



THEORETICAL AND METHODOLOGICAL ASPECTS OF INNOVATIVE FORMS OF TEACHING ENGLISH LESSONS

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Abstract

This paper has been presented the experience of using innovative forms of teaching the English language in order to increase the effectiveness of training. According to author innovative forms of training contribute to the organization and activation of educational activities of students, increase the effectiveness of training, and create a favorable microclimate in English classes.

Key words: Innovation, Critical thinking technology, Interactive teaching methods, Technology elements, Multimedia, E-portfolio, "Kindle", Teaching and Foreign language.

1. Introduction

Innovation has become the defining characteristic of teaching a foreign language over the past twenty years. With the advent of sociocultural theories regarding teaching in general and learning a foreign language in particular, the field of applied linguistics is finding a new direction. Scientists believe that the integration of technologies in teaching a foreign language is inevitable, therefore, considerable attention is paid to the introduction of innovative technologies in the educational process. The problems of pedagogical innovation are constantly attracting the attention of modern researchers who have identified and substantiated the main methodological as well as theoretical provisions of innovative pedagogical activity. In our opinion, an analysis of innovative practices, not only of domestic, but also of foreign scientists, will help improve educational technologies and increase the effectiveness of the educational process.

2. Literature Review

Teachers of higher education in the new conditions offer new methods, including the use of innovative technologies in teaching students a foreign language (Rogers, 2003; Davison, 2005; Tuksinvarajarn and Todd, 2009; Innovation in English Language Teacher Education, 2014; Pantykina, 2018). Before considering innovative practices on the experience of foreign researchers, we will define "innovation". The English word "innovation" has the literal translation "introduction of innovations". That is, from the moment of adoption for implementation, an innovation (novation) acquires a different quality - it becomes an innovation (innovation).

The concept of "innovation" (innovation) stands for "introducing into various types of human activity new elements (types, methods) that increase the effectiveness of this activity" (Davison, 2005). Paul Gunashekar, a professor at the University of English and Foreign Languages (Hyderabad, India), points out that "innovation can cover a very wide range of areas, some of which include ways to systematically evaluate student knowledge, improve teacher training, and innovative classroom practices, including new technologies, additional instructions for students, methods to increase teachers' motivation, their effectiveness,

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mobilizing resources from third parties to improve the quality of education” (Tuksinvarajarn and Todd, 2009). So, we will consider examples of the application of innovative technologies for teaching foreign languages in world practice.

Today, the role of the teacher as a carrier of information and the organizer of educational activities is gradually transforming into the role of an intermediary between the classroom and the world of natural language acquisition. Innovative changes in the modern educational process are associated with the information and communication aspect, which is aimed at ensuring interaction in the process of general human activity.

In order to prove this point, we study the example cited by researcher Chris Davison from Hong Kong. The scientist proposes the project “Virtual Communications: the audience as a place for intercultural learning”, the purpose of which is to include in the real situation communication between students from different countries via e-mail. The described project by Chris Davison was quite successful, given the reasonably defined “virtual training triangle” of the two groups in Germany and the third from Canada. The success of this project can also be explained by the fact that at one angle the “virtual triangle” enters the authentic language environment. The advent of information and communication technologies has greatly expanded the range of opportunities for attracting native speakers to the learning process, and without leaving them an authentic language environment. As for the boundaries of the classroom, the researcher remarks: if you take into account the fact that if you wish it is easier to find native speakers who are in the natural language environment for interaction, then the students in the learning process can virtually go beyond the audience, university, local communities, but also countries or even continents. The conclusion is obvious: the audience is not limited to four walls, it begins where there is a student and his motivation, and does not end at all - neither in space nor in time (Rogers, 2003).

3. Theoretical and practical frames of innovative forms

Innovative forms of learning are characterized by a high communicative ability and the active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, and effectively develop communicative competence skills. This helps to adapt to modern social conditions, as society needs people who are quickly oriented in the modern world, independent and initiative, who achieve success in their activities. At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of personality. This is one of the main tasks of the modern educational process. Educational activities in a college require the use of specific technologies that provide a solution to this problem. These are innovative forms of training: role-playing game, project method, ICT, techniques of critical thinking technology, multidimensional didactic technology.

Technology that stimulates the interests of students and develops a desire to learn is associated with the implementation of various kinds of projects. Using this technology allows us to provide all possible forms of work in a group: individual, group, collective, which stimulate the independence and creativity of children.

The techniques of critical thinking technology in English lessons teach students how to organize their activities, the ability to think, competent and meaningful reading, the ability to collaborate, etc.

In the lesson, you can use both mini - projects designed for one lesson or part thereof, and large projects that require a long time to complete them. Projects can be individual and group. In the 1st year, the following design tasks were used:

- a) Section 1. “Description of people”, the children are offered topics of projects: for example, an oral description of the appearance of their classmates, their character, professions and their hobbies (for example, “I am about myself” (my name, the names of my parents, sisters,



brothers ; address; my age; birthday; my appearance; my interests).

- b) Section 2. "Description of the terrain". The guys make a postcard describing their hometown (name; geographical location; monuments; my favorite places).
- c) Section 7. "Cultural and national traditions, local history, customs and holidays of Great Britain." In a lesson on the topic "Traveling to London" a situation was suggested: students won a ticket to London, they want to learn more about the sights of the capital. Some of the children will live in an English family. They fly to London by plane. The type of project is mixed, because it contains signs of research, creative and role-playing projects. Work on the project was carried out in several stages. In the first lesson, the children were offered a situation and organized a discussion of the main content of the future project. As a result of the discussion, problems were selected, areas of work were identified, a project plan was drawn up. Working materials were prepared for the project: a map of London, photographs and a 'slide presentation' of London sights, a draft of the London Sights guide, mock-ups of shop windows and cafes, and the necessary props were prepared. At the initial stage of the lesson, a repetition and cliché of etiquette character was organized ("At the store", "At the cafe", "Asking the road", etc.).

After fixing the speech material, each group presented its message. The children of group No. 1 staged a landing on an airplane. The stewardess landed, welcoming passengers, asked them to present a ticket, go to the cabin, served them during the flight. The guys who received the role of passengers asked to drink water, juice, tea, listen to music, ordered dinner. The children of group No. 2, upon arrival at the hotel, were sent to an English family for further residence. This group held a role-playing game "Visiting the Smith family" using speech clichés of etiquette character, dialogue - interrogation,

monologic statements. Members of group 3 went to the store, and group 4 went for dinner in the cafe. All participants in these stages of the lesson approached the task very responsibly, especially "weak" students.

In the evening, most of the participants went to see the sights of London. Using speech clichés, united in the group "Asking the Way", they asked the local resident how to get to a given point of interest. Listening to the explanations of the local resident, we drew our way on the map, walked along the layout of the map of central London to the desired object. Confirmation of the correctness of the assignment was the appearance on the interactive whiteboard slide with the image of the desired attraction. All stages of the lesson were accompanied by a presentation at Power Point, prepared jointly by students and a teacher. The main objectives of these classes are practical, simulated by the teacher tasks that enhance listening and speaking skills. At the end of the lesson, the results were summarized:

- a) What did students learn linguistically? (They know how to buy something in a store, make an order in a cafe, ask for directions).
- b) How has their communication activity changed? (They may, interacting with each other, collectively politely give thanks, ask, offer, refuse, etc.).
- c) What is the contribution of the project to the overall development of the student? (He can play a role, speak expressively and emotionally) (Tuksinvarajarn and Todd, 2009).
- d) What universal actions did the guys master? (They can independently search for the necessary information).

In an effort to improve the process of teaching foreign languages, I conduct classes using a PC. A variety of multimedia game contributes to the expansion of vocabulary, introduce the grammar of the English language, learn to understand speech by ear, write correctly. Computer programs combine color graphics, videos, music. I use programs such as "Euro Talk", "Learn to Speak English". The fragmented use of these programs can increase



the motivation and interest of children in the subject. I use when studying topics: “Numerals”, “Shops and purchases”, etc. These programs also provide for the control of knowledge on each topic. The guys are happy to work at the computer. Almost on every topic, projects with presentations at Power Point are being implemented. I also apply the technology of didactic multidimensional tools (DMI), the author of which is Steinberg Valery Emmanuilovich, Doctor of Pedagogical Sciences. The working tools of this technology are logical-semantic models. The children really like to independently acquire knowledge on the topic of the lesson. Models are multifunctional, because I use them at various stages of training: at the initial acquaintance with new material, at its consolidation, at generalization and systematization of knowledge, their correction and control (Borzova, 2000).

Attention should be paid to the practice of using electronic portfolios instead of paper ones when studying foreign languages, proposed by Ananya Tuxin - Varajarn and Richard Watson Todd. Scientists argue that the advantage of electronic portfolios is obvious - ease of access: you just need to enable multimedia projects and provide effective feedback to students. The functions of this innovative technology are as follows:

- Student’s direct contact with the teacher through a convenient web page, which outlines a practical training plan to achieve certain goals within a set time.
- Attracting students to the decision-making of the tasks makes learning relevant.
- The user’s personal page resembles sites of social networks such as MySpace and Facebook, which makes it possible to feel comfortable and does not complicate the learning process.
- The mechanism provides students with external links for learning new vocabulary, grammar.
- A link on the site lists the best student profiles that motivate other participants and enable them to learn from a vivid example (Pantykina, 2018).

So, the electronic portfolio allows the student to professionally approach the assessment of their own achievements, build their personal and creative success criterion.

Also interesting is the technology of indirect language teaching through the "Kindle" device in India, which is presented by the associate professor of the English language department of the Islamic University Aligarh Rashid Nehal. The researcher notes that the search and study of the corresponding discrete technological processes in the classroom continue to have an impact on the development of pedagogy, while teachers and students do not have enough opportunities to reflect their experience in a language school. His research is based on a pilot project funded by the Regional Office of English Language Programs (ROPAL) and the American Center in New Delhi (Okoneshnikova Yu, 2017).

According to the use project, the Kindle device refers to the development of strategies for integrating pre-loaded content, continuous evaluation and troubleshooting. The starting point of this work is to see how technology is used to motivate language learning when opportunities are created not in a formal environment, but in a regular English lesson.

A typical scenario, which occurs in the form of a presentation of a language activity, uses preloaded texts and tasks in the Kindle device. Students are engaged in this technology under the guidance of a teacher who uses an interactive method in the form of questions and answers, or instructions "How to act in the Kindle device to develop listening, reading and accumulating vocabulary skills."

The evidence suggests that students made extensive use of an electronic textbook with pre-loaded materials, sometimes relying on both their native language and English. Students recognized the value of accessing information in English through the Kindle device, and teachers, in turn, made significant use of this program. When learning a language, the process of using video materials was covered, which improved perception efficiency.



In the study, the author concludes that we must go beyond the traditional teaching methods to improve understanding of a foreign language using and applying a new technology in language pedagogy - the Kindle device, which offers great opportunities for teachers to solve mistakes and solve many educational problems (Borzova, 2000).

The American theoretician Everett Rogers, with his theory of innovative change, indicates that in any innovation there are participants who fall into one of the following five categories:

- 1) Who gives birth to innovative ideas?
- 2) Who immediately picks up innovative ideas?
- 3) Who belongs to the majority and quickly perceives innovative ideas?
- 4) Who belongs to the majority and slowly perceives innovative ideas?

Who lags behind the process of innovation?

4. Conclusions

Thus, we should be among those who give rise to innovative ideas, because domestic higher education teachers are increasingly offering new methods, including the use of innovative technologies in teaching a foreign language due to the changing global situation in education. Therefore, based on the experience of foreign researchers, we need to develop textbooks on an innovative program for teaching a foreign language, and then there will be a motivation for professional practice in classes of a foreign language: teachers can not only understand, but also manage the changes that are taking place for effective study and training.

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