INNOVATIVE METHODS USED IN TEACHING THE ENGLISH LANGUAGE IN EDUCATIONAL INSTITUTIONS

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Annotation: *This article provides feedback and insights into the innovations used to teach inli in higher education institutions. In today's rapidly evolving global landscape, effective communication skills, particularly proficiency in the English language, are crucial for success in higher education and beyond. Recognizing this, higher education institutions have been embracing innovative techniques to enhance English language teaching. One of the most significant innovations in English language teaching is the integration of technology. Traditional methods of teaching, while valuable, often struggle to capture the attention and engagement of today's tech-savvy students. Educational technology provides a solution by offering interactive and immersive learning experiences.*

Key words: *education, English language, innovative methods, effective communication, technology, English speaking, virtual realm, practice grammar.*

INTRODUCTION.

Virtual Reality and Augmented Reality have gained traction in language education. These technologies transport students to virtual English-speaking environments, allowing them to practice language skills in realistic scenarios. For instance, students can participate in simulated business meetings, navigate airports, or engage in everyday conversations - all within the virtual realm.

Additionally, language learning apps and online platforms offer personalized learning experiences, allowing students to practice grammar, vocabulary, and pronunciation at their own pace. These tools often use artificial intelligence to adapt to individual learning styles, providing targeted feedback and reinforcement.

Gamification is another innovative technique transforming English language teaching. By incorporating game elements into the learning process, educators can make language acquisition

more engaging and enjoyable for students. This approach leverages the natural competitive instincts of learners, encouraging them to actively participate and persist in language activities.

Language learning games range from simple vocabulary quizzes to complex role-playing scenarios. Educational platforms often use point systems, leaderboards, and badges to motivate students to progress and excel. Gamification not only enhances motivation but also fosters a sense of community among learners, as they collaborate and compete in a supportive environment.

Project-based learning is gaining popularity in higher education as a pedagogical approach that emphasizes real-world application of skills. In English language teaching, PBL involves students working on collaborative projects that require them to use language skills in practical, meaningful ways. These projects can range from creating multimedia presentations to producing written reports or even staging theatrical performances. PBL not only enhances language proficiency but also develops critical thinking, problem-solving, and teamwork skills. By engaging in projects that mirror professional tasks, students are better prepared for the demands of the global workforce, where effective communication is often paramount.

The traditional classroom model involves teachers delivering content during class, with students practicing and applying the material independently outside of class. The flipped classroom model flips this dynamic by having students engage with instructional content independently before coming to class, allowing class time to be dedicated to active learning and language practice. In English language teaching, this model is particularly effective. Students can watch video lectures, read texts, or complete online exercises before class, freeing up valuable in-person time for discussions, group activities, and individualized language support. This approach maximizes the use of class time for interactive and communicative language practice.

The large-scale reforms carried out in the years of independence in our country have become an important foundation for strengthening national statehood and sovereignty, ensuring security and law enforcement, inviolability of the borders of our state, the rule of law in society, human rights and freedoms, the environment of interethnic harmony and religious tolerance, creating the necessary conditions for the It is necessary for students to form social consciousness and historical thinking, to cultivate a sense of respect for the history and today of the peoples of the world and our multinational people, national and universal values. This is the most important task facing our pedagogical staff.

The creative potential of an educator can be seen in his striving to form the qualities of little creativity, in the manifestation of pedagogical etiquette, in the improvement of his abilities and professional qualifications, in the ability to resourcefulness in unexpected situations, and in the ability to skillfully lead students and students towards perfection.
The creativity of the teacher remains not only in the course processes, but also improves in extracurricular activities, in the activities of creative circles, in manavio-marifian events. This is especially reflected in the skills of educators active in the field of socio - humanitarian science.

For example, conducting spiritual and educational events is an important organizational form of extracurricular activities, the main task of which, in addition to providing scientific information, consists in explaining to students the content, essence and significance of instructive historical activities and teaching them how to learn from them using various means of art (art reading, music, singing, video roller). In order to succeed in teaching, it is necessary for each teacher to master pedagogical skills. The owner of pedagogical skill, with little effort, achieves tremendous results, works wonders with the result of his work, becomes creative. Only a talented person, capable of pedagogical work can have pedagogical skills.

LITERATURE ANALYSIS.

Content and Language Integrated Learning is an innovative approach that integrates language learning with the study of a subject matter. In higher education, this could mean teaching academic subjects such as history, science, or economics in English, providing students with an immersive language experience. CLIL not only enhances language proficiency but also helps students acquire specialized vocabulary and language structures related to their field of study. This approach recognizes the interconnectedness of language and content knowledge, offering a more holistic and contextually relevant language learning experience.

Language is deeply intertwined with culture, and effective communication requires an understanding of cultural nuances. Recognizing this, innovative English language teaching in higher education incorporates cultural competence as a core element. This involves exposing students to authentic cultural materials such as literature, films, and news articles, providing them with insights into the cultural contexts in which the language is used. Additionally, language classes may include discussions on cultural differences, etiquette, and communication norms, preparing students for the diverse and multicultural environments they may encounter in their academic and professional journeys.

Innovations in English language teaching in higher education institutions are reshaping the way students acquire language skills. From leveraging technology to incorporating gamification and project-based learning, educators are finding creative ways to engage students and enhance language proficiency. As the global landscape continues to evolve, these innovative techniques play a crucial role in preparing students for success in higher education and beyond, where effective communication in English is a key to unlocking countless opportunities.

One of the foundational approaches to teaching English is Communicative Language Teaching. This method places a strong emphasis on communication as both the means and goal of learning. In a CLT classroom, students engage in authentic, real-life communication, focusing on the practical use of the language rather than rote memorization of grammar rules. Activities such as role-playing, group discussions, and problem-solving tasks are integral to CLT. By immersing students in communicative situations, educators help them develop not only linguistic competence but also the ability to use the language effectively in various contexts.

Task-Based Language Teaching is an approach that centers around the completion of specific tasks as the primary driver of language learning. These tasks are designed to mirror real-life situations and can range from solving problems to creating presentations. TBLT integrates language skills seamlessly into the learning process, making language acquisition purposeful and contextual. In a TBLT classroom, students work collaboratively to accomplish tasks, fostering communication, critical thinking, and language development simultaneously. This approach aligns with the idea that language is a tool for communication and problem-solving, emphasizing the application of language skills in practical scenarios.

While more traditional, the Grammar-Translation method has been a longstanding pillar in language education. This method focuses on explicit teaching of grammar rules and vocabulary through translation exercises. While it has received criticism for being too rigid and less communicative, it remains a valuable tool, especially when teaching classical languages or when a strong emphasis on accurate translation is required.

The Grammar-Translation method provides a solid foundation in understanding language structure and can be particularly useful for learners who thrive on clear rules and structures. However, it is often complemented with more communicative approaches to ensure a holistic language learning experience. Situational Language Teaching revolves around presenting language in context-specific situations. Vocabulary and language structures are taught based on scenarios students are likely to encounter in real life. This method aims to equip learners with the language tools necessary for effective communication in everyday situations.

For example, a lesson might focus on language related to ordering food at a restaurant or navigating public transportation. By connecting language to specific situations, students can quickly apply what they learn to practical, real-world scenarios. In the digital age, integrating technology into language teaching has become essential. Various tools and platforms offer interactive and engaging ways to enhance language skills. Language learning apps, online resources, and interactive whiteboards can be valuable assets in the classroom.

Virtual Reality and Augmented Reality are emerging as powerful tools in language education, providing immersive experiences that simulate real-world language use. These technologies transport students to different environments, allowing for interactive language practice in diverse settings. Recognizing the diverse needs and learning styles of students, differentiated instruction tailors teaching methods to accommodate individual differences. This approach acknowledges that learners may have varying strengths, preferences, and paces of learning.

Educators employing differentiated instruction may offer a range of activities, assessments, and materials to address the diverse needs of their students. This ensures that each learner has the opportunity to engage with the material in a way that resonates with their learning style and abilities. The Flipped Classroom Model flips the traditional teaching dynamic. In this approach, students are introduced to new content outside of the classroom, often through videos or online

materials. Class time is then dedicated to applying and practicing what they've learned, with the teacher providing guidance, clarification, and support.

This method is particularly effective in language teaching, allowing students to absorb new language concepts at their own pace and then use class time for interactive activities, discussions, and language practice. It caters to individual learning styles and maximizes the efficiency of classroom time.

Encouraging students to teach each other fosters a collaborative learning environment. Pair and group activities where students explain concepts to their peers can reinforce understanding and provide an alternative perspective. Collaborative learning builds a sense of community within the classroom, and students often feel more comfortable practicing language skills with their peers.

Peer teaching also aligns with the socio-constructivist view of learning, emphasizing that knowledge is actively built through social interaction. By engaging in conversations and collaborative projects, students not only enhance their language skills but also develop valuable interpersonal and communication skills. Teaching English is a dynamic and evolving process that demands creativity, adaptability, and a deep understanding of pedagogical principles. Whether embracing communicative approaches, incorporating technology, or tailoring instruction to diverse learner needs, effective language educators continually explore and integrate innovative techniques. By doing so, they empower students to navigate the complexities of language acquisition and communication, preparing them for success in an interconnected and multilingual world.

In an era characterized by global interconnectedness, the importance of teaching foreign languages in higher education cannot be overstated. Beyond the obvious benefits of linguistic proficiency, foreign language education opens doors to a myriad of opportunities, fostering cultural understanding, cognitive development, and enhanced employability.

In today's interconnected world, individuals with proficiency in more than one language are better equipped to navigate the complexities of global citizenship. Understanding and appreciating diverse cultures is a cornerstone of foreign language education. It goes beyond mere linguistic competence, delving into the nuances of customs, traditions, and societal norms. Higher education institutions serve as microcosms of the global community, bringing together students from various cultural backgrounds. A solid foundation in foreign languages facilitates meaningful cross-cultural interactions, fostering an atmosphere of inclusivity and understanding. Graduates with cultural competence are better prepared to engage in international collaborations, contribute to global dialogue, and become ambassadors of diversity and tolerance.

Numerous studies have demonstrated the cognitive benefits associated with learning and mastering a foreign language. The process of acquiring a new language engages and stimulates the brain, promoting cognitive flexibility, problem-solving skills, and heightened creativity. These cognitive advantages extend beyond language learning, positively influencing academic performance in

other disciplines. Higher education is a prime period for intellectual growth, and foreign language education complements this developmental phase. The mental gymnastics required to navigate grammar structures, vocabulary, and cultural nuances contribute to the formation of agile and adaptable minds. Students who engage in foreign language studies often exhibit improved memory, multitasking abilities, and a more sophisticated understanding of complex concepts.

RESEARCH METHODOLOGY.

Proficiency in one or more foreign languages significantly enhances an individual's marketability in the global job market. Many multinational corporations and international organizations actively seek employees with linguistic and cultural competence. In an era where businesses operate on a global scale, the ability to communicate effectively in different languages is a valuable asset. Beyond the obvious advantages in global job markets, foreign language proficiency can also open doors to niche career opportunities. Industries such as international relations, diplomacy, translation, and cross-cultural communication increasingly prioritize candidates with linguistic diversity. A workforce with language skills can bridge communication gaps, facilitate negotiations, and contribute to the success of multinational projects.

Higher education institutions play a crucial role in preserving linguistic diversity, which is an integral aspect of global cultural heritage. Through the teaching of foreign languages, institutions contribute to the conservation of linguistic diversity by nurturing an environment where multiple languages coexist and thrive.

Moreover, the study of foreign languages often involves exposure to lesser-known languages and dialects, raising awareness about endangered linguistic traditions. By incorporating these languages into the curriculum, higher education institutions become advocates for linguistic preservation, reinforcing the idea that every language contributes uniquely to the rich tapestry of human expression.

Foreign language education can serve as a bridge between disciplines, fostering interdisciplinary studies and research. Proficiency in a foreign language provides students with access to a wealth of literature, academic journals, and research materials that may not be available in their native language. This access facilitates cross-disciplinary exploration and encourages students to draw connections between different fields of study.

For instance, a student studying environmental science may find valuable research in a foreign language that sheds light on sustainable practices in other parts of the world. The ability to navigate and comprehend these resources enhances the depth and breadth of research, encouraging a holistic approach to academic inquiry. Beyond the academic and professional benefits, foreign language education in higher institutions contributes to personal enrichment and self-discovery. Language is a powerful tool for self-expression, and acquiring proficiency in a foreign language expands one's capacity for nuanced communication and self-articulation.

The process of learning a foreign language often involves stepping outside one's comfort zone, embracing unfamiliar structures, and grappling with different modes of expression. This journey of self-discovery builds resilience, adaptability, and a deeper understanding of one's own linguistic and cultural identity. The importance of teaching foreign languages in higher education is multifaceted, extending beyond the acquisition of linguistic skills. It nurtures global citizens, fosters cultural competence, enhances cognitive abilities, and provides a competitive edge in the professional realm. Moreover, it contributes to the preservation of linguistic diversity, facilitates interdisciplinary studies, and enriches individuals on a personal and profound level.

Higher education institutions must recognize the pivotal role they play in shaping well-rounded, culturally aware, and linguistically proficient individuals. By prioritizing foreign language education, these institutions empower students to become global citizens who can navigate, contribute to, and thrive in our interconnected world. As the global landscape continues to evolve, the ability to communicate across linguistic and cultural boundaries remains an invaluable skill, making foreign language education an indispensable component of higher education.

The advanced experience of pedagogy and the introduction into practice of achievements in education are considered one of the important conditions of today. Currently, a huge base of experiments has been formed that the teacher can use throughout his career, and he is getting richer every day. But despite this, the assimilation of these experiences by teachers and people of the future profession is somehow difficult.

The practical experience of a teacher and the application of innovative methods in sharing these experiences, especially among colleagues, are crucial. A teacher should pay attention to the value of their practical teaching experience when implementing new pedagogical experiments and how effective it can be. The orientation of a teacher's practical activities towards innovation provides the opportunity to implement the achievements obtained as a result of theoretical pedagogical research into practice. To disseminate the results of such research to a wider audience, it is required to introduce them to the community. It is possible to provide quick advice on such innovations by specialists in the field, conduct special seminars and training sessions, present at conferences, and share links to relevant presentations with other educators.

Extracting and applying the experience of individual educators or educational institutions separately gains significant importance in the learning process, particularly when it comes to professors and experienced educators working in higher education institutions. The reason for this can be explained as follows:

> ➢ The author of the innovation cannot give the necessary and precise assessment of the pedagogical idea or the acceptance of the novelty;
> ➢ Experienced educators may not always think about implementing their ideas because innovative teaching demands additional time and effort. The reason is that innovation requires the additional time and effort of the pedagogue;

➢ The idea is not always fundamentally based on its creator from a scientific and methodological perspective;

➢ Authors often face challenges related to individual characteristics in explaining their innovations and ways to implement them;

➢ The responsibility for not only promoting and implementing pedagogical innovations but also improving the professional competence and skills of future teachers based on these innovations is assigned to the creative group;

➢ The members of the creative group are also responsible for systematic selection of innovations, conducting monitoring, evaluating innovations, and expanding the experience of working with advanced educational technologies in higher education institutions.

The author of the innovative idea does not participate in the management of activities aimed at application in practice. This style of approach sets the stage for expanding the capabilities of an innovative educator and directing him to a specific goal. The capacities of the founder and popularizer of innovative pedagogy are thus concentrated on one point and directed to a specific goal. Pedagogical innovation has its own specific dimensions.

ANALYSIS AND RESULTS.

Pedagogical innovations are considered based on the following criteria that shape the creative activity of a teacher: the extent of novelty in innovative methods, their optimality, effectiveness, the potential for application in real-world experience, and similar factors. The primary criterion for innovative methods is their novelty, which is closely related to the results of scientific research and practical pedagogical experiences. Therefore, understanding the true essence of what innovation consists of is of crucial importance for educators actively engaged in innovative activities.

If a particular approach is considered innovative for one teacher, it may not necessarily be perceived as innovative for another. Likewise, for future educators, the degree of novelty for a given method may vary. Therefore, it is essential for both future educators and those currently active in the education system to guide their innovative creative activities based on their own needs and considerations within the educational system.

Innovative methods that contribute to the development of the creative functions of future educators manifest in various forms based on the degree of novelty: absolute degree, local-absolute degree, conditional degree, and subjective degree. The utilization of innovative pedagogical novelties in practical application is suggested as a criterion for evaluating them, primarily depending on the technical provision of the learning process and the uniqueness of the teacher's activity.

In public pedagogical experiences, the utilization of pedagogical innovations becomes evident at the initial stage of the teacher's work activity. After undergoing experimentation and objective evaluation, these innovations are then introduced for public application. Utilizing innovative

methods that lead to positive outcomes is conducive to the purpose of developing the creative functions of future educators.

Diagnostic methods aimed at studying the innovative activities of the teacher are also colorful. The use of diagnostic methods demonstrates strong aspects of the teacher's activity. Therefore, arming future teachers with modern methodologies of diagnosis is a period requirement. Taking into account the professional needs and desires of future educators, it is necessary to carry out a full-fledged targeted activity aimed at the development of work and continuous development of the formation of professional and pedagogical Ethics in them.

A modern-competency teacher, as a future builder,author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts, is a creator of a creative approach to mastering the knowledge, skills and skills given to students.

A modern competent teacher should present essential information and teaching materials in a way that facilitates the visual comprehension ability of the students. The teacher is the main executor of the educational process. In this role, each teacher needs to efficiently gather a significant amount of information, adapt and apply it in practice, and teach it to the students within a short period.

To accomplish this, the use of both traditional teaching methods and innovative technologies, especially media technologies, plays a crucial role. Incorporating media technologies into the teaching process not only makes the learning process more engaging but also provides each student with the opportunity for individual and creative exploration.

In the process of learning about pedagogical innovations, each educator must remember the necessity of considering both positive and negative aspects within their teaching experiences. To demonstrate effective performance in the educational environment, especially for a young teacher in a learning institution, it is crucial to identify both positive and negative aspects present in their work experience. For the purpose of understanding innovative processes, future teachers need to be aware that methods of identification should include both positive and negative aspects. It is essential to highlight this fact for upcoming educators.

> ➢ Systematically studying the pedagogical needs, interests, and specific directions that are of particular importance to future teachers, identifying the challenges they face in their activities, and finding ways to overcome them;
> ➢ Developing goals, concepts, and innovative pedagogical experiences that contribute to addressing their interests and needs, and integrating them into higher pedagogical education;
> ➢ Identifying the uniqueness of future teachers in the process of assimilating and implementing pedagogical innovations, including demonstrating, describing, conducting open lessons, working with new sources, organizing presentations, and actively participating in experiments and trials, among other types of work.

Practical work aimed at learning pedagogical innovations on the basis of diagnosis is also recommended to be carried out in several stages. From future teachers at the initial stage, questionnaire surveys, examination of the answers to the questions of the questionnaire, Organization of indvidual interviews and confirmation of the information in the answers to the questions of the questionnaire, analysis of the data obtained on the basis of the results of the diagnosis.

Conclusion:

In this phase, events are planned to enhance the prospective teacher's professional pedagogical skills based on the initial results. The activities conducted at this stage are finalized, and a repetitive assessment is carried out. The focus here is to guide the future teacher towards achieving intermediate and final outcomes. Changes observed in the students' activities within the group are deeply analyzed. As a result, the methods of identifying and equipping future teachers with their acquired professional insights, skills, and experiences, as well as the methods of assessing them, are developed. This process, based on innovative goals, allows for the effective development of creative activities among students and creates opportunities for future teachers to engage in inventive activities and foster initiative.

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