

## TIL O'QITISHDA INNOVATSION USULLAR

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**Annotatsiya.** Ushbu maqolada tilni o'qitishda qo'llanilayotgan innovatsion metodlar va ularning ta'lim jarayonidagi o'rni tahlil qilingan. Xususan, o'quvchilar faolligini oshirish, muloqotga yo'naltirilgan yondashuvlar, vazifaga asoslangan ta'lim hamda raqamli va interaktiv vositalardan foydalanish masalalari yoritilgan. Shuningdek, gamifikatsiya, raqamli platformalar va mustaqil o'rganishga yo'naltirilgan metodlarning til ko'nikmalarini rivojlantirishdagi ahamiyati ko'rsatib berilgan. Maqolada innovatsion yondashuvlarni amaliyotga samarali tatbiq etishda o'qituvchining kasbiy tayyorgarligi va metodik salohiyatining muhimligi ta'kidlangan.

**Tayanch so'zlar:** innovatsion ta'lim, til o'qitish, gamifikatsiya, vazifaga asoslangan ta'lim, kommunikativ kompetensiya, raqamli vositalar, interaktiv ta'lim, o'quvchi mustaqilligi.

## МЕТОДЫ ИННОВАЦИОННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

**Аннотация.** В статье анализируются инновационные методы обучения иностранному языку и их роль в современном образовательном процессе. Особое внимание уделяется повышению активности учащихся, коммуникативно-ориентированным подходам, обучению на основе заданий, а также использованию цифровых и интерактивных средств. Освещается значение геймификации, цифровых платформ и методов, направленных на развитие самостоятельного обучения учащихся в формировании языковых навыков. Подчеркивается важность профессиональной подготовки и методической готовности преподавателя при внедрении инновационных подходов в практику преподавания.

**Ключевые слова:** инновационное обучение, преподавание языка, геймификация, обучение на основе заданий, коммуникативная компетенция, цифровые инструменты, интерактивное обучение, автономия учащихся.

## INNOVATIVE METHODS IN LANGUAGE TEACHING

**Annotation.** This article analyzes innovative methods used in language teaching and their role in the modern educational process. Particular attention is paid to increasing learner engagement, communication-oriented approaches, task-based learning, and the use of digital and interactive tools. The paper highlights the importance of gamification, digital platforms, and learner-centered methods in developing language skills. It also emphasizes the significance of teacher professional readiness and methodological competence in the effective implementation of innovative approaches in language education.

**Keywords:** innovative teaching, language teaching, gamification, task-based learning, communicative competence, digital tools, interactive learning, learner autonomy.

### 1. Introduction

In recent years, the role of innovation has become increasingly important in language education. Today's learners grow up in a fast-moving digital world, where engagement, creativity, and interaction matter as much as linguistic accuracy. Traditional methods often focus heavily on memorization and grammar drills, which can make language learning feel passive and disconnected from real communication. Yet, mastering a language—especially in EFL contexts—requires learners to practice speaking, collaborate, and apply language in meaningful situations. Many teachers and students face challenges related to maintaining motivation, creating authentic communication, and integrating language skills in a balanced way. For this reason, innovative methods such as gamification, task-based learning, and technology-based instruction are becoming popular in TESOL and EFL classrooms. This article aims to explore the key issues surrounding innovative language teaching, examine effective classroom-based approaches, and discuss their outcomes and potential barriers in practice.

### 2. Main Body

#### 2.1. Key Issues and Concepts

One major point is that innovation in language teaching should serve pedagogy—not replace it. Dudeney and Hockly (2012) state that digital and interactive methods are effective only when tied to clear learning objectives, not entertainment alone. In many EFL classrooms, teachers introduce new tools but struggle to align them with language progression, which leads to enthusiasm without measurable improvement.

For example, a classroom teacher reported using online quizzes to engage learners, noting increased excitement but minimal retention when tasks were not

contextualized. According to Thornbury (2006), vocabulary and speaking activities must be recycled in communicative contexts for long-term acquisition. Thus, the issue is not lack of tools, but lack of structured integration. This links to another challenge—teacher readiness. Many instructors are skilled educators but not trained in designing learner-centered digital experiences, resulting in cognitive overload or poorly paced lessons. In Uzbekistan, public schools have begun adopting digital boards and language apps, yet some students still lack personal devices or stable internet. This creates an equity issue: when innovation depends on technology, some learners participate less, not due to ability, but access. Therefore, innovative teaching must also consider infrastructure and adaptability.

## **2.2. Approaches and Solutions**

A powerful solution is blended innovative instruction, where new methods support, rather than dominate, lesson structure. One point is that task-based learning (TBLT) encourages real communication. Ellis (2003) explains that TBLT improves fluency because learners focus on meaning while completing real tasks. In practice, teachers can use role-play scenarios like planning a trip, creating advertisements, or problem-solving missions. Evidence shows students speak more when tasks are purposeful, especially when outcomes are shared publicly, such as presentations or posters. Another approach is gamification without gamifying everything. The point is that badges, points, storytelling, and missions can motivate learners. A practical example is turning vocabulary units into “quests,” where students unlock levels by correctly using words in dialogues, not just selecting answers on a screen. Explanation: this works because learners associate new language with emotional experience and achievement, strengthening memory through dopamine-based reinforcement. However, not all approaches work equally. For instance, using games that reward speed rather than accuracy often leads to errors fossilizing. Research from Nation (2013) indicates that vocabulary practice must balance meaning, use, and form. Therefore, what works best are games requiring correct language output—sentence creation, peer challenges, or communicative point scoring. Teachers also benefit from micro-innovation: adding small changes like peer feedback stations, rotating speaking circles, or using collaborative mobile apps for homework reflection. These strategies are low-tech alternatives when personal devices are limited and ensure participation for all students.

## **2.3. Impact and Outcomes**

Innovative methods have a clear impact on learners and teachers. The point is that students become more confident speakers. Classroom reflections show shy learners begin participating when lessons involve movement, storytelling, or digital collaboration rather than direct teacher interrogation. Evidence also shows improved retention when language is practiced socially. Another outcome is that teachers become

facilitators rather than information transmitters. Explanation: this shift encourages learner autonomy—students ask questions more naturally, correct peers, and apply language independently. Link: ultimately, innovation makes language learning active, reflective, and personalized, which is essential for EFL growth in the 21st century.

### **3. Conclusion**

To conclude, this review has highlighted that innovative methods can transform EFL classrooms by increasing motivation, communication, retention, and learner autonomy. It is clear that innovation plays a significant role in making language learning meaningful and student-centered, especially when applied with clear objectives and reflective assessment. However, innovation is most effective when blended with structured teaching and supported by teacher training. In future teaching practices, it would be useful for institutions to focus on both technological access and methodological guidance. Teachers should start with small, manageable innovations that require authentic language output, ensuring that engagement leads to measurable progress. With thoughtful implementation, innovation can become a sustainable force for improving language education.

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