

MODERN TEACHING STRATEGIES AND THEIR IMPACT ON LANGUAGE LEARNERS' ACADEMIC DEVELOPMENT.

Zakirova Gulnora Sadikovna

Senior teacher of International School of Finance Technology and Science,

Department of Philology and teaching languages

sadikovna1120@gmail.com

Abstract: *This article investigates modern teaching methods and assesses their efficacy in improving language learners' educational outcomes. It investigates innovative strategies, learner-centered approaches, and technology integration in the classroom to improve language learning.*

Key words: *modern teaching, language learning, education progress, learner-centered methods, technology in education*

Аннотация: *В данной статье рассматриваются современные методы преподавания и оценивается их эффективность в улучшении образовательного прогресса изучающих язык. Анализируются инновационные подходы, ориентированные на учащихся методики и использование технологий в учебном процессе.*

Ключевые слова: *современное обучение, изучение языка, образовательный прогресс, методы, ориентированные на учащихся, технологии в образовании*

Annotatsiya: *Ushbu maqolada zamonaviy o'qitish usullari ko'rib chiqiladi va ularning til o'rganayotgan o'quvchilarning ta'limda rivojlanishiga ta'sirini baholaydi. Maqolada innovatsion yondashuvlar, o'quvchi markazidagi metodlar va sinfda texnologiyalarni qo'llash orqali til o'zlashtirishni yaxshilash yo'llari yoritiladi.*

Kalit so'zlar : *zamonaviy o'qitish, til o'rganish, ta'limiy rivojlanish, o'quvchi markazli metodlar, ta'limda texnologiya*

Teaching methods, modern teaching methods, innovative ways of teaching language, effective teaching methods, language teaching approaches, and so on are concepts that all of us as language learners and teachers will encounter on a daily basis. If you think about it thoroughly, there are numerous approaches, methods, and teaching techniques. However, each approach and method has distinct features. Teaching methodologies in language education have changed significantly in recent years. Technological advancements and a better understanding of cognitive processes have led educators to explore innovative ways to improve language learners' education.

Several authors have explored the use of interactive learning methods and technologies in teaching foreign languages. Several authors, including O. Nazarova, B. Tursunova, L. Usmanova, N. Abduraxmanova,, B.S. Gershunsky (1987), and O.I. Rudenko-Morgun (2002), have explored the use of computer technology in foreign language instruction. E.V. Yakushina (2002) and E.G. Azimov (2001) advocate for teaching methods that use Internet-based resources. S.V. Agaponov (2003) investigated the use of distance learning tools. Several authors, including Gabdulhakov (2005), Lednev (1991), Lerner (2004), Mitrofanov & Polvanova (2004), Chernikova (2005), Sharonova (2000), and Shesternikov & Artsev (2003), have created elective courses in this field. Language learning is a multifaceted process that includes cognitive, social, and emotional factors. Traditional teaching methods rely on rote memorization and grammar drills, which may not be effective for all students. Modern teaching methods focus on active learning, student engagement, and authentic materials. These methods cater to diverse learning styles and foster a deeper understanding of the language. Students begin by learning vocabulary, grammar, and pronunciation through exposure to the language. Exposure can come from various sources such as textbooks, audio recordings, videos, and conversations. Learners connect words, phrases, and concepts to gain a deeper understanding of the language. They learn to interpret words and sentences, both individually and in context. As learners gain confidence in the language, they develop the ability to form sentences and converse in it. During this stage, learners practice applying their knowledge of vocabulary and grammar to real-life situations. Motivation is essential for successful language learning. Motivated language learners are more likely to overcome challenges and improve over time.

The growing demand for fluent communication skills in today's globalized world presents a challenge to English and foreign language teaching. To prepare students for real-world interactions, it's crucial to provide them with a solid foundation in communication skills. Preparing students for real-life scenarios is more important than simply passing an ESL, ELT, or modern language exam. Traditional language teaching methods focus on grammar and vocabulary, with less emphasis on communication skills, and are thus criticized for inadequately developing students' speaking and listening skills.

In the 1980s, communicative language teaching emerged to meet the demand for a curriculum that allows learners to use their second language in everyday situations. Previously, foreign language teaching (or English language teaching for non-native English speakers) focused on grammatical competence, often through translation, rather than developing students' communication and interaction skills.

The primary purpose of language is to facilitate communication. CLT methods emphasize interaction in classroom-based or remote language learning sessions,

encouraging language learners to produce speech and engage in activities. The majority of the classroom time is spent engaging in conversations in the target language. Modern language teaching methods aim to prepare students to communicate confidently in various real-life contexts through repetitive oral practice and student-student cooperation. "One can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Richards 2006)."

The use of modern teaching methods and their impact on language learners' education processes, as well as their investigation, provides language teachers with the opportunity to determine which innovative methods are relevant to their teaching process. CLT emphasizes language as a means of authentic communication. To increase students' confidence and fluency, it promotes role-plays, interviews, group projects, and discussion exercises. These techniques assist students in using language not only for academic purposes but also in everyday situations.

Student participation in the learning process is emphasized in modern education. Strategies like problem-solving exercises, flipped classrooms, and task-based learning encourage self-reliance, critical thinking, and active engagement. Learner motivation and language retention are improved by this personalization.

Peer interaction and group projects foster collaboration and introduce students to various viewpoints. Cooperative assignments and group discussions are examples of activities that foster communication skills and provide a safe space for practice.

Instead of just using summative testing, modern strategies use formative assessment. Peer reviews, portfolios, oral assessments, and quizzes all aid in monitoring student progress and modifying instruction as necessary. Frequent feedback encourages growth and increases learner confidence.

While modern strategies offer many benefits, their effectiveness depends on teacher training, access to resources, and student readiness. In some educational systems, resistance to change, lack of infrastructure, or oversized classrooms can hinder their successful implementation.

Implementing innovative teaching methods and experimental procedures improves student learning outcomes. Educators can use infotainment, role-playing, and interactive materials to create engaging learning experiences. These methods enhance students' language skills while also encouraging creativity, critical thinking, and problem-solving abilities. Language learners' educational progress is significantly impacted by contemporary teaching methods. Teachers can create more dynamic and productive language learning environments by adopting learner-centered, communicative, and technologically advanced

approaches. Teachers must receive continual support and training in order to succeed, and educational systems must change to meet the evolving needs of students in the twenty-first century.

REFERENCES

1. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Longman.
2. Freeman, D., & Freeman, Y. (2008). Essential linguistics. Heinemann.
3. Harmer, J. (2015). The practice of English language teaching. Pearson Education.
4. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.
5. Nunan, D. (2004). Task-based language teaching. Cambridge University Press.
6. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
7. Thornbury, S. (2006). An A–Z of ELT: A dictionary of terms and concepts used in English language teaching. Macmillan Education.
8. Warschauer, M., & Kern, R. (2000). Network-based language teaching: Concepts and practice. Cambridge University Press