MODERN REQUIREMENTS FOR THE USE OF INNOVATIVE METHODS IN ENGLISH LANGUAGE TEACHING

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Abstract: *The rapid changes taking place in the modern world have made it necessary to rethink how English is taught. Traditional methods alone are no longer sufficient to prepare learners for the communicative demands of today's globalised society. This article examines the modern requirements for integrating innovative methods into English language teaching, exploring how blended learning, project-based instruction, digital tools, and learner-centred pedagogy respond to contemporary educational standards.*

Keywords: *innovative methods, English language teaching, blended learning, digital tools, learner-centred approach, communicative competence, contemporary education.*

INGLIZ TILINI O'REGATISHDA INNOVATSION METODLARDAN FOYDALANISHNING ZAMONAVIY TALABLARI

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Annotasiya: *Zamonaviy dunyoda sodir bo'layotgan tez o'zgarishlar ingliz tilini o'qitish usullarini qayta ko'rib chiqishni zarur qilib qo'ydi. An'anaviy metodlar yolg'iz bugungi globallashgan jamiyatning kommunikativ talablariga javob berishga yetarli emas. Ushbu maqolada aralash o'qitish, loyiha asosidagi ta'lim, raqamli vositalar va o'quvchi markazlashgan pedagogika kabi yondashuvlar zamonaviy ta'lim standartlariga qanday javob berishini o'rganib, innovatsion metodlarni qo'llashning zamonaviy talablari tahlil qilinadi.*

Kalit so'zlar: *innovatsion metodlar, ingliz tilini o'qitish, aralash o'qitish, raqamli vositalar, o'quvchi markazlashgan yondashuv, kommunikativ kompetentsiya, zamonaviy ta'lim.*

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СОВРЕМЕННЫЕ ТРЕБОВАНИЯ К ПРИМЕНЕНИЮ ИННОВАЦИОННЫХ МЕТОДОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *Быстрые изменения в современном мире потребовали пересмотра подходов к преподаванию английского языка. Традиционных методов уже недостаточно для подготовки учащихся. В данной статье рассматриваются современные требования к инновационным методам, анализируется роль смешанного обучения, цифровых инструментов и ориентированной на учащегося педагогики.*

Ключевые слова: *инновационные методы, преподавание английского языка, смешанное обучение, цифровые инструменты, коммуникативная компетентность.*

We live in an age that demands more from language education than ever before. English is no longer simply a school subject — it is a professional tool, a medium for international communication, and an access point to global knowledge. For this reason, the methods used to teach it must be as dynamic and purposeful as the world in which learners will ultimately use the language.

Modern requirements for English language teaching are shaped by several converging forces. International educational standards, including the Common European Framework of Reference for Languages (CEFR), have raised expectations for what learners should be able to do with a language rather than simply what they know about it[1]. Employers and universities increasingly expect graduates to communicate fluently across a range of professional contexts, while the digital transformation of society has changed the very nature of literacy itself.

One of the most significant modern requirements is the purposeful integration of technology into language teaching. Digital tools have expanded the possibilities available to both teachers and learners: platforms such as Kahoot and Quizlet make vocabulary practice interactive, while video conferencing tools enable genuine communication with speakers from around the world. The key requirement is not simply that technology be present, but that it serve clear communicative and pedagogical goals rather than merely digitising old textbook exercises.

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[1] Mark Warschauer, & Deborah Healey (1998). Computers and language learning: An overview. Language Teaching, 31(2), 57–71.

Blended learning has emerged as one of the most effective models for technology integration in ELT. In a blended environment, face-to-face instruction is combined with online learning activities, allowing teachers to make efficient use of classroom time while giving learners greater control over pace and place. Research shows that well-designed blended courses improve both learner engagement and outcomes, particularly when classroom time is reserved for communicative, interactive work.

Project-based learning (PBL) is another approach that aligns strongly with modern educational requirements. Learners work over an extended period to produce a meaningful outcome — a presentation, a podcast, a written report — using English for genuine communicative purposes throughout the process. This approach mirrors the kinds of collaborative, problem-solving tasks learners will encounter in professional life, developing higher-order thinking skills alongside language competence.

The learner-centred approach is now a professional expectation rather than an aspiration. Modern requirements for ELT include the ability to adapt materials for learners at different proficiency levels, to support diverse learning needs, and to offer meaningful choice in how students demonstrate their progress. Closely related is the use of formative assessment — peer feedback, self-assessment checklists, and portfolio work — which gives teachers real-time information about learning while reducing the anxiety associated with high-stakes testing.

It is also important to acknowledge the demands placed on teachers themselves. Implementing innovative methods effectively requires ongoing professional development and reflective practice. In Uzbekistan, where English language education has been identified as a national priority under the reforms introduced by President Shavkat Mirziyoyev, the development of a professionally skilled and innovative teaching force is both an urgent need and a national investment[2].

In conclusion, the modern requirements for innovative methods in English language teaching are not prescriptions to be followed mechanically. They are principles rooted in our understanding of how people learn and what the contemporary world demands of its communicators. Technology integration, blended and project-based learning, learner-centredness, and reflective assessment are interconnected features of a coherent, principled approach to language education. Meeting these requirements demands creativity and commitment — but the result is a quality of learning genuinely responsive to the world students will enter.

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