

INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES

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Abstract

This article is devoted to reveal innovative approaches to English language teaching. In the following paragraphs, all main characteristics of approaches have been analyzed from methodological point of view.

Keywords: innovative approaches, methodology, methods, audio-lingual approach, communicative language teaching, immersion.

The fields of science and technology are experiencing exponential growth in the modern world. Every area of progress is advancing. Particularly, there have been huge advancements and major breakthroughs in science. One of the key components of modern education is the use of creative teaching methods to impart each topic to pupils. The emphasis on teaching and studying foreign languages in our nation particularly grew with the implementation of the Decree of the First President of the Republic of Uzbekistan Islam Abduganievich PD 1875 of December 13, 2012. In our nation, a new phase in the teaching of foreign languages has begun. The teaching of foreign languages must make use of cutting-edge pedagogical tools, interactive media, and creative communicative materials. According to the European Framework Recommendations (CEFR), new teaching strategies and standards for foreign languages have been created in our nation. It has written textbooks for secondary school and technical college students. The classrooms are furnished with stands and modern information and communication technologies in compliance with these specifications. Foreign language instruction is becoming more and more necessary. Each of the four components of a foreign language—reading, reading, hearing, and understanding—is broken down into its own set of insights and abilities.

Additionally, as the foundation of an effective methodological model for teaching languages in many social and cultural situations, the development of contemporary foreign language acquisition is closely related to the notion of intercultural communication. Beyond the multicultural paradigm, teaching foreign languages cannot produce excellent educational results. We should consider managing intercultural communication and information environments, particularly when teaching foreign languages to international students.



It should be mentioned that the goals and substance of learning a foreign language rely on the demands of contemporary society, the global labor market, and the individual needs of each learner. The current notion of goal-setting in the context of education is expressed in specific papers, conceptions, and educational standards, which should be taken into consideration when teaching foreign languages. It is feasible to get the conclusion that there is a trend towards its practical focus from analysis of modern educational requirements for higher education. This methodological approach establishes the introduction of the fruitful learning in the area of teaching foreign languages while ensuring high standards of education.

The direct technique of teaching, also known as the natural approach, avoids utilizing the students' native tongue in favor of the target language. It is frequently (though not always) utilized while teaching foreign languages. It was developed in England about 1900 and stands in opposition to the grammar-translation method, other conventional techniques, and C.J. Dodson's bilingual approach. In the 1970s and 2012, it was adopted by many of the language programs of the Foreign Service Institute of the U.S. State Department. Notable international language schools at the time were Berlitz and In lingual.

The classical (sometimes referred to as conventional) approach of teaching Greek and Latin is where the grammar-translation technique of teaching foreign languages originated. Students study grammar principles in grammar translation classes and then put those rules into practice by translating phrases between the target language and their home tongue. It can be necessary for advanced pupils to translate entire texts word-by-word. The approach seeks to advance students' overall intellectual growth as well as their ability to read and translate works of literature published in the original language. It has its roots in the practice of teaching Latin; in the early 1500s, students learnt the language for conversation, but once it became extinct, it was only studied as a field of study.

When teaching foreign languages, the audio-lingual approach, Army Method, or New Key is a popular method. It is founded on behaviorist theory, which postulates that certain features of living things, including in this instance humans, might be educated through a system of reinforcement. Positive feedback would be given for using a characteristic correctly, while negative feedback would be given for using that trait incorrectly. This way of learning languages was comparable to the direct method, an older approach. The audio-lingual technique advocated teaching pupils a language directly, without utilizing their native tongue to explain new terms or grammar in the target language, similar to the direct method.



A teaching strategy called Suggestopedia was created by psychotherapist Georgi Lozanov from Bulgaria. The primary purpose of it is to learn other languages. When the idea was created in the 1970s, it used positive suggestion in the classroom. The approach has now evolved, concentrating more on "desuggestive learning," and is now frequently referred to as "desuggestopedia." A combination of the terms "suggestion" and "pedagogy," Suggestopedia is a portmanteau. The terms "hypnosis" and "suggestion" are frequently confused.

Communicative language teaching (CLT). This method's main goal is to provide the student the skills necessary to speak responsibly and successfully in the range of settings she is likely to encounter. The concepts covered in CLT courses include the representation of time, amount, and place, as well as actions like inviting, recommending, and complaining.

Immersion. This closely matches the circumstance at our institution, in my opinion. ESL students are required to learn math, science, humanities, and other subjects using the target language, English, during the whole school day. Immigrant kids who attend neighborhood schools experience immersion, such as Bosnian refugee children attending German schools or Puerto Rican pupils attending American schools.

Task-based language learning. The accomplishment of a task that the students find engaging in and of itself is the emphasis of the instruction. There is little mistake correction since learners perform the assignment using the language they already know. (This approach is used mostly at Frankfurt International School to teach ESL to middle school students. The assignments are a part of a larger subject that is studied over several weeks. For instance, in the ecology unit, students complete a variety of assignments that lead up to a poster presentation to the class.

Reading, online research, listening to recorded material, choosing key words to teach other students, and other activities are among the duties. The Natural Method The parallels between learning a first language and a second language are emphasized in this method, which was proposed by Professor S. Krashen. There is no error-correction functionality. By exposing pupils to understandable language or by making it understandable to them, learning takes happen.

The list of lexical terms. This strategy is based on a language analysis performed by a computer, which identifies the most popular (and thus most beneficial) words in the language and their various applications. The use of authentic materials is highly encouraged, and the words are taught in roughly the order of their frequency.



Planning lessons and courses, understanding learners, managing this lesson, being knowledgeable about the subject, managing resources, assessing learning, interacting with ICT, taking ownership of professional development, using inclusive practices, fostering 21st century skills, and understanding educational policies and practice are all factors that contribute to the quality of the classroom.

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