



EDUCATION AND TEACHING MODERN METHODS FOR TEACHING ENGLISH

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Annotation: In this article, we will discuss about modern methods for teaching English, and communicative language teaching strategies. Especially, the article examines the variety of teaching methods in English language and helps students develop their English skills through different methods.

Keywords: Modern methods, communicative, strategies, school, education, innovation, skill, knowledge.

TA’LIM VA INGLIZ TILINI O’QITISHNING ZAMONAVIY USULLARI

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Annotatsiya: Bu maqolada biz ingliz tilini o’qitish uchun zamonaviy metodlar va kommunikativ til o’rgatish strategiyalari haqida muhokama qilamiz. Ayniqsa, maqola ingliz tilida turli xil o’qitish metodlarini ko’rib chiqadi va talabalarga turli xil metodlar orqali o’zlarining ingliz tili skillarini rivojlantirishga yordam beradi.

Kalit so’zlar: zamonaviy metodlar, muloqot, strategiyalar, maktab, ta’lim, innovatsiyalar, skill, bilim.

СОВРЕМЕННЫЕ МЕТОДЫ ОБРАЗОВАНИЯ И ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В этой статье мы обсудим современные методы преподавания английского языка и стратегии коммуникативного преподавания языка. В частности, в статье рассматриваются различные методы обучения английскому языку и помогают учащимся развивать свои навыки английского языка с помощью различных методов.

Ключевые слова: современные методы, коммуникация, стратегии, школа, образование, инновации, навыки, знания.

Introduction: As the world develops, so does the need for effective communication in English. To keep pace with changing times and prepare students for success in a globalized world, modern advantages. Gone are the days of relying only on blackboards and textbooks. Educational programs and online platforms play an important role in improving the teaching of English. These tools provide an interactive and immersive learning experience that allows students to practice language skills in fun and engaging ways.



Methods and Discussion: In the past, English language teaching was mostly teacher-centered. Lessons were dominated by lectures, grammar explanations, and translation exercises, while students remained passive recipients of knowledge. However, such traditional approaches no longer meet the cognitive and emotional needs of today’s learners. The modern classroom must transform into a space of interaction, exploration, and collaboration. As educators now often say, “*one size does not fit all.*” This means that each learner’s way of understanding, processing, and expressing language is unique. Therefore, teaching must adapt to students’ abilities, interests, and psychological characteristics.

Modern education views the learner not as an object but as a subject—an active participant in constructing knowledge. The role of the teacher is to facilitate, guide, and inspire rather than merely deliver information. Communication lies at the heart of language learning; hence, communicative competence has become the ultimate goal of English language education. According to Hymes (1972) and Richards and Rodgers (2014), communicative language teaching (CLT) develops not only linguistic accuracy but also the ability to use language appropriately in real-life situations. This perspective aligns with psycholinguistic theories, particularly those of Vygotsky, Krashen, and Levelt, which emphasize that language learning is both a social and cognitive process.

Vygotsky’s Sociocultural Theory (1978) suggests that learning occurs through interaction and cooperation. Teachers and students co-construct meaning within the learner’s *zone of proximal development*, gradually leading to independence. Similarly, Krashen’s Input Hypothesis (1982) asserts that learners acquire language when they are exposed to meaningful input slightly above their current level ($i+1$), in a low-anxiety environment. Furthermore, Levelt’s Speech Production Model (1989) explains how language production proceeds through stages of conceptualization, formulation, and articulation, implying that effective teaching should involve activities that stimulate thinking, planning, and expression. Finally, Baddeley’s Working Memory Model (2000) proves that integrating visual, auditory, and kinesthetic stimuli enhances comprehension and memory. These theories collectively form the foundation of modern English teaching methodologies, where interaction, creativity, and multimodal learning take precedence.[1,3]

One of the most effective and widely used approaches today is Communicative Language Teaching (CLT). This method prioritizes real-life communication over rote memorization. In CLT classrooms, students engage in role plays, discussions, simulations, and interviews that require them to express ideas, negotiate meaning, and solve problems. Grammar and vocabulary are learned naturally as students focus on communication. This approach mirrors real communication outside the classroom and helps learners gain confidence in expressing themselves freely.[4]

Closely related to CLT is Task-Based Language Teaching (TBLT), which organizes learning around purposeful tasks rather than isolated language structures. Learners might plan a trip, design a project, or conduct a short survey—all in English. Each task encourages collaboration, critical thinking, and problem solving. From a psycholinguistic perspective, TBLT allows learners to process input, produce output, and receive feedback—the same processes involved in natural language acquisition. As Ellis (2003) observed, meaningful tasks lead to more authentic language use and long-term retention because they encourage the learner to use English for real communicative goals.[3]

In addition to these core methodologies, the integration of multimedia and digital technologies has revolutionized English language teaching. Videos, podcasts, online newspapers, and interactive platforms immerse students in authentic language environments, exposing them to different accents and cultures. Mayer’s *Cognitive Theory of Multimedia Learning* (2005) shows that learners retain information better when visual and auditory materials are combined. Teachers now make extensive use of digital tools such as Kahoot, Quizlet, and Padlet to gamify lessons, increase engagement, and provide immediate feedback. Online collaboration also helps students build digital literacy alongside linguistic skills.

Another effective strategy is the Creative ProblemSolving method, which encourages independent thinking. Here, the teacher presents the beginning of a story or a challenging situation, and students must invent the ending. This activity requires learners to hypothesize, imagine, and articulate ideas—processes that stimulate higher-order thinking as described in Bloom’s Taxonomy (1956). Such tasks are especially valuable in developing both creativity and linguistic competence since they require the learner to apply language knowledge flexibly and inventively.[1]

Games and warm-up activities also play a vital role in maintaining motivation and engagement. They create a positive emotional climate, reduce anxiety, and prepare students psychologically for learning. Games like “Find Someone Who,” “Word Chain,” or “20 Questions” make lessons interactive while unconsciously reinforcing grammar and vocabulary. As Deterding et al. (2011) argue, gamification fosters



intrinsic motivation and collaboration, making the classroom an enjoyable space for communication rather than stress. The use of humor, competition, and teamwork significantly lowers affective barriers, aligning with Krashen’s *Affective Filter Hypothesis*.

Among creative classroom practices, the Pantomime method deserves special attention. This technique engages students physically, allowing them to express ideas through gestures and movements. It is especially useful when explaining abstract concepts or when students are tired of written exercises. Based on Barsalou’s (2008) *Embodied Cognition Theory*, pantomime supports the idea that physical activity enhances comprehension by linking language with motor memory. Acting out scenes or vocabulary gives learners a deeper emotional connection to meaning and promotes long-term retention.[3]

The “Chain Story” method also contributes significantly to developing oral fluency. In this activity, one student begins a story, and each following student adds a new sentence, continuing the narrative. The unpredictability of the story keeps learners alert and encourages creativity. This approach supports Long’s (1996) *Interaction Hypothesis*, which states that negotiating meaning through interaction leads to improved language acquisition. The cooperative nature of storytelling builds a sense of community and fosters both linguistic and social skills.[2]

Each of these methods—whether communicative, creative, or multimodal—shares a common goal: to make learning active, engaging, and meaningful. They replace the traditional one-way transfer of information with a two-way process of exploration and dialogue between teacher and student. The teacher becomes a facilitator, guiding learners toward self-discovery, while students take responsibility for their progress. Modern methods also focus on emotional engagement. When learners feel safe, motivated, and curious, they absorb language more deeply. This balance of cognition and emotion reflects the holistic nature of psycholinguistic learning, where memory, perception, and motivation interact seamlessly.

We know that in current educational process, the student should be the subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach students to think independently. Today, English language teachers are using the following innovative methods based on the experience of pedagogues from the United States of America and England:

As we have seen, each innovative technology has its own advantages. All such methods include cooperation between the teacher and the student, the active action of the student in the educational process.

Conclusion: Taking everything into consideration, as a result of using innovative methods in English lessons, students’ logical thinking skills develop, their speech becomes fluent, and the ability to give quick and correct answers for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of raising a free-thinking, well-rounded, mature person, in the future we future teachers can add our own insights to the education system by developing more effective ways of using innovative technologies.

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