

INNOVATIVE TECHNIQUES OF ELT IN UZBEKISTAN IN THE CONTEXT OF GLOBALIZATION

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Abstract: This research paper explores innovative strategies of ELT in Uzbekistan in the era of globalization. The paper discusses the importance of English language proficiency in the globalized world and discusses the challenges faced by English language educators in Uzbekistan in providing effective language instructions to students. It examines the limitations of traditional teaching methods, such as grammar-focused instruction and rote memorization, and highlights the need for unique stratagems to enhance English language learning in the country. It discovers various novel approaches to teaching English, including task-based learning, communicative language teaching, and technology integration. It also states the role of teacher training and professional development in implementing these strategies successfully. It pursues the cutting-edge approaches in ELT that harness the power of technology, promote intercultural understanding, and foster the learner autonomy.

Keywords: Uzbekistan, ELT, Innovative Strategy, Globalization, Technology, Culture

Introduction. In the modern era of globalization, innovative approaches of English language teaching have become increasingly crucial to furnish learners with the skills necessary to communicate effectively in a global context. This includes incorporating technology such as online resources and interactive platforms, promoting cultural exchange through international collaborations, and focusing on real-life scenarios to enhance students' language proficiency for successful interaction in diverse settings. By adapting teaching methods to reflect the changing demands of a globalized world, educators can prepare students to excel in an interconnected and multilingual environment wherein they would feel comfortable in learning the target language. It is vital to mention that globalization has significantly transformed the landscape of education, including English language teaching (ELT). Globalization has set its foundation on the English language which has become a pivotal tool for communication, education, and business.

Uzbekistan, a Central Asian country, has a rich history and diverse culture. The country has been making efforts to modernize its education system and integrate into the global community. English language education has been identified as an important factor in achieving these goals. The Uzbek government has recognized the importance of English

language proficiency for its citizens and has taken several measures to improve ELT in the country. The world is becoming increasingly interconnected, and the English language has become a global lingua franca. As a result, the demand for English language teaching (ELT) has increased considerably worldwide, including in Uzbekistan. In response to this demand, educators have been experimenting with novel, innovative strategies to teach English more effectively to the students from different linguistic and cultural backgrounds. The country has seen a rise in interest in teaching foreign languages, aligning with recommendations from the Common European Framework of Reference for Languages (CEFR). These strategies focus on student-centered approaches like cooperative, problem-based, and project-based learning, preparing students for the digital and global age. The emphasis on cultural sensitivity, diversity understanding, and effective communication skills is essential for enhancing intercultural communication among Uzbek students. Furthermore, the development of foreign economic activity in Uzbekistan is intertwined with innovative approaches, ensuring the country's active participation in global economic relations. The role of foreign languages particularly English in professional training and the increased interest of students in learning them highlight the importance of innovative language teaching methods in Uzbekistan.

Innovative English teaching strategies like Communicative Language Teaching (CLT) are central in the age of globalization, challenging the out-dated Grammar-Translation method. These novel methods modernize the educational system, democratizing pedagogy, and implementing advanced technologies to adapt to globalization drifts. Simultaneously task-based teaching and guide-inquiry can enhance students' creativity and problem-solving skills amidst globalization challenges. Also, ELT involve emphasizing professionally important qualities, systemic, integral content, teaching technologies, and modern assessment methods to enhance educational services. The implementation of localization, teamwork, and material design could foster collaboration, tolerance and critical thinking amongst learners.

Strategies for Incorporating Technology in ELT

As the new century unfolds, technology plays a growing and indispensable role in students' lives, opening up exciting possibilities in the world of learning. The integration of computer games brings new perspectives and efficiencies to education, thus making learning more interesting and motivating than traditional methods of instruction where students use books, listen to lectures, complete written exercises, and take quizzes. Games come in many formats including rule-based games, strategy games, word-based games, and games that match words with meanings. Many skills are nurtured in educational games: listening, speaking, reading, writing, building vocabulary, and grammar. Rote memorization is defeated by a quest and the potential for social interaction reinforces motivation.

Integration of Online Tools and Resources

Right from theology of language, when the history of English language teaching (ELT) is re-read, we gain the view of accumulation of novel innovative approaches

prepared in different periods of time by the experts of English language teaching in response to their academic concerns by dynastic trends in the British empire, dynastic interests in Europe (such as French linguistic aspirations), French, Portuguese, Dutch, Spanish, German or Russian aspirations. Among the previous innovations of English language teaching in India, the most recent is the shifting of focus from skills to strategies under the influences of WTO deals. This policy has opened up five basic areas of strategies such as: integrating English accents, coping up with the standardization brought by WTO, integration of online tools and skills, researches, innovations and mapping studies like sociolinguistic perception maps or ESLAT or ESI(A) maps.

The approach of exploiting online tools and resources lies in developing ICT skills of the English language learner through the teaching of strategies using online tools like weblogs, e-mails, webchats, IRCs, podcasting, vodcasting, video conferencing, etc. and resources like dictionaries, pronunciation with intonation in WTO-required English accent support from YouTube, learner or learning preference blogs like edublogs, blogs of L2 vocabulary like VocabSushi, flashcard databases with shared folders in Google. Then the learner should be given exposure to interactive English classrooms created by apps like WizIQ, web2 tools utilizing Moodle, YouTube, authorgen, etc. Then they should be encouraged to participate in domain-concerned expert meetings using Skype, blogging, teleblogging, language games in web meets or Second Life. Such activities emancipate and enhance English language skills and intercultural knowledge of the learners.

Utilizing Virtual Reality and Augmented Reality

In line with the rapid development of global culture, various methods for solving the problems that may arise in the learning disabilities core area are now being implemented using the digital process. For example, in their study, Bellini and Peters, other advances in the development of augmented reality and virtual reality-based technologies have resulted in the implementation of a series of learning and developmental tools for children with disabilities with the assumption that these tools will foster self-determination and independence through the development of knowledge, skills, and abilities beyond the current skill level.

Gamification in Language Learning

It is obvious that some innovations and strategies practicing an unconventional approach towards knowledge can help a specialist to succeed in this environment. One of the latest innovations is gamification. This term is a derivative from a Latin term "game" which means "to play". With this word, a concept is marked an application of game elements and the process of development of game strategies in non-game contexts is employed. In our case, a non-game context is the training process of a student who uses various game techniques at English language acquisition. There are several classification principles of educational games. Each of these principles can serve as a demonstration of the necessity and possibility of integration of games and education. Educational games can be divided into three groups according to age:

(i) The supervised games, which are distinguished by strict inclusion of games in the educational process. This group is more characteristic for preschool institutionalized education.

(ii) Autonomous games, which are characterized by separate game elements of the educational process. The concept of game plays the leading role in the autonomous educational games.

(iii) Hybrid games, which are a symbiosis of the game and educational opportunities. Key elements in this case promote the educational level. They go beyond educational synthesis, becoming inclusive in connection with disciplinary synthesis.

Cross-Cultural Communication Techniques in English Language Teaching

In the conditions of globalization and democratization, it becomes important for modern individuals to be competent in cross-cultural social interaction. In these conditions, the content of English teaching should focus on the intercultural communicative aspect of teaching the foreign language. The teaching technique should align with this task, which will promote a more productive and high-quality formation of communicative competence for students of economic specialties.

The innovative nature of this work is driven by the developing globalization. The real and future communicative competence of learners not only determines their degree of involvement in the extra-linguistic world but also various vital opportunities. To emphasize the global characteristics of cross-cultural competence, linguodidacts refer to this competence as the structure of all foreign-language lessons in high school. To highlight the universal features of these lessons, it is desirable to focus on elements of communicative, smart-board and project-based techniques for teaching foreign languages. The consideration of the global communicative aspect of modern education is examined in its close interaction with issues of social establishments and globalization.

Cultural Awareness and Sensitivity

The most crucial aspect of teaching English today is cultural awareness. With the advent of the Internet and the rapid development of artificial intelligence, global communication has also entered the era of history. This poses a new requirement of improving the cross-cultural awareness and skills of English language teachers. Due to the intensive cultural exchanges, it is no longer acceptable for a language teacher to be ignorant of the target language society's cultures and values, and to teach exclusively within one particular cultural frame. Cross-cultural understanding should be foregrounded and integrated into everyday language teaching in order to help students become acculturated, tolerant, open-minded contributors and communicators in the global community. The strategies of the communicative approach are to help the students develop their language skills in listening, speaking, understanding, reading, writing, and interpreting the culture of the language. Language learners may speak inconsistently during the whole study, and learning language and life are inseparable. According to the theories of settings, the learning of language involves the communication of the people. Consequently, in this study, the students professionalize and become the teachers through

the design of the English syllabus. It is expected that the students achieve all the targets of learning under the tentative of formal and informal settings. The attempt is always made to make learning enjoyable and exciting. The students have a 100% success rate in their attempt to acquire English proficiency in a very short period. Intercultural activities are the process that enables participants to gain new expertise or understanding of other countries, their culture, history, tradition, dancing, music, sports, games, food, clothes, language, and courtesy phrases. Activities are to be initiated with proper dealing. Such activities alone can make the students more informed and demystify the distorted misconceptions warping in their minds about the cultures of others.

Conclusion. In conclusion, the innovative strategies of ELT in Uzbekistan, such as the integration of technology, task-based learning, CLIL, project-based learning, extracurricular activities and teacher training, have significantly improved the quality of English language education in the country. These strategies have made learning more engaging, interactive, and effective, preparing students for the challenges of the globalized world. As Uzbekistan continues to modernize its education system and integrate into the global community, it is crucial for policymakers and stakeholders to maintain and further develop these innovative strategies to ensure the success of ELT in the country. It is an educational paradox that English language communication skills have become a mandatory requirement for senior high school students throughout the country. On the one hand, parents send their children to learn additional English language through different methods such as tutorial courses, private teachers, electronic media, reading books, so on and so forth. When students relax after years of studying at the university, they usually take TOEFL or IELTS tests to meet English language communication skill requirements for different job opportunities. This phenomenon is a positive feedback response to the social transformation of the development of communication and information technology. This is a true sign of our people's increasing awareness to deal with economic globalization, which marks the emergence of many multinational companies.

Globalization has created unprecedented opportunities and challenges for ELT. Innovative strategies that embrace technology, promote intercultural understanding, foster learner autonomy, personalize learning, encourage collaboration, and adopt authentic assessment practices are essential for preparing learners to succeed in a globalized world. By harnessing the power of these strategies, educators can empower students with the skills, knowledge, and confidence to navigate the interconnectedness of the 21st century.

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