

THE USE OF DIFFERENT EDUCATIONAL METHODS IN TEACHING  
LANGUAGES

**Abruyeva Gulnoz Zafarovna**

*Teacher of Samarkand State Pedagogical Institute*

**Abstract.** Language education has evolved considerably over the past decades, moving away from rigid grammar-translation practices toward diverse, learner-centered approaches. This article examines the role of different educational methods in the process of foreign language teaching, analyzing how communicative, project-based, problem-based, task-based, and digital learning strategies contribute to the development of linguistic competence, learner motivation, and autonomy. Particular attention is given to the practical application of these methods in the classroom and to the teacher's role in selecting and combining them effectively. The article concludes that the thoughtful integration of varied methods, rather than reliance on a single approach, produces the most sustainable results in language acquisition.

**Keywords:** educational methods, language teaching, communicative competence, learner motivation, task-based learning, project-based learning, digital technologies, teaching strategies.

### **Introduction**

The choice of teaching method has always been central to the effectiveness of foreign language instruction. No single approach has proven universally superior, since learners differ in age, proficiency level, motivation, and learning style. As a result, contemporary language pedagogy increasingly relies on a combination of methods rather than a fixed methodology applied uniformly to every classroom. Understanding the strengths and limitations of different educational methods allows teachers to design lessons that are both linguistically effective and engaging for learners.

The purpose of this article is to examine several widely used educational methods in language teaching, to consider how each contributes to different aspects of language learning, and to discuss the practical conditions under which they are most effective.

### **The Communicative Approach**

Comparative analyses of traditional and modern teaching methods show that grammar-translation and direct methods, which center on grammar rules and teacher-led instruction, tend to produce weaker learner engagement than communicative and task-based approaches, which prioritize interaction and learner-centered activity (Abruyeva, Isrofilov, & Miyassarov, 2025). The communicative approach remains one of the most influential methods in modern language teaching. It shifts the focus from memorizing grammatical rules to using language for real communication. Lessons built around this method typically involve pair work, role play, discussions, and information-gap activities, all of which require learners to negotiate

meaning rather than simply reproduce fixed phrases. This approach is particularly effective for developing fluency and confidence in spoken language, since learners are encouraged to express their own ideas even when their grammatical accuracy is imperfect. However, without periodic attention to form, the communicative approach alone may leave gaps in grammatical precision, which is why many teachers combine it with more structured grammar practice.

### **Task-Based and Project-Based Learning**

Task-based learning organizes instruction around the completion of meaningful tasks - planning a trip, solving a problem, or preparing a short presentation - rather than around isolated grammar points. Language becomes a tool for achieving a concrete outcome, which increases learner engagement and provides authentic opportunities for using vocabulary and structures in context.

Project-based learning extends this idea further, involving learners in longer, more complex assignments such as research projects, video presentations, or collaborative publications. These projects typically integrate several language skills simultaneously - reading, writing, speaking, and listening - while also developing skills that extend beyond language itself, including critical thinking, time management, and teamwork. Both methods are especially valuable for building learner autonomy, since students take greater responsibility for planning and executing their own work.

### **Problem-Based Learning**

Problem-based learning places learners in situations that require them to analyze information, weigh different options, and propose solutions using the target language. This method is closely connected to the development of critical thinking, as it demands more than the reproduction of memorized language - it requires learners to reason, argue, and justify their conclusions. Problem-based tasks work particularly well at intermediate and advanced levels, where learners have enough linguistic resources to engage with genuinely complex content.

### **Role Play, Debates, and Storytelling**

Interactive methods such as role play, debates, and storytelling introduce an element of creativity into language learning. Role play allows learners to practice language in simulated real-life situations, reducing anxiety about making mistakes since the activity is framed as performance rather than direct self-expression. Debates develop argumentative skills and encourage learners to structure their speech logically while responding to opposing viewpoints. Storytelling, whether through creative writing or oral narration, connects language use to personal experience and imagination, which tends to increase intrinsic motivation and long-term retention of vocabulary and structures.

### **Digital and Blended Learning Methods**

The growing availability of digital tools has significantly expanded the range of methods available to language teachers. As Abrueva and O'roqova (2024) note, no single educational technology, however well designed, is sufficient on its own to reveal and develop learners' full range of abilities - which is why modern language teaching increasingly relies on

combining several digital tools rather than adopting one platform exclusively. Online platforms, interactive applications, video conferencing, and multimedia content make it possible to combine classroom instruction with independent, technology-supported practice - an approach commonly referred to as blended learning. Digital tools also allow for more personalized instruction, since learners can progress at their own pace and receive immediate feedback on exercises. Furthermore, artificial intelligence-based applications increasingly support conversational practice, pronunciation correction, and adaptive vocabulary review, offering learners additional opportunities for language exposure outside the classroom. At the same time, the effectiveness of digital methods depends heavily on how they are integrated into the overall course design; used without a clear pedagogical purpose, technology can become a distraction rather than a learning aid.

### **The Role of the Teacher in Method Selection**

No method functions effectively in isolation from the teacher's judgment. Selecting and combining educational methods requires an understanding of learners' proficiency levels, goals, and interests, as well as the practical constraints of the classroom, such as group size and available resources. Teachers who rely exclusively on a single method risk limiting the range of skills their learners develop; those who combine approaches thoughtfully - alternating between communicative practice, structured grammar instruction, task-based activities, and digital resources - tend to produce more balanced and resilient learning outcomes. Equally important is the teacher's role in creating a supportive classroom atmosphere in which learners feel comfortable experimenting with language and making mistakes, since anxiety about error is one of the most persistent barriers to active language use.

The theoretical foundations of teaching methods have shifted substantially over time, moving from grammar-centered approaches toward frameworks that treat language acquisition as a cognitive and socially situated process. According to Malika, Marjona, Zuhra, and Munira (2025), this evolution reflects the influence of several major theoretical traditions - behaviorism, cognitivism, constructivism, and sociocultural theory - each of which has shaped how educators understand the mechanisms of language learning and, consequently, how classroom instruction is designed.

### **Conclusion**

Different educational methods in language teaching address different aspects of learning: the communicative approach builds fluency and confidence, task- and project-based learning connect language to authentic outcomes, problem-based learning strengthens critical thinking, interactive methods such as role play and debate develop creativity and argumentation, and digital tools extend opportunities for practice beyond the classroom. Rather than treating these methods as competing alternatives, effective language teaching integrates them according to learners' needs and course objectives. This combined, flexible approach brings the learning process closer to the real conditions of communication and supports the development of well-rounded linguistic and communicative competence.

References

1. Golovanova, L. N., & Pankratova, E. N. (2015). Struktura tvorcheskogo myshleniya na inostrannom yazyke [The structure of creative thinking in a foreign language]. *Sovremennye problemy nauki i obrazovaniya*, (4). Retrieved from <http://www.science-education.ru/ru/article/view?id=20522>
2. Jones, R. H., & Richards, J. C. (Eds.). (2015). *Creativity in language teaching: Perspectives from research and practice*. New York: Routledge.
3. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.
4. Malika, Abruyeva, and Isrofilov Bunyod Miyassarov Shohjahon. "PRACTICAL ANALYSIS OF TRADITIONAL AND MODERN METHODS." *SHOKH LIBRARY* 1.13 (2025).
5. Malika, A., Marjona, M., Zuhra, K., & Munira, J. (2025). THEORETICAL FOUNDATIONS OF ENGLISH LANGUAGE TEACHING METHODS. *SHOKH LIBRARY*, 1(13).
6. Passov, E. I., & Kuzovleva, N. E. (2010). *Osnovy kommunikativnoy teorii i tekhnologii inoyazychnogo obrazovaniya* [Foundations of the communicative theory and technology of foreign language education]. Moscow: Russkiy Yazyk. Kursy.
7. Zafarovna, A. M., & Raxmiddinova, O. M. (2024). The Use of Modern Educational Technologies in the Process of Teaching Foreign Languages. *Science and innovation*, 3(Special Issue 19), 324-326.