

INNOVATIVE APPROACHES ON FOREIGN LANGUAGE TEACHING

G'afurova Ruxshona Ulug'bek qizi

Supervisor: Axmedova Nodira Djavadullaevna

Student of UzSWLU, Third English Faculty

Annotation. This article discusses novel solutions, including task-based learning, flipped classrooms, mobile-assisted learning (MALL), gamification, and content and language integrated learning (CLIL) in teaching foreign languages to overcome the shortcomings of traditional patterning. Based on recent studies and learners' responses in the classroom, the article shows how these techniques help to encourage students' positive attitude, autonomy and pragmatic skills. The study highlights their practical benefits and challenges.

Keywords: innovative language teaching, flipped classroom, gamification, MALL, CLIL, task-based learning.

Annotatsiya. Ushbu maqolada chet tillarini o'rgatishda an'anaviy qoliplarning kamchiliklarini bartaraf etishning yangi yechimlari, jumladan, vazifaga asoslangan o'rganish, o'zgaruvchan darsar, mobil qurilmalar yordamida o'qitish, o'yinlashtirish, kontent va tilni integratsiyalashgan o'rganish kabi metodlar muhokama qilinadi. Maqolada so'nggi tadqiqotlar va o'quvchilarning sinfdagi javoblariga asoslanib, ushbu usullar talabalarning ijobiy munosabatini, mustaqilligini va pragmatik ko'nikmalarini rag'batlantirishga qanday yordam berishini ko'rsatadi. Tadqiqot ularning amaliy afzalliklari va muammolariga e'tibor qaratadi.

Kalit so'zlar: innovatsion til o'qitish, teskari sinf, gamifikatsiya, MALL, CLIL, vazifaga asoslangan o'rganish.

Introduction.

In an already integrated society, being able to speak more than one language is more than advantageous; it is a necessity compared to 50 years ago. Be it for study, international career, travel, or cross-cultural enterprise, skill in language opens doors to a variety of opportunities. As the British Council (2023) points out, more than a billion and a half people are currently engaged in learning English worldwide, and this number increases every year. But countless learners of the language suffer from frustration, failure, and low motivation, learning it through old-school methods that simply do not work, like rote memorization and mindless grammar drills. With the development of society and technology, the way of language teaching also needs to change to cater to the needs of modern learners.

Students today are more comfortable with technology as digital natives, and they expect classroom experiences to also be engaging, interactive, and real-life. Old teacher-centered practices are slowly making way for new methods of communication, collaboration, and creativity. As a result, more and more

educators are turning to alternative teaching methods that deliver more relevant and effective language instruction.

A change of attitude in the teaching of foreign languages is due to a move from education based on read-only knowledge transmission to an emphasis on creating new knowledge. Furthermore, modern foreign language acquisition theories, especially those influenced by constructivism and communicative language teaching, believe use of language in a context which is meaningful for learners will enable them to live more comfortably here. The very aim of these approaches passes far beyond teaching rules of grammar or lists of words: it tries to install self-confidence into learners by letting them experience success every time they say something, and to make them conscious of their own social and cultural peculiarities.

Task-Based Language Teaching (TBLT). Language is a medium for attaining real-world, communicative purposes in TBLT. Instead of working on grammar drills or exercises found in a textbook, the learners perform tasks of practical value which reflect the real world, such as developing a presentation, outlining a research trip, conducting interviews. Based on Nunan (2004) task-based learning can lead students to use language authentically and get them to think critically and creatively in the target language. By prioritizing meaning and meaning-related tasks over form, TBLT encourages students to acquire fluency, confidence, and spontaneity/capability in the use of language.

Flipped Classroom Model. The FLC Second language education is characterized by an inverse of traditional instruction. Rather than learning new material during class time via direct instruction, students are exposed to new material outside of class in the form of videos, readings or online tutorials. Instead, class time is for vibrant student engagement, for discussions, problem-solving, projects, or peer-to-peer work. The flipped model has been found to stimulate more student's engagement, in particular in language learning, as the face to face time can be used for speaking practice, role plays and interactive activities, rather than passive listening (Li & Chen, 2019).

Mobile Supported Language Learning. The growing prevalence of mobile phones has facilitated the emergence of MALL, that is the use of smartphones and apps to learn a language, like Duolingo, Babbel, Quizlet and Memrise provide vocabulary practice and pronunciation drills, grammar instruction, and even opportunities to speak with a native speaker in real time. Mobile learning promotes learner autonomy and provides flexible, personalised learning experiences (Lai & Zhao, 2020). It also offers incentives to learners with gamified features and measures of progress.

Gamification. One possible use of gaming to influence learning is gamification, which is the incorporation of game elements (for example, points, levels, badges, and challenges) into the learning experience. It makes language learning entertaining, exciting and competitive. Hamari et al. (2014) contend that such gamification of learning spaces can lead to an increase in motivation

and participation and to long-term knowledge retention. Teachers frequently use platforms such as Kahoot, Wordwall, or Quizizz to gamify vocabulary tests, grammar reviews, or cultural quizzes. These software enable instant feedback, repeat capability, and a sense of achievement for learners.

The Advantages of Creative Approaches to Foreign Language Instruction are numerous and extensive. Firstly, they greatly improve learner's motivation, making lessons more interactive, relevant and fun. When lessons look and feel more like a video game, a real-life task or just something students understand (a digital tool, in this case), students are more likely to engage. Second, instead of memorizing grammar rules, students learn to convey ideas, ask questions, think critically and work together with classmates. In addition, creative methods prompt learner independence. They may use mobile apps, online materials or "flipped classroom" videos to get students to take ownership of their learning. They learn how to set goals, measure progress and reflect on performance — all the while reaping benefits that serve them, in and out of the classroom.

Challenges of Implementation. Even not withstanding the benefits, there are barriers to integrating new practices. One major limiter is the digital divide. Now, also in many schools — particularly in rural areas or low-income ones — students and teachers have not had access to the devices, reliable internet service or digital skills to be able to use mobile tools or online platforms effectively. Another problem is the lack of qualified faculty. Not all teachers are updated with modern teaching methods, or even familiar with the use of computers in the classroom. For implementation to be effective, however, it must be accompanied by ongoing professional development. In order to address these challenges, schools and educational authorities will need to be providing structural support, sufficiently promoting innovation and appreciating the long-term values and benefits of innovative teaching activities.

Conclusion. In conclusion, new methodologies like Task-Based Language Teaching, Flipped Classrooms, Mobile-Assisted Learning, Gamification, and CLIL are revolutionizing language education by turning them into an interactive, student-centered, and real-world one. Such approaches increase student motivation and encourage use of the language in realistic settings. But their efficacy also relies on resources, teacher preparation and institutional support. But put in place with the correct framework, these strategies can be successfully executed to meet the needs of a world that is multilingual and international.

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