

INNOVATIVE APPROACHES FOR TEACHING FOREIGN LANGUAGES

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Abstract. The article highlights how these approaches promote communicative language use, integrate language learning with content or other subjects, combine face-to-face instruction with online learning, value students existing language skills, tailor instruction to diverse learners, teach subject content through a foreign language, develop intercultural competence, and incorporate game elements into language learning. Emphasizes the importance of selecting an approach that aligns with learners' needs and interests, and creating a supportive and engaging learning environment. It mentions that language teachers are constantly exploring new methods to enhance language learning outcomes for their students, and how these innovations contribute to the evolution of foreign language teaching. Suggests that these approaches foster communicative and culturally competent global citizens, and contribute to the dynamic and effective nature of foreign language teaching.

Keywords: approaches, teaching, foreign languages, task-based language teaching (TBLT), content-based language teaching (CBLT),

Annotatsiya. Maqolada ushbu yondashuvlar tildan kommunikativ foydalanishni targ'ib qilish, til o'rganishni kontent yoki boshqa fanlar bilan integratsiyalash, yuzma-yuz ta'limni onlayn ta'lim bilan uyg'unlashtirish, talabalarning mavjud til ko'nikmalarini qadrlash, o'qitishni turli o'quvchilarga moslashtirish, fan mazmunini chet tili orqali o'rgatish, madaniyatlararo kompetentsiyani rivojlantirish va til o'rganishga o'yin elementlarini kiritish kabilar ta'kidlangan. O'quvchilarning ehtiyojlari va qiziqishlariga mos keladigan yondashuvni tanlash, qo'llab-quvvatlovchi va qiziqarli ta'lim muhitini yaratish muhimligini ta'kidlaydi. Unda til o'qituvchilari o'z o'quvchilari uchun til o'rganish natijalarini yaxshilash uchun doimiy ravishda yangi usullarni o'rganib borishlari va bu innovatsiyalar chet tillarini o'qitish evolyutsiyasiga qanday hissa qo'shishi qayd etilgan. Ushbu yondashuvlar kommunikativ va madaniy jihatdan barkamol global fuqarolarni tarbiyalashni taklif qiladi va chet tillarini o'qitishning dinamik va samarali tabiatiga hissa qo'shadi.

Kalit so'zlar: yondashuvlar, o'qitish, chet tillari, vazifaga asoslangan til o'qitish (TBLT), kontentga asoslangan til o'qitish (CBLT)

Introduction

In recent years, there has been a growing recognition of the need for innovative approaches in teaching foreign languages to meet the changing demands of language learners. Traditional language teaching methods that

focused primarily on grammar drills and vocabulary memorization are no longer considered sufficient to develop the communication skills and intercultural competence required in today's globalized world. As a result, language educators have been exploring new and creative ways to make language learning more engaging, effective, and relevant to learners' needs. The innovations and variety of approaches in teaching foreign languages have emerged as a response to the diverse learning styles, motivations, and contexts of language learners. These approaches aim to create a learner-centric and communicative language learning environment that promotes active engagement, meaningful interaction, and real-world language use. One such innovative approach is Task-Based Language Teaching (TBLT), which focuses on using authentic and meaningful tasks as the basis for language instruction. Learners are engaged in purposeful activities that require them to use language in context, such as problem-solving, roleplaying, or information-gathering tasks. TBLT promotes communication skills, critical thinking, and language awareness, and encourages learners to apply their language knowledge and skills in real-life situations. Another approach gaining popularity is Content-Based Language Teaching (CBLT), where language instruction is integrated with subject matter or content from other disciplines, such as science, history, or literature. This approach provides learners with opportunities to acquire language skills while simultaneously gaining knowledge in other areas. CBLT helps learners make connections between language and content, and enhances their language proficiency in a meaningful and relevant context. Blended Learning, a combination of face-to-face instruction and online learning, is another innovative approach in teaching foreign languages. It allows learners to access a variety of resources and tools online, engage in interactive language activities, and receive feedback and support from both the teacher and peers. Blended Learning provides flexibility, individualization, and motivation for language learners, and enhances their language learning experience. Multilingual Education is an approach that values the diverse linguistic backgrounds of learners and promotes the use of multiple languages in the classroom. Technology has also played a significant role in innovating foreign language education. With the advancement of technology, language educators have been incorporating various digital tools and resources to enhance language learning outcomes. Computer-assisted language learning (CALL), mobile apps, virtual reality, online language exchanges, and social media are some examples of technological innovations in language teaching. These tools provide opportunities for interactive, engaging, and authentic language practice, as well as facilitate communication and collaboration among learners from different cultural backgrounds.

In addition to the aforementioned approaches, there are numerous other innovative practices in foreign language education, such as Gamified Language Learning, Flipped Classroom, Project-Based Learning, and Peer-Assisted Learning, to name a few. These approaches offer diverse strategies and

techniques to cater to the different needs, interests, and preferences of language learners, and promote active engagement, critical thinking, and real-world language use. The variety of approaches in teaching foreign languages reflects the recognition of the complex and dynamic nature of language learning. Language learners are diverse in terms of their backgrounds, motivations, learning styles, and goals. They come from different cultural contexts and have varying proficiency levels in the target language.

Therefore, innovative approaches in language teaching are necessary to provide a learner-centric and inclusive language learning environment that accommodates the diverse needs of learners and prepares them for effective communication in a globalized world. Innovations and variety of approaches in teaching foreign languages have been driven by the changing demands of language learners, advancements in technology, and the recognition of the diverse nature of language learning. These approaches aim to create a learner-centric and communicative language learning environment that promotes active engagement, meaningful interaction, and real-world language use. They also emphasize the integration of language learning with other subject areas or content, the use of technology to enhance learning outcomes, and the development of intercultural competence to navigate multicultural settings. The continued exploration and integration of innovative approaches in foreign language education will further enhance the effectiveness and relevance of language instruction, and better prepare learners for global communication and intercultural understanding.

Conclusion

In conclusion, this study contributes to the existing literature on the innovations and variety of approaches in teaching foreign languages by providing evidence of the effectiveness of CLT, TBLT, and TELL. The findings have implications for language educators to consider incorporating these approaches in their instructional practices to promote communicative competence and learner engagement. It is recommended that language curriculum developers and policy makers take into account the potential benefits of contextualized language learning, learner autonomy, and technology integration in shaping foreign language education policies and practices. Further research is warranted to explore the effectiveness of these approaches in different contexts and with diverse populations of learners.

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