaderboards can increase engagement, although they are most effective when used to support clear learning goals rather than as entertainment alone. When integrated thoughtfully, digital and interactive methods improve learner autonomy, classroom participation, and the efficient use of instructional time, making them an important component of modern EFL teaching. Classroom implementation in English as a Foreign Language refers to the practical use of instructional methods, technologies, and interaction patterns within the lesson in order to support language development. It is not limited to introducing new activities; it includes the organization of tasks, the sequencing of input and practice, teacher guidance, learner collaboration, and the management of time and feedback. In contemporary EFL pedagogy, implementation is closely linked to communicative language teaching, task-based learning, blended learning, and formative assessment. The central aim is to create conditions in which learners use English meaningfully, rather than only studying it as an abstract system of rules. Effective implementation begins with clear lesson objectives aligned with learners' proficiency level and curricular goals. For example, a speaking lesson may combine short model dialogues, pair work, and a role-play task related to everyday communication, while a writing lesson may move from analyzing sample texts to drafting and revising a paragraph. Innovative methods often rely on structured interaction, including information-gap activities, project work, and problem-solving tasks, because these increase opportunities for authentic language use. Research in second-language teaching has long shown that learners benefit from comprehensible input and frequent opportunities to produce output, particularly when tasks require negotiation of meaning and immediate application of vocabulary and grammar. Technology has expanded the range of classroom implementation options. Since the spread of learning management systems and mobile devices in the 2010s, many EFL classrooms have combined face-to-face instruction with digital resources such as

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quizzes, audio recordings, discussion boards, and collaborative documents. Blended learning can support differentiated instruction by allowing learners to review materials at their own pace and revisit difficult content. In addition, multimedia input helps expose learners to varied accents, spoken registers, and visual context, which can be especially valuable in settings where English is rarely heard outside school. However, the educational value of technology depends on pedagogical design; digital tools improve learning only when they serve clear instructional purposes rather than simply adding novelty. Assessment in innovative EFL teaching should be integrated with instruction rather than treated as a separate final stage. Formative assessment is particularly important because it provides ongoing evidence of learning through observation, quizzes, drafts, peer feedback, and teacher comments. Unlike summative assessment, which measures achievement at the end of a unit or course, formative assessment helps identify gaps early and supports adjustment of teaching. In practice, a teacher may use a speaking rubric to assess fluency, accuracy, and interaction during pair work, or a writing checklist to guide revision before final submission. Such assessment methods make performance criteria transparent and encourage learner self-monitoring. The practical significance of classroom implementation and assessment lies in their direct influence on learner motivation, participation, and progress. When tasks are meaningful and feedback is timely, learners are more likely to use English actively and with confidence. Assessment also provides evidence for instructional decisions, such as whether to reteach vocabulary, increase oral practice, or introduce scaffolding for reading. In large classes, systematic implementation and assessment can help teachers manage diversity in ability levels by grouping learners strategically and monitoring individual progress. These practices are therefore essential not only for improving language outcomes but also for making English classrooms more responsive, efficient, and educationally sound.

Conclusion

The analysis showed that innovative methods of teaching English as a foreign language are most effective when they shift the focus from passive reception to active language use. Task-based learning, communicative activities, digital platforms, collaborative work, and project-oriented instruction support greater learner involvement, stronger motivation, and more frequent practice of speaking, listening, reading, and writing. The results also indicate that these methods are especially valuable when they are combined with clear pedagogical goals and systematic assessment, rather than used as isolated techniques. Their practical value lies in creating a more learner-centered classroom, increasing opportunities for meaningful communication, and helping teachers adapt instruction to different proficiency levels and learning styles. In addition, innovative approaches support the development of autonomy, critical thinking, and intercultural awareness, which are important in contemporary language education. At the same time, the findings suggest that successful implementation depends on teacher preparedness, access to appropriate resources, and careful methodological planning. Further research should focus on the long-term impact of blended and technology-supported methods on language competence and learner independence in diverse educational contexts.

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