

# ENGLISH TEACHING METHODOLOGY BASED ON AN INNOVATIVE APPROACH TO STUDENTS

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## Abstract

This article examines innovative approaches to teaching English aimed at developing learners' creative abilities. The study analyzes the role of communicative, interactive, and digital technologies in the educational process. Special attention is paid to the effectiveness of problem-based learning, project-based methods, and collaborative learning technologies in fostering creative thinking. The research findings contribute to improving English language teaching methodology and enhancing learners' creative competencies.

**Keywords:** Innovative approach, English language teaching, creative abilities, creative thinking, interactive methods, digital technologies.

## Introduction

### Annotatsiya:

Ushbu maqolada ingliz tilini o'qitishda innovatsion yondashuvlar asosida talabalarning ijodiy qobiliyatlarini rivojlantirish masalalari yoritilgan. Tadqiqotda kommunikativ, interaktiv va raqamli texnologiyalarga asoslangan metodlarning ta'lim jarayonidagi o'rni tahlil qilinadi. Shuningdek, kreativ fikrlashni shakllantirishda muammoli ta'lim, loyiha metodi va hamkorlikda o'qitish texnologiyalarining samaradorligi ochib beriladi. Tadqiqot natijalari ingliz tilini o'qitish jarayonida ijodiy kompetensiyalarni rivojlantirishga xizmat qiladi.

**Kalit so'zlar:** innovatsion yondashuv, ingliz tilini o'qitish, ijodiy qobiliyat, kreativ fikrlash, interaktiv metodlar, raqamli texnologiyalar

### Аннотация:

В статье рассматриваются инновационные подходы к обучению английскому языку как средство развития творческих способностей обучающихся. Анализируется роль коммуникативных, интерактивных и цифровых технологий в образовательном процессе. Особое внимание уделяется эффективности проблемного обучения, проектного метода и технологий совместного обучения в формировании креативного мышления. Результаты исследования способствуют совершенствованию методики обучения английскому языку и развитию творческих компетенций учащихся.



**Ключевые слова:** инновационный подход, обучение английскому языку, творческие способности, креативное мышление, интерактивные методы, цифровые технологии

The form, methods and means of teaching English based on an innovative approach, the technology of teaching English based on an innovative approach, the possibilities of teaching English based on an innovative approach in educational conditions are discussed.

The problem of training creatively thinking specialists is solved by introducing an innovative approach in the educational process. In the curricula used in practice in teaching a foreign language in higher educational institutions, it is usually assumed that students will develop four skills, namely, reading, writing, listening comprehension and speaking in English.

At the higher stage of professional training of future specialists, interdisciplinary integration and coordination are ensured at the substantive and operational levels. In the research work, the operational level was considered as a technology of teaching a foreign language based on an innovative approach. Its modernization is carried out in the following areas: modernization of the system of methods and a system of exercises for the formation of innovative thinking in students in teaching a foreign language.

In the research work, the system of methods and exercises for the formation of innovative thinking was characterized by the following features: the introduction of types of exercises with specific characteristics; coordination of methods and exercises and their hierarchical relationship to each other; typology of exercises, ensuring the solution of any communicative or conditional communicative problem, that is, the repetition of the same type of exercises at different stages of the formation of innovative thinking; taking into account the interaction of types of speech activity and the characteristics of the native language in the learning process; gradual increase in difficulty in innovative thinking[1].

The introduction of an innovative approach in the process of teaching English is carried out in three stages.

At the first stage of the introduction of an innovative approach in the process of teaching English, the essence and significance of the concepts of “innovation”, “creativity”, “innovative approach” in pedagogy were explained to students. At the second stage, students developed creativity, creativity, and innovative approach skills. At the third stage, students were taught the practical use of methods for developing innovative thinking.

There are two types of adaptation of English texts to students' innovative thinking, which are conventionally called print and didactic methods. Print methods: a) methods that show how the text itself is organized, in particular: using comments, subheadings, explanations after the text, plans-schemes, lists; b) paralinguistic (typographic, photographs, illustrations, tables, formulas, diagrams); c) intertextual (special topics, terms, concepts, facilitating the understanding of texts). Didactic methods were aimed at developing a methodological apparatus (tasks and exercises) for mastering the selected material: a) establishing the logic of applying a professional topic (exposition and sequential presentation techniques); b) overcoming difficulties of a lexical-terminological and thematic nature (identification and differentiation of language and speech means); c) restoring the “information gap” (induced information gap), developing critical thinking (critical thinking); grouping language and speech means according



to certain indicators (grouping), classifying language concepts (classification); identifying similarities and differences (comparison and contrast)[4].

The above-mentioned teaching methods were implemented in the process of implementing a set of exercises for students, that is, a system of exercises aimed at developing students' innovative thinking. Several groups of exercises were used in the stages of developing students' innovative thinking.

The first group of exercises included the following: exercises on the identification and differentiation of terminological units and grammatical models, the ratio of language units, the acquisition of language-related educational materials, the formation of receptive and productive lexical-grammatical skills, and the acquisition of the content of terminological concepts.

The second group included exercises on the analysis of texts of a communicative nature, the acquisition of professional knowledge, the formation of linguistic (language and speech), sociocultural, sociolinguistic, communicative competencies, which allowed students to activate their professional knowledge in special disciplines.

The second stage included exercises on the selection of conditional-communicative, private-communicative answers based on their content and meaning, filling in the gaps in the text or sentence, logical regrouping, question-answer and problem situations.

The third stage (independent work) is devoted to obtaining and assimilating additional professionally important information in the process of reading texts from other sources (newspaper and magazine articles and professional materials from the Internet). At this stage, pre-reading (development of language assumptions, understanding of connectives of the text and the formation of skills to predict the content of the text); text-based tasks (activating professional knowledge acquired while reading previous special texts and studying special subjects); post-text exercises (filling the table with specific information from the text, transmitting the information received; controlling understanding of the main content and functions of the text, developing the ability to express opinions about the read text, creative understanding of professional knowledge, generalization and drawing conclusions) were used[3].

In order to introduce the model of teaching English based on an innovative approach into the educational process in higher educational institutions, based on pedagogical observations and existing experience, the methodology of teaching English to students was scientifically and methodologically substantiated, the mechanisms for its implementation were improved, scientific methodological proposals and recommendations were developed, and criteria for determining its effectiveness were selected.

The following were identified as the main rules for introducing the model: organizing and conducting English language teaching based on the introduction of an organizational-innovative approach; educational - developing professional and communicative competence of future specialists in English; socio-pedagogical - training competitive modern personnel with innovative thinking.

In introducing the model of teaching English based on an innovative approach into the educational process, lectures, seminars, video conferences were mainly used, as well as work in small groups, a circle of young translators, and independent learning forms.



In the research process, in addition to pedagogical observation, comparative analysis, analytical review, comparison of evidence, questionnaires, questions and answers, interviews, pedagogical experiments, mathematical and statistical processing and analysis, modern methods such as design, design thinking, SCAMRER, aimed at teaching students innovative thinking were used. Dictionaries, electronic textbooks, teaching method complexes, a system of exercises and tasks aimed at innovative thinking, a complex of computer technologies, multimedia tools and printed publications were used as teaching tools.

The project method was widely used to form innovative ideas while working in a group. Today, design thinking technology is entering project activities. Design thinking is a method of developing decisions and innovations aimed at solving potential problems.

The “SCAMRER” method is a scheme of posing certain questions that stimulate the emergence of new ideas, in other words, it is an abbreviation consisting of the initial letters of words describing the creative style, independent work on the features of the problem being studied (Substitute - replace, Combine - combine, Adapt - adapt, Modify/Magnify - modify, Put to Other Uses - recommend a different use or use in other areas, benefit, expand, make more convenient, Eliminate - eliminate or change to a minimum, reduce, clean, Rearrange/Reverse - change the order, use differently, process.

In addition, in the implementation of the model, free and open source software (Hemis, Moodle, E-learning) and programs such as Zoom, Meet, Khoot, Bandikam, Google Classroom served as the main factor in increasing the effectiveness of education.

As a result of the provision of forms, methods and means of this activity and the study of English based on an innovative approach, professional and communicative competencies in a foreign language were formed in students.

These approaches are also gaining importance in the process of teaching a foreign language. Due to the importance of their use in the process of distance learning of a foreign language, heuristic methods are considered the most significant as an effective method of interaction between participants in distance education. These methods consist of a set of various ways and methods used by the teacher to teach not only simple, but also complex problems to solve creatively, non-standardly. Heuristic methods expand the scope of students' creative thinking without allowing them to use specific rules that directly lead to the solution of the problem. The heuristic method is a teaching system that uses developmental questions to develop ingenuity, activity, and is a learning-research learning process that develops optimized thinking in the learner. The group of heuristic methods includes discussions, interviews, role-playing and business games, situation analysis, etc.

Let's consider some of the heuristic methods: Debate or "Tandem" (Latin discussion - research, consideration, analysis) is an open conversation with the participation of people, the purpose of which is to identify and compare different points of view, search for and determine the correct opinion, obtain and accept information, and find the right solution to the problem. The debate is the most effective way for the student to demonstrate his worldview, knowledge and skills, and come to an idea or conclusion. To prepare for the topic of the interview, it is advisable to provide the content of the question in advance and provide the participant with an opportunity to prepare.



The “debate” method is a teaching method that is conducted in the form of a discussion and exchange of ideas with students on a topic. This method is used when any topics and problems are discussed based on existing knowledge and experience. The task of leading the discussion can be assigned to one of the students or the teacher himself [2].

When conducting a discussion in a free manner in distance learning via the Zoom program in foreign language teaching, it is necessary to try to involve the student in the discussion. When conducting the “debate” method remotely, the following rules should be followed:

- creating an opportunity in advance for all students to participate;
- a culture of listening to ideas and listening to each other;
- non-repetition of the ideas expressed;
- intergroup and mutual respect.

The stages of the “debate” method are as follows:

1. The teacher develops a topic for discussion and formulates questions related to it.
2. The teacher asks students questions on the problem and divides them into two or three groups in the classroom.
3. The teacher records the answers to the given question, that is, different ideas and opinions, or appoints one of the students as an expert to perform this task. At this stage, the teacher creates conditions for students to freely express their opinions and sets a time limit.
4. The teacher summarizes and analyzes the expressed ideas and opinions together with the students.

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