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EFFECTIVE TEACHING METHODOLOGIES IN ENGLISH LANGUAGE CLASSROOMS

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Abstract: This article examines effective teaching methods in English language classrooms. The main purpose of the article is to identify modern approaches that enhance students' communicative skills. The research is conducted through classroom observation, group and pair work activities, and the use of communicative language teaching (CLT) along with interactive, technology-based teaching methods. The results show that these approaches help to increase students' self-confidence, classroom participation, speaking skills, and motivation.

Keywords: teaching methods, communicative approach (CLT), student-centered learning, technology, motivation

Annotatsiya: Mazkur maqolada ingliz tili darslarida samarali o‘qitish usullari o‘rganiladi. Maqolaning asosiy maqsadi o‘quvchilarni muloqot ko‘nikmalarini oshiradigan zamonaviy yondashuvlarni aniqlash hisoblanadi. Bunda tadqiqot o‘quvchilarni dars vaqtida kuzatish, guruh bo‘lib yoki sherik bo‘lib ishlash va muloqotga doir til o‘qitish (CLT) va texnologiyaga oid vositalardan interactive o‘qitish usullaridan foydalanib olib boriladi. Natijalar shuni ko‘rsatadiki, ushbu metodlar o‘quvchilarni o‘ziga bo‘lgan ishonchini, darsdagi ishtiroki, gapirish ko‘nikmalari va motivatsiyasini oshirishga olib keladi.

Kalit so‘zlar: o‘qitish metodlari, kommunikative yondashuv (CLT), o‘quvchi markazida ta‘lim, texnologiya va motivatsiya

Аннотация: В данной статье рассматриваются эффективные методы обучения на уроках английского языка. Основной целью

исследования является выявление современных подходов, способствующих развитию коммуникативных навыков учащихся. Исследование проводится на основе наблюдения за учащимися во время урока, работы в группах и парах, а также с использованием коммуникативного метода обучения (CLT) и интерактивных технологий. Результаты показывают, что данные методы способствуют повышению уверенности учащихся в себе, их активности на уроке, развитию навыков говорения и мотивации.

Ключевые слова: методы обучения, коммуникативный подход (CLT), обучение, ориентированное на ученика, технологии, мотивация

Introduction: In modern education, teaching English effectively is a major challenge for teachers. Traditional teaching methods not only focus on grammar and memorization but also fail to improve students' communication skills. The aim of this study is to analyze teaching strategies in an effective way during English classes.

Communication Language Teaching (CLT) which was emerged in the 1970 has influenced language teaching practices around the globe. (Richards, 2006). In rapidly developing world, many of these strategies continue to be significant although new teachers may not be familiar with those methods. Traditional methods that include grammar, memorization are not enough to speak in English confidently. Therefore, it is the best way to use modern strategies and language teaching during lessons. This includes group work or pair work, discussions, role-playing and warm-up activities, and these activities help students to learn easily and to be active.

Furthermore, student-centered involvement in learning improves speaking skills, students' motivation and classroom engagement. This approach opens wide range of opportunities for teachers to identify individual learning students and adapt activities according to their abilities. Thus it is easy to create new environment for English language learners.

Methodologies: The study was conducted with eighteen intermediate-level EFL learners aged between 16 and 17 years at School N35. Prior to this approach, they have been taught by using traditional teaching methods through grammar and text books. Over a three-week period, lessons related to CLT principles were introduced to investigate the development of communication and attendance through interactive methods.

These lessons consisted of interactive activities such as debates, group discussions, role-play, problem-solving tasks. For instance, students discussed school-related problems like why they need uniforms

and reducing homework stress. Instead of describing these, not only they give solutions but also explain their ideas and communicate with each other. These communicative activities help them actively for thinking rather than repeating information.

All of them were collected through classroom observations and student feedback. During observations, all attention was given to students' participation and attendance, critical thinking such as explaining their own opinions, comparing ideas and giving exact solutions.

Results: The results revealed that students demonstrated the noticeable growth in their communication and speaking skills by participating during the lesson. During debates and discussions, students expressed their ideas and provided possible solutions. Compared to the previous lessons, adolescents became more active in discussions and classroom activities. This change shows that communicative and student-centred influence their language use and attendance.

In reflective journals, many students reported that role-playing and classroom debates allow them to speak naturally and confidently. They were able to share opinions, ask questions and give answers for other questions. According to Richard (2006), communicative approaches help students develop confidence by encouraging real-life interaction and meaningful communication. In addition, classroom observations also revealed that learners were less afraid of giving answers and making mistakes.

Furthermore, the use of interactive activities such as role-playing and technology had the positive impact on students' interests in English language learning. Platforms like Kahoot and Baamboozle, tools like discussions and role-plays made their lesson more engaging and enjoyable. As noted by Harmer (2007), the combination of interactive activities and technology can increase students' motivation and participation. Generally, results show that the use of modern teaching methods lead all of them to better learning language and new atmosphere.

Discussion: The findings demonstrate that interactive and student-centred approaches are more effective than traditional teaching methods. Students who participate in discussions, group work became more engaged in learning process. This supports the idea that focusing on communication rather than memorization gives an opportunity to improve their language skills more effectively. According to Richards (2006), communicative approaches provide with opportunities to practice language in real-life situations.

Additionally, the use of technology plays a significant role in increasing students' motivation and interest. Digital tools and discussions with groups made lesson dynamic and enjoyable. Harmer (2007) suggests that student-centered classrooms encourage learners to participate actively. In addition, integrating technology can support different learning styles and make lessons more accessible (Scrivener, 2011). Therefore combining communication methods with modern tools are the most effective way for both students' performance and participation.

Conclusion: This study shows that effective teaching in English classes requires a shift from requirements and methodologies. Traditional methods cannot fully satisfy today's learners. Methods such as Communicative Language Teaching (CLT), integrating learning and technology in the learning center, create meaningful and interactive language practice for students. These tools not only enhance the language but also develop students' confidence and real-life communication.

In addition, the use of these methods helps teachers to improve the learning environment more interesting and effective. Students become active participants in the learning process, which supports the development of different learning methods and develops independent thinking. Therefore, teachers should use innovative development strategies to determine and analyze the quality of English language teaching programs.

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THE EFFECTS OF BLENDED LEARNING IN TEACHING AND LEARNING ENGLISH

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Annotatsiya: Blended learning (BL) yoki aralash o‘qitish – bu an’anaviy sinfda o‘qitish bilan onlayn ta’lim faoliyatlarini uyg‘unlashtirish orqali talaba markazli ta’lim muhiti yaratish usulidir. Ushbu maqolada ingliz tilini o‘qitishda BL ning samaradorligi tahlil qilinadi, uning til ko‘nikmalari, motivatsiya va o‘quvchi qoniqishi kabi omillarga ta’siri muhokama qilinadi. Shuningdek, BLni muvaffaqiyatli joriy etish uchun yuzaga keladigan qiyinchiliklar va eng yaxshi