

REVOLUTIONIZING ADULT LANGUAGE LEARNING: INNOVATIVE ENGLISH TEACHING TECHNIQUES

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Abstract

Essentially, delivering and receiving knowledge are the two main components of teaching. In the end, an educator does his best to teach the subject matter as he understood it. There are numerous educational options available to students of the current generation, but newer trends in education seem to have emerged that have completely changed the face of the traditional system of education. Utilizing innovative methods in educational institutions has the potential to not only improve education but also empower people, strengthen governance, and inspire the nation's efforts to achieve its human development goal. With its integration of the educational process, priority for quality over quantity, growing adoption of technologies, need for qualified workers, etc., recent trends, approaches, and advancements highlight the vital importance of the education sector in general. In the field of ELT as well, theories and practices are always changing. This article discusses the well-known ELT trends that have been used practically globally in recent years, paying particular attention to those that were popular in earlier decades.

Keywords: ICT, pedagogy, learning process, approach, cooperative learning, new devices, methods, and Suggestopedia.

INTRODUCTION

Overview In the research article innovations in language teaching materials and methods are discussed. Furthermore, this paper highlights the nuanced differences between education and academic comprehension of language as it is approached in research. The paper's argument develops as it discusses educational trends, with particular reference to the Indian context, adopted methodology, outdated approaches, peer practice, current trends, new instructional designs, new devices, the need for change, ICT, and English language proficiency. As time passed, particularly in the past ten years, there have been significant changes in the way that English is taught. In addition to lectures that contain collections of pertinent information from assigned literature, students are also saddled with the task of studying, learning, and understanding the materials. Many job options that were once thought to be unimportant are now becoming more and more important, including ICT literacy, communication skills, soft skills, technical skills, and interpersonal skills. These days, there is a high demand for graduates with sharpened skills to succeed in the fierce fight for survival in the global market. In order to improve this, there needs to be a shift in the current tendency, particularly in the way that English is taught and learned. Seasons, styles, and human attitudes all change, but it is depressing to see how little the English curriculum has changed in the past century. People's attitudes regarding what they consider to be a language have changed significantly. Students who love to excel in English but speak regional dialects. Foreign language history has always been a significant practical issue.

In the western world, Latin is the dominant language in a number of domains, including government, religion, business, and education. Due to European political shifts in the 16th century, French, Italian, and English gained significant prominence as the transformation of Latin from a living language to a subject taught in schools. The model for studying foreign languages from the 17th to the 19th centuries is the study of ancient Latin and an analysis of its grammar. We will be teaching conversational language instruction in the twenty-first century. "English Language Teaching" by Kripa K. Gautam claims that a critical analysis of approaches and methods has given a history of language teaching techniques. Techniques modified in the past. The foundation upon which any concept can grow is communication.

It is impossible to survive in any field without it. Over the past ten years, a number of significant issues have come together to influence the current philosophies around the teaching of English, including inadequate methods, inappropriate resources, contextualized instruction, an excessive focus on multilingualism, etc. In order to teach communication skills and the subtleties of the English language, teachers who used the Grammar Translation technique in the previous ten years only used blackboards. Later, the teacher-dominated classroom was further facilitated by overhead projectors. These educators adhered to the maxim "practice makes perfect." Scholars have placed greater focus on contextualized discourse that is genuine and meaningful.

They then considered successful adult second language learning as a process that runs alongside a child's first language development. With the rise of e-communication, English language educators now have the opportunity to enhance their teaching practices. Essentially, the instructor leads the learning process, presents the material to the whole class, and typically focuses on factual information. In simpler terms, teachers convey the lecture content while students absorb the information during the lecture.

METHOD AND METHODOLOGY

Thus, the learning mode trends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. This method had stayed in practice for a good period of time due to its focus on the functional use of English. However, this approach faced several challenges, as it had various issues that impacted its effectiveness. It required major time, a good budget, and a small class size. In some cases, it wasn't very practical. These challenges prompted the development of another method known as the Audio-Lingual Method. The Direct Method is a natural way of teaching foreign languages that uses Audio-Visual Aids. It originated in France in 1801 and evolved as a response to the Grammar Translation Method (GTM). The core idea is that students should think directly in the foreign language, creating a direct connection between words and meanings, and thoughts and expressions. This method also enhances students' pronunciation. In the 21st century, there has been an increase in communicative methodology, which focuses on meaningful communication methods instead of activities, topics, and situations that are artificial and disconnected from students' lives. Modern Trends in Teaching English suggest that the process of learning English communication will be more centered around students while requiring less time. As a result, this promises to enhance teaching

quality and effectively develop students' practical English communication skills, thereby further improving their communicative competence. Ideally, language education should build upon naturally acquired language abilities, enriching them through literacy development to be a tool for abstract thinking and the acquisition of academic knowledge. Teachers incorporate various local texts or English translations of literature in their lessons. Utilizing multiple accents in listening activities or assessments is encouraged in the English language classroom. With the rise of tablets and smartphones, it is predicted that textbooks will become obsolete in a few years. Besides, access to knowledge in terms of flexibility and mobility has changed considerably. Instruction in English language classes emphasizes developing students' thinking alongside language content, outcomes, and learning activities. There are detailed and meaningful interactions between students and teachers both inside and outside the classroom. In a knowledge-driven society, to stay competitive and employable, educators are required to participate in ongoing professional development or professional learning activities throughout their careers. Like professionals in other fields, teachers must take on greater responsibility for their own professional growth, continually enhancing their knowledge and skills. Recognizing the current demands, English teachers organize various types of conferences and seminars to establish a platform for becoming familiar with emerging ideologies in ELT and to enhance their professional qualifications. It is the fifth skill of language that assists the effective use of grammatical structures with precision. What's more, the access to knowledge regarding flexibility and mobility has changed considerably. Instruction in English language classes focuses on promoting students' cognitive abilities alongside language content, outcomes, and learning activities. There are meaningful and constructive interactions between students and teachers both in and outside of the classroom. In a society driven by knowledge, educators must engage in continual professional development or learning activities to remain competitive and employable throughout their careers. Just like professionals in other disciplines, teachers need to take greater responsibility for their own professional development, constantly improving their knowledge and skills. Acknowledging the current needs, English teachers arrange various types of conferences and seminars to create a platform for familiarizing themselves with emerging ideologies in ELT and to advance their professional qualifications. It is the fifth language skill that supports the accurate and effective use of grammatical structures.

RESEARCH RESULTS

Communicative language teaching (CLT) focuses on the act of communication rather than just language proficiency. At times, the term functional approach is used interchangeably with communicative approach or communicative method. The communicative approach is founded on the idea of 'communicative competence,' which was originally introduced by H. D. Hymes in his article on communicative competence published in "New Origins in Linguistics" in 1971. This approach emphasizes authentic meaningful communication instead of activities, topics, and situations that are artificial and disconnected from students' lives. According to Geeta Nagraj, "The Development of Language Learning from a Form-based to a Meaning-based Approach," the communicative approach is based on three principles. 1. Which involve

authentic communication 2. Which includes various activities. 3. Which emphasize that language carries significance for the learners.

Web-Based Learning. Web-based learning is one of the most rapidly growing fields. There are countless online English courses that offer training in various fundamental language skills like Listening, Speaking, Reading, and Writing, and they are designed to be engaging through different methods. Some of the common technologies available to enhance education include: Students can interact with native speakers of the target language via email by setting up a personal email account (such as Gmail, Yahoo, Hotmail, etc.), which is free of charge. Students can send their homework to their teachers for correction and feedback. Teachers can also offer revisions, input, and suggestions for improvement and return the work. A blog is a personal or professional journal that is frequently updated for public viewing. Blogs allow for the uploading and linking of files, making them ideal as online personal journals for students. Blogging becomes more engaging and interactive when participants take on various roles in the writing process, acting as readers/reviewers who respond to other writers' posts, and as writers-readers who revisit their own posts and react to feedback on them. Readers can also share their thoughts on what they have read, although blogs can be placed in secure environments as well. Every internet service offers audio features, and technological devices such as laptops equipped with cameras. Students can communicate with their teachers and friends who are located far away. Also, they can connect with native speakers to have their pronunciation checked, helping to enhance their speaking skills. Learners can also look up new words using the dictionary feature on mobile phones, thus expanding their vocabulary. They can check the spelling, pronunciations, and usage of the particular word they are looking for. Also, they can use Short Message Service (SMS) to send questions to their instructors and clarify their doubts. iPods, a type of multimedia device, enable users to create, share, and exchange texts, images, audio, and video materials as needed. Teachers send text messages, and students can read and respond to them. Suggestopedia is a teaching approach created by Bulgarian psychotherapist Dr. Georgi Lozanov. It has been labeled a pseudoscience. The method relies heavily on the confidence that students develop in it by simply believing in its effectiveness. The goal of suggestopedia is to enhance learning by using the power of suggestion. It is a means to free individuals from the 'initial negative perceptions regarding challenges in the learning process'. Suggestopedia is the pedagogical use of suggestion. It aids learners in overcoming the belief that they can not succeed and helps eliminate their mental obstacles to learning.

DISCUSSION

This year, the Consumer Electronics Show (CES) held in Las Vegas displayed innovative devices specifically designed for students. These featured gadgets ranged from 3D printers to smartwatches. The new age devices cater to the needs of today's youth, whether for academics, social media, travel, or convenience. Media streaming gadgets like Google Chromecast and Roku make group study sessions more interactive and presentations remarkably engaging. One simply needs to stream the content to a smart TV using a dongle. Another advantage is the e-reader designed for those constantly on the go. The latest Kindle Paperwhite is incredibly handy, allowing students to easily carry it for quick reference. Portable document scanners,

such as the Doxie Flip Cordless, Flatbed Photo and notebook scanner, help organize notes effectively. Besides, devices like Copy and Olympus, which feature voice recorders, can be used to capture English lectures and replay them when time allows. A Common Framework of Reference for Languages intends to create a uniform foundation for the development of language syllabuses and curricula, outlining what learners need to acquire and the skills they must cultivate to act competently.

A comprehensive explanation of the content regarding linguistic competence, sociolinguistic competence, and pragmatic competence makes up a language. Proficiency levels of learners are assessed using descriptor scales, which include a series of "can do" statements that have garnered important attention. The engagement of the learner and the enablement of the teacher are emphasized in the teaching and learning approaches. The traditional teaching method, where the teacher predominantly controls the instruction, tends to diminish the responsibilities of the learners. The Role of Modern Teacher Researchers have defined "role" as a technical term originating from sociology, which pertains to the collective expectations of how a person should act. Various methodologies have developed distinct roles for a language teacher. Richards and Rodgers view a teacher's role as an important aspect of design and a component of a method. Little wood interprets the teacher's role as a facilitator of learning, an overseer, a classroom manager, a consultant or advisor, and at times, as a co-communicator with the students. According to Harmer, a teacher fulfills multiple roles: controller, organizer, assessor, promoter, participant, resource, tutor, and observer. Task-Based Language Teaching (TBLT) is the current framework and is essentially a derivative of Communicative Language Teaching. Experiential learning, or learning through doing, is the core principle for TBLT. This approach dismantles the constraints of the traditional classroom, as TBLT greatly changes the learner's role. The teacher changes into a genuine facilitator of learning for language students, primarily through dialogic communication. The teacher's role is not eliminated completely but is somewhat limited: the teacher is expected to be a guide at the side. The roles of teachers can be described as follows: 1. Facilitator 2. Independent participant 3. Needs analyst 4. Counselor 5. Group processing manager

CONCLUSION

Worldwide, information technology is considerably transforming the way students, faculty, and staff engage in learning and work. As needing technology increases, colleges and universities are shifting various student services online, ranging from laundry tracking to snack delivery. Besides, technology is revolutionizing the classroom experience. Tablet PCs, compact devices that enable users to take notes directly on the screen with a specialized pen, are replacing outdated projectors. This technology allows professors to annotate charts and spreadsheets and transmit them straight to their students' PCs. Traditional methods place greater emphasis on the teacher and are centered around them. Repetitive practice, mechanical drills, and memorization define these conventional approaches. The teacher's role adheres to the long-held belief that effective pedagogical principles rely on how clearly a teacher communicates. It is essential to comprehend the present trends and assessment methods in ELT. The researchers contend that the primary goal of education is to transfer knowledge to the students' minds. Any approach that incorporates computers or alters the

traditional chalk-and-talk method is considered innovative, as long as it contributes to achieving this essential teaching objective.

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