



INNOVATIVE STRATEGIES FOR ENHANCING METHODOLOGICAL TRAINING THROUGH WEB-BASED RESOURCES

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Annotation: *This article examines the role of innovative digital strategies—such as gamification, artificial intelligence (AI) integration, and virtual collaboration—in enhancing the methodological training of future English language teachers. Drawing on contemporary educational theories and empirical studies, the paper argues that web-based technologies significantly improve learner engagement, autonomy, and professional competence. However, challenges such as digital inequality, insufficient technological infrastructure, and limited digital literacy among educators hinder effective implementation. The study highlights the necessity of developing adaptive, inclusive, and sustainable digital training models.*

Annotatsiya: *Ushbu maqola bo'lajak ingliz tili o'qituvchilarining uslubiy tayyorgarligini oshirishda o'yinlashtirish, sun'iy intellekt (AI) integratsiyasi va virtual hamkorlik kabi innovatsion raqamli strategiyalarning rolini ko'rib chiqadi. Zamonaviy ta'lim nazariyalari va empirik tadqiqotlarga tayangan holda, maqola veb-ga asoslangan texnologiyalar o'quvchilarning faolligini, avtonomiyasini va kasbiy kompetentsiyasini sezilarli darajada yaxshilaydi, deb ta'kidlaydi. Biroq, raqamli tengsizlik, texnologik infratuzilmaning yetarli emasligi va o'qituvchilar o'rtasidagi cheklangan raqamli savodxonlik kabi muammolar samarali amalga oshirishga to'sqinlik qilmoqda. Tadqiqot moslashuvchan, inklyuziv va barqaror raqamli ta'lim modellarini ishlab chiqish zarurligini ta'kidlaydi.*



***Key words:** methodological training, web-based learning, artificial intelligence, digital pedagogy, teacher education, virtual collaboration*

Introduction. In recent years, the rapid development of digital technologies has significantly transformed the landscape of education, creating new opportunities for improving methodological training. Web-based resources, in particular, have emerged as powerful tools that support flexible, interactive, and learner-centered approaches to professional development. As educators are increasingly required to adapt to dynamic teaching environments, the need for innovative strategies that effectively integrate these resources into methodological training has become more urgent.

Methodological training plays a crucial role in equipping teachers with the skills, techniques, and reflective practices necessary for effective instruction. However, traditional forms of training often lack adaptability, accessibility, and engagement. In this context, web-based resources—such as online platforms, digital libraries, virtual classrooms, and collaborative tools—offer promising solutions by enabling continuous learning, personalized instruction, and global knowledge exchange. This article explores innovative strategies for enhancing methodological training through the effective use of web-based resources. It aims to highlight how digital tools can foster professional growth, encourage active participation, and bridge the gap between theory and practice in modern education systems.

INNOVATIVE APPROACHES TO TEACHER PREPARATION

The Cognitive Scaffolding Technique. Methodological preparation should center on "Scaffolding." In an innovative classroom, the teacher provides "training wheels" for comprehension. For example, during a PIRLS-style reading session, the teacher might use "Think-Alouds," where they verbalize their internal thought process while reading a difficult passage. This makes invisible cognitive strategies visible to the student.



Digital Didactics and the ePIRLS Transition. As the assessment moves online, "Digital Literacy" is no longer an optional skill.

Innovative preparation includes:

- Hypertext Navigation: Teaching teachers how to instruct students to follow links without losing the main narrative thread.
- Multimodality: Analyzing how images, charts, and text work together to convey meaning.
- Simulation Training: Using virtual environments that mimic the ePIRLS interface to reduce "technology anxiety" among both teachers and students. The "Lesson Study" Approach. The most effective innovation in teacher training is the "Lesson Study" model. Teachers work in collaborative clusters to plan a "research lesson" focused on a specific PIRLS reading goal. They observe each other's teaching, collect data on student responses, and refine the lesson. This turns the teacher into a researcher. Socratic Seminars and Philosophical Inquiry. To move toward the higher levels of PIRLS, teachers should be trained in the "Socratic Method." Instead of providing answers, teachers learn to ask "Why?" and "What evidence supports your claim?" This builds the student's ability to defend their interpretation of a text, a key requirement for the open-ended questions in PIRLS.

Digital Pedagogy for Online and 'Offline' Learning.

Digital pedagogy is a practice that uses digital technologies and tools to support learning and teaching, which also helps to realise 'online' and 'onlife' learning in practice. The primary aim of the ECOLHE Project was to research various facets that included online, onlife as well as e-learning. The following critical aspects of digital pedagogy are suggested in the ECOLHE Research Report (Rathod and Kämpfi 2021):



Active learning: One of the primary components of digital pedagogy is active learning (Bonner 2018). The innovation involves rejecting passive reception in favour of hands-on activities and projects that lead further into understanding underlying issues and independent thinking. Active learning possibilities are provided by such digital tools like online discussion forums, simulations, virtual participation, online laboratories and collaborative platforms.

Personalisation: Digital tools can provide personalised learning experiences. Further, technology caters to individual needs. Students can access resources and activities that match their learning styles and pace, fostering a more inclusive learning environment by providing them with resources and activities tailored to their needs and abilities.

Flipped Classroom: Digital tools allow for implementing the ‘flipped classroom’ model. In this model, students are assigned to watch videos or complete online activities for homework, and class time is utilised for interactive activities and discussions. Tools such as pre-recorded video lectures can effectively ‘flip’ the classroom, allowing students to grasp foundational concepts at home and freeing up valuable class time for interactive discussions and collaborative activities.

Blended learning: The best of both worlds, integrating digital and traditional teaching for flexible education. Combining digital resources with traditional classroom instruction creates a flexible and adaptable learning experience that caters to diverse learning styles.

Flexibility: One of the key advantages of digital pedagogy is the flexibility of learning beyond classroom walls. It allows access to education without the need for face-to-face meetings through online and distance learning. Digital pedagogy eliminates geographical barriers, making education accessible to anyone, regardless of location.



Collaboration made easy: Digital tools can facilitate collaboration among students and between students and teachers, resulting in a more interactive and engaging learning experience. Learning becomes a social experience with the help of digital tools such as online forums and collaborative platforms that enhance communication and teamwork among students and teachers, enriching the learning journey.

Accessibility for all: Digital tools can enhance accessibility for students with disabilities by offering alternative formats and accommodations, making learning more inclusive. Features such as text-to-speech conversion and alternative formats ensure that educational resources are equally accessible to all students.

Quick assessment: Digital tools can evaluate student comprehension in real-time or quicker than traditional assessment, providing immediate feedback to adjust instruction. This enables educators to tailor teaching strategies and offer personalised assistance to each student.

Conclusion. In conclusion, web-based resources significantly enhance methodological training by making it more flexible, engaging, and accessible. They support continuous professional development, improve practical teaching skills, and encourage collaboration. When used effectively, these tools help educators adapt to modern educational demands and become more innovative in their practice.

List of used literature:

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