



FEATURE OF INNOVATIVE ABILITIES IN THE PROCESS OF ACQUIRING A FOREIGN LANGUAGE

Qurbonova Gulnoza Ahmadjon qizi

Andijan State University, junior year of the Faculty of Foreign Languages

gulnozaqurbonova1208@gmail.com

+998 90 211 31 81

Andizhan State University

The junior course of faculty of foreign language

Begmuratov Akmaljon Latifjon o'g'li

greenland001@mail.ru

Article history:	Abstract:
Received: 11 th February 2022 Accepted: 14 th March 2022 Published: 30 th April 2022	Nowadays, the interest in the use of interactive methods, innovative technologies, and pedagogical technologies is rising in the educational process, one of the reasons why this is so far has been teaching students to acquire only the knowledge they are learning. When it comes to modern technology, it teaches them to think critically, to search for and to analyze what they need. In this process, the pupil performs the functions of the director, the students are directed to the students.
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English has become an important language in the world. Teachers from second language learning countries are creating innovative methodologies to teach the language in the classroom effectively. To substantiate the statement, Pollock (2007) stated that teachers now rejoice multiplicity and open the doors of public schools to all children, despite their culture, socio-economic status or ability. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language learning process. Pollock (2007) believed that in order to be successful teachers, they need to incorporate different learning tools keeping in mind the effective teaching methods that are already in use.

Acquiring English language has become a predominant factor for a nations' development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be used or introduced to make the learning process interesting. Creativity is a prime factor of any student to develop her/ her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly.

Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence (Gilkinson, 2006; Schwartz, 2003; Unsworth, 2005). Learning English is always a difficult process to most of the second language learners. Innovative ideas, interesting teaching materials, practicing and drilling learners for learning the second language should be done through infotainment ways. Students, especially from rural background, find it very difficult to read, write, and speak English even though they studied English as a second language from class I to class XII. These students do not have enough exposure to develop or correct their English extensively. To such students, teachers' role is predominant and teacher should use innovative teaching to make her students develop the second language learning process gradually.

Language can be learnt only through practice. Practical knowledge of learning a language is an experimental approach for second language learners. Such learners should experiment their knowledge by communicating with others confidently. Their errors can be rectified or pruned through this practice. Teachers should develop students' confidence, independence, interest, and aid them to realize that their first language knowledge repository would be helpful to learn the second language confidently.

As Stevick (1980) pointed out that learners could 'take their knowledge of the first few words in the new language and figure out additional words by using that knowledge' (p.42). Learners' self-learning approach and understanding the learning ability in the process of learning second language should be given primary importance in the classroom.

Teachers should discover activities and tasks that are filled with edutainment. Introducing various tasks would help learners to understand the use of language in real-life situations by engaging them in doing many activities in the classroom.

In the present age, students' acquisition of a language is measured in terms of their ability to communicate in the language rather than examining their grammatical skills. Many educational institutions have taken an extreme step

by including a network of computers and related software, cassette players, and slide projectors as a part of English learning process. English plays an important place in every student's life directly or indirectly. Though, chalk and board method is unbeatable, using technological tools in the process of learning English benefits learners voluminously. No more English is considered as a subject by learners, but it is considered as a language by students, thanks to globalization. Crystal (2004) in the preface to his work, *Language and the Internet* mentions:

- "An emphasis, which formerly was on technology, has shifted to be on people and purposes. And as the Internet comes increasingly to be viewed from a social perspective, so the role of language becomes central. Indeed, notwithstanding the remarkable technological achievements and the visual panache of screen presentation, what is immediately obvious when engaging in any of the Internet's functions is its linguistic character. If the Internet is a revolution, therefore, it is likely to be a linguistic revolution (p.viii). In this vying competitive world, most of the institutions have set up language lab for their students to learn English."

At present, multimedia lab is quite attractive and instilling the interest of learning the language. The difference between a normal language lab and a multimedia lab is that the former provides audio equipment through which learners can listen to the tapes, record their voices, and communicate with the teacher, while the latter operates as a multifunction tool through which students can either listen to the tapes, watch videos and different TV channels, access internet or communicate with one another while the teacher can operate technical equipment to group or to pair students, and hold discussions within the class. Bryant (2006) expresses that in this technological era learners require good rapport with other learners through chatting, task performance, and virtual collaborative conversational interaction.

Innovative technologies are a pedagogical process and innovation in student and student activities, and the ability to fully utilize the basic interactive methods of implementation. Interactive methods mean that the student and student are interacting with the student, the student, the internet, the student, and the student, which is the pedagogical way of influencing and is the key part of the education system. In using these techniques, pedagogical and student-student students should work together. Organization of trainings using innovative technologies in foreign language classes is a topical issue and it is very convenient for the students to enjoy the lessons.

When we discuss innovation, we often immediately think of the internet and what we can now do online. Facebook and especially Edmodo, which creates a safe online environment for teachers, students and parents to connect, are popular with teachers.

Cloud-based tools like Google Docs have also become indispensable. For teacher Tyson Seburn, it's 'where I've moved so much of individual and (because of its functionality) collaborative writing with students...'

The use of corpora – large text collections used for studying linguistic structures, frequencies, etc. – used to be the privilege of lexicographers. But with most corpora now available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech.

Teachers no longer have to panic when students ask them about the difference between 'trouble' and 'problem'. And it's not just teachers who benefit. To find out if more people say 'sleepwalked' or 'sleptwalk' (for example), students can simply search the words on Google, which uses the internet as its corpus.

The list of digital platforms is extensive and growing all the time. A multimedia manual like *Digital Video* by Nik Peachey (nominated for an ELTons award for innovations in teacher resources) can help teachers navigate the complicated, and sometimes overwhelming, world of digital resources, enabling teachers to create activities, lessons and courses from a range of digital tools.

The advent of the internet and the growth of social media have certainly allowed teachers of English from all over the world to form online communities that act like a huge global staffroom. Twitter and ELT blogging, for example, have 'opened up a network of people who can offer advice, support and ideas', says Sandy Millin. Participants who are generous with their time, ideas, and contacts find they receive much in return.

The development of mobile technology and the proliferation of smart phones have enabled many of us to access the internet and a huge variety of apps on the go. Learners benefit too, from apps like WIBBU, and podcasts like Luke's English Podcast – Learn British English with Luke Thompson – nominated for an ELTons award in the category of digital innovation.

Teachers are also able to build on their teaching knowledge and skills by listening to podcasts like *The TEFL Commute* or join 50,000 teachers from more than 200 countries and watch webinars or archived videos of talks by TEFL teachers on *EFL Talks*. Both are nominated for an ELTons for innovation in teacher resources.

The ability to communicate online with people outside the classroom via Skype and similar tools has enabled students to meet and interact with others in English. In monolingual classes (i.e., most English classrooms around the world), this could give much-needed motivation to students who otherwise might not have the opportunity to interact with anyone in English.

And as for teachers, the ability to converse with students face-to-face online has opened up a whole new market for Skype lessons and online classes.

The IWB started appearing in classrooms in the early parts of this century and has now become a staple of many classrooms in Britain and around the world. It allows us to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations, access the internet, and so on. The possibilities seem endless.

But the addition of an IWB to a classroom does not automatically make for a better learning experience. Indeed, unless teachers use them skilfully to complement teaching and learning, they are little more than a distraction.

Over the last couple of decades, learning has gradually been moving from a teacher-centred top-down approach to a student-centred, bottom-up one. The trend has accelerated rapidly in recent years with the growing quantity and quality of information on the internet. In many respects, this has changed the teacher's role from that of knowledge-transmitter to consultant, guide, coach, and/or facilitator.

One example is the 'negotiated syllabus', previously the domain of the business English teacher, who would conduct a needs analysis before tailoring a course to suit the participants. But we've come to recognise that there is nothing general about the general English learner either, and increasingly, teachers involve students in decisions about what to do in the classroom.

The ELTons-nominated Connections E-textbook (a project by Zayed University in the UAE) takes this a step further and involves the students in the design of their e-textbook, allowing them to make decisions on page layout and the clarity of task instructions.

Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all levels. Krashen (1981) suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. This suggests that the focus of learning second language should improve employability skills of the learners.

A communicative approach focuses on developing educational, communicative, and communicative skills, enhancing learnability, and developing communication skills in a foreign language. This approach focuses on the way independent thinking and functioning of learners and their skills are based on the following:

- integration of knowledge in philological, humanitarian, social and humanitarian, natural, artistic-aesthetic and technical spheres at all stages of the education;
- introduction of interactive forms of education
- providing students with independent language skills in acquiring new language skills and socio-cultural knowledge, practical skills.

Personally oriented approach is not only the teaching of foreign languages, but also the educational process based on the active forms of relations between participants of the educational process (students, teachers, parents). This approach the character and the direction of development, the ability to create favorable conditions for the formation of communication skills in foreign languages, based on their capabilities, and to compare the dynamics of learners' development with its previous state.

Linguistic competence offers a good knowledge of language information (phonetics, lexicology, grammar) to communicate with learners of spoken language, and captures the types of speaking activities (listening, speaking, reading and writing).

Social-linguistic competence allows the speaker to choose the appropriate linguistic form, expression method, based on a particular speech situation, communicative purpose and desire.

Discourse competence (discourse is a verbal and written text) to understand the linguistic, stylistic and structural features of verbal and written texts for the correct interpretation and compilation of the text, as well as the choice of the type of spoken communication keeps.

Strategic (compensatory) competence implies the ability to solve problems of speech and social communication in a foreign language through some verbal and nonverbal means, repeated requests in case of misunderstandings in communicative situations, and the ability to overcome difficult situations.

Socio-natural competence implies the ability to present national characteristics of authentic speech: the traditions, values, ceremonies and other national-cultural features of the country in which it lives, and the ability to present it with the language studied.

Social competitiveness is a notion of the importance of learning foreign languages in today's multidisciplinary world, focusing on foreign language communication, understanding, self-reliance, civic stance and patriotism.

Learning, creative activity, features of mutual cooperation. Students learn creativity in a single group and analyze the results of the research. This enhances the reader's activity in the lesson, finding the correctness of its truthfulness.

The most important part of any language is the vocabulary. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie etc. Have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is "what is its meaning?" and in this way the vocabulary improves and most of the times we don't even have to consult the dictionary.

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One of the technologies that provide student-centered learning is the method of projects, as a way of developing creativity, cognitive activity, and independence. The typology of projects is varied. According to M.E. Breigina, projects can be divided into mono-projects, collective, oral-speech, visual, written and Internet projects. Although in real practice one often has to deal with mixed projects that have signs of research, creative, practice-oriented and informational. Project work is a multi-level approach to language learning, covering reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and orients them towards joint research work. In my opinion, project-based learning is relevant because it teaches children to cooperate, and learning to cooperate brings up such moral values as mutual assistance and the ability to empathize, forms creative abilities and activates students. In general, in the process of project-based learning, the inseparability of education and upbringing can be traced.

The project method forms students' communication skills, a culture of communication, the ability to briefly and easily formulate thoughts, tolerantly treat the opinion of communication partners, develop the ability to obtain information from various sources, process it using modern computer technologies, creates a language environment that contributes to the emergence of a natural need in communication in a foreign language.

The project form of work is one of the relevant technologies that allow students to apply the accumulated knowledge of the subject. Students expand their horizons, the boundaries of language proficiency, gaining experience from its practical use, learn to listen to foreign language speech and hear, understand each other when defending projects. Children work with reference literature, dictionaries, a computer, thereby creating the possibility of direct contact with the authentic language, which is not possible with learning the language only with the help of a textbook in the classroom.

Technology assists students in the learning process modifying the way learning is delivered. Now learning has become a personalized and meaningful experience that meets learners' needs as opposed to traditional teacher – centered and text – based education that places primary emphasis on "conveying fixed bodies of information and viewing students as passive recipients of knowledge" (Alavi 1994, p.160). Hence, irrespective of their personal differences, preferences and histories, technology helps to deliver individualized content at the time and place students select (e-learning and mobile learning) thus increasing their learning spaces by taking learning out of the classroom.

However, technology – supported learning can also be integrated into classroom teaching offering curriculum abounding in varied activities catering for the needs of every student (blended learning). The term blended learning is applied to learning that uses a variety of "the most effective training solutions, applied in a coordinated manner, to achieve learning objectives" (Wilson & Smilanrich 2005, p.3) usually with the computer or another mobile device that serves as a medium of facilitating learning and meeting the learning objectives.

The most effective application of technology in education is connected with a variety of tools and methods it offers since no single teaching method can meet the needs of various learners (Wilson & Smilanrich 2005, p. 12) Young people live their lives through technology: they are the web generation and they are hungry for more. Our challenge is to channel the natural enthusiasm our pupils have for ICT by using it in their everyday lives and embed it purposefully into the modern foreign languages classroom. There is great value in incorporating new technologies not as a bolt on or reward, but as an integral part of the process. This allows learners to foster the four c's: communication, creativity, collaboration and critical thinking. ICT lets learners easily draw on authentic resources that promote inter-cultural understanding and interact with virtual peers in real non-fabricated contexts.

Publishing students' multimedia outcomes on a blog or wiki gives them a real audience for their work, facilitates peer assessment through commenting and encourages them to raise their standards as a result. Virtual learning environments also offer students distance learning opportunities wherever and whenever they want. Tools like Padlet, Popplet, Linoit and Pinterest let students collaborate easily with others as a class or in small groups and reflect on learning. Many ESL departments now run their own Twitter accounts to keep in touch with parents, inform pupils of important notices, for celebrating achievement and for retweeting interesting tweets about language learning such as authentic tweets in the target language or tweets for word/expression of the day. Technology lends itself very well to personalised and independent learning where students can work at their own pace, complete interactive exercises rigorously in class or at home and receive immediate feedback. Gaining points for their efforts and being able to compare their scores with their classmates is motivating for them too and adds an element of engaging gamification to their learning.

For any ESL teacher learning vocabulary is essential and Quiz let is an effective way of memorizing and embedding words, phrases and making sound spelling links. Students and teachers can search for existing lists and easily create their own. Socrative is another free cross- platform tool which allows for classroom voting, instant feedback and formative assessment.

You can send students multiple choices, true or false or short answer questions as well self-marking pre-made quizzes. Furthermore, using avatars instead of real pupils' faces may encourage increased participation especially from reluctant learners.

Rehearsing, recording and editing spoken work digitally allows pupils to improve their pronunciation, boost their confidence, extend their speaking and listen back as many times as they like. They can also produce a script individually or collaboratively through a Google doc and import their text into an online teleprompter like Cue Prompter or the Visio prompt app so they can record their audio while it scrolls up the screen using Audacity or Voice Record Pro.

Some departments employ this technique, as well as Textivate and Triptico, to help students learn their controlled assessment pieces. Video is another powerful vehicle in and out of the languages classroom. Making videos draws upon multiple intelligences, promotes creativity and fosters collaboration. The process gives students ownership of their work which increases engagement. Pupils can produce short films in the target language, create animations using apps such as Yakit Kids, Puppet Pals and Explain Everything screencasts, as well as peer assess each other's work. These videos can be easily uploaded and stored in the cloud, used to form part of an e-portfolio over time and are accessible at all times. Other tools used for generating e-portfolios and submitting homework is Edmodo or Showbie. The advantage of these tools is that students don't require an email address just a class code.

Using video to flip the classroom is another possibility where learners access the lesson content they would normally learn in class, at home which frees up more class time for practising and accessing higher-order thinking skills. The MFL department at Wildern School in Hampshire is currently experimenting with flipping and recording their findings on a dedicated blog. Flipping doesn't have to involve creating lots of new material. It can be as simple as sharing existing PowerPoints or screencasts

In conclusion, it should be noted that the use of interactive methods and innovative teaching technologies in the course of the lesson will make the teacher contribute to the increased effectiveness of the learning process so that the subject is fully understandable to the reader. Krashen and Tarrell (1983) are of the view that 'Language acquisition can take place only when people understand messages in the target language' (p. 19). Through understanding the level of students' learning abilities and capabilities, teachers can focus on providing variety of activities to students to develop their language learning skills.

Teacher should create a congenial atmosphere in the classroom in which learners would feel comfortable to be a part of the learning process. Teacher should encourage and welcome ideas from the students without any prejudice. Teacher should give enough private space to students to allow them to think critically and develop their lateral thinking for their better future. Using innovative methodologies in teaching English in the classroom will pave a positive way to students to learn the language meaningfully. Students will understand the significance of learning English as a second language without any fear which will help them to equip with the power of confidence and achievement.

Teachers should involve whole heartedly while designing tasks for students as every student in the classroom should be involved and benefited. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of examination-driven nature scenario.

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