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INNOVATIVE APPROACHES TO TEACHING ENGLISH IN HIGHER EDUCATION: A METHODOLOGICAL STUDY

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Abstract: This article examines innovative approaches to teaching English in higher education institutions. The study focuses on the implementation of communicative language teaching, task-based learning, and the integration of digital technologies into the educational process. The main objective is to identify effective methods that enhance students' communicative competence and motivation. The research is based on qualitative methods, including classroom observation and analysis of teaching practices. The results demonstrate that learner-centered approaches and interactive techniques significantly improve students' language skills, particularly in speaking and listening. The study concludes that the combination of traditional and modern methodologies contributes to more effective and flexible language learning.

Key words: English language teaching, communicative competence, teaching methodology, higher education, digital technologies, task-based learning, learner-centered approach.

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida ingliz tilini o'qitishning innovatsion yondashuvlari ko'rib chiqiladi. Unda zamonaviy pedagogik metodologiyalar, kommunikativ kompetensiyani shakllantirish hamda ta'lim jara-yoniga raqamli texnologiyalarni integratsiya qilish masalalariga alohida e'tibor qaratilgan. Kommunikativ o'qitish, vazifaga asoslangan o'qitish va shaxsga yo'naltirilgan yondashuv kabi metodlar tahlil qilinadi. O'qituvchining fasilitator sifatidagi roli va talabalarning faol ishtiroki muhimligi ta'kidlanadi. Tadqiqot natijalari an'anaviy va zamonaviy metodlarni uyg'unlashtirish ta'lim samaradorligini oshirishini ko'rsatadi.

Kalit so'zlar: ingliz tilini o'qitish, o'qitish metodikasi, kommunikativ kompetensiya, raqamli texnologiyalar, oliy ta'lim, shaxsga yo'naltirilgan yondashuv.

Аннотация: В данной статье рассматриваются инновационные подходы к преподаванию английского языка в высших учебных заведениях. Особое внимание уделяется современным педагогическим методологиям, формированию коммуникативной компетенции и интеграции цифровых технологий в образовательный процесс. Анализируются такие подходы, как коммуникативное обучение, обучение на основе задач и личностно-ориентированное обучение. Подчеркивается роль преподавателя как фасилитатора и важность активного вовлечения студентов в процесс обучения. Результаты исследования показывают, что сочетание традиционных и современных методов способствует повышению эффективности обучения и развитию языковых навыков студентов.

Ключевые слова: преподавание английского языка, методика обучения, коммуникативная компетенция, цифровые технологии, высшее образование, личностно-ориентированный подход.

INTRODUCTION

In recent decades, the role of English as a global language has increased significantly. Higher education institutions are expected to prepare students for effective communication in academic and professional contexts. However, traditional teaching methods often fail to develop communicative competence. Modern pedagogy emphasizes the importance of interactive, student-centered approaches. Therefore, it is essential to explore innovative methodologies that meet the needs of contemporary learners.

LITERATURE REVIEW

The concept of communicative competence was introduced by Hymes (1972), who emphasized the importance of using language in context. Richards and Rodgers (2001) describe communicative language teaching as an approach focused on meaningful interaction. Task-Based Language Teaching (Willis, 1996) highlights the role of tasks in language acquisition. According to Vygotsky (1978), social interaction plays a crucial role in

cognitive development, which supports collaborative learning approaches. Harmer (2007) also emphasizes the importance of motivation and engagement in language learning.

RESEARCH METHODOLOGY

This study uses a qualitative research approach. The data were collected through: classroom observations; analysis of teaching materials; student feedback. Participants included university students studying English as a foreign language. The research focused on evaluating the effectiveness of communicative and task-based methods in real classroom settings.

ANALYSIS AND RESULTS

The findings show that: students were more engaged during interactive activities; communicative tasks improved speaking skills; digital tools increased motivation; learner-centered approaches enhanced participation. Students demonstrated better fluency and confidence in using English. Analysis and results. The results confirm that modern teaching approaches are more effective than traditional methods. Communicative and task-based strategies create real-life learning situations. Digital technologies also play a significant role in enhancing learning outcomes. However, teachers must be trained to use these tools effectively. Challenges such as large class sizes and mixed ability levels remain, but flexible methodologies can address these issues.

CONCLUSION

Innovative approaches to teaching English are essential in higher education. The integration of communicative methods, task-based learning, and digital technologies significantly improves students' language skills. Future research should focus on developing more adaptive and personalized learning strategies.

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