



MODERN PEDAGOGICAL STRATEGIES IN ENGLISH LANGUAGE INSTRUCTION

Tolegenova Sarbinaz Askarbaevna

Uzbekistan State World Languages University (2 faculties)

Foreign Language and Literature group XT2-2421

Annotation: This article explores modern pedagogical strategies used in English language instruction, focusing on the integration of innovative and student-centered methods in the classroom. It examines approaches such as interactive learning, task-based instruction, the use of digital technologies, and differentiated teaching. The study highlights how these strategies enhance student engagement, improve language acquisition, and foster critical thinking and communication skills. Emphasis is placed on the effectiveness of combining traditional and modern methodologies to meet the diverse needs of 21st-century learners.

Key words: modern pedagogy, innovative methods, interactive learning, student-centered approach, task-based learning, digital tools, language acquisition, 21st-century skills.

INTRODUCTION

Nowadays, foreign language proficiency is becoming an integral part of professional education. Specialists in various fields demonstrate a growing need to collaborate with international partners, which has significantly increased the demand for learning foreign languages. In today's modern society, foreign languages have evolved into a vital component of vocational and career-focused training, serving as a bridge for global communication and professional development.

Such language knowledge is typically acquired first through formal education at schools, colleges, and lyceums and later through higher education institutions, specialized training courses, or independent study using comprehensive learning resources designed to support foreign language acquisition. Today, there is a vast array of educational materials available for learners at various proficiency levels. However, achieving success in mastering a foreign language largely depends on the practical teaching methods and professional competence of language instructors.

It is well known that English is most effectively acquired in natural language environments. However, in educational contexts that are geographically distant from native English-speaking regions where learners have limited or no direct interaction with native speakers achieving practical language proficiency becomes significantly more challenging.

This situation presents a number of difficulties in the teaching of English as a subject. Therefore, it is essential to explore and implement strategies that simulate real-life communication and bring the learning process closer to a natural language environment. Creating realistic speech situations during lessons and incorporating authentic language use have become crucial components in improving the effectiveness of English language instruction.

The quality and effectiveness of any educational process largely depend on the clarity and precision of its objectives. In the teaching of English, four main types of goals are recognized: practical (priority), educational, developmental, and moral. In Uzbekistan, the primary objective

of English language instruction at all stages of education is to develop learners' communicative competence in English, enabling them to function effectively in multicultural environments across daily, academic, and professional contexts.

Drawing from the experiences of developed democratic countries and in response to the rapidly evolving demands of the modern world, English language instruction in our country is increasingly based on an integrative approach. This approach emphasizes communicative activity, learner-centeredness, and the acquisition of key competencies.

The ability to use information technologies and modern teaching methods plays a critical role in helping learners quickly grasp new material. By combining various methods, teachers can address the specific requirements of educational programs more effectively. In this regard, both teachers and students must familiarize themselves with innovative approaches to foreign language instruction.

Consequently, they will develop the ability to identify and apply the most effective methods to achieve their learning goals. Using multiple teaching and learning techniques not only enhances outcomes but also ensures the instruction is tailored to students' existing knowledge structures. Teaching is carried out gradually, in stages, building systematically on learners' prior knowledge and experience. Since gaining independence, Uzbekistan has witnessed a significant increase in interest toward foreign language learning, particularly among the younger generation. Numerous opportunities have been created to support this growing demand. As the First President of the Republic of Uzbekistan, Islam Karimov, once stated: "At present, great attention is being paid to the teaching of foreign languages in our country—and this is by no means accidental."

Language acquisition is understood to occur through a combination of conscious and subconscious processes. However, the activation of the mechanisms that support this acquisition is closely linked to the conditions under which language learning takes place and the age at which it begins. In early school-age children, the development of native language speech and thinking processes progresses rapidly. During this stage, mechanical memory gradually gives way to more advanced cognitive functions such as verbal-logical memory, comparison, analogy, classification, and generalization. These mental abilities form a strong foundation for effective language learning when appropriately guided by pedagogical strategies.

If English is taught primarily through imitation and rote memorization during early childhood, it may lead to the overdevelopment of mechanical memory. As a consequence, this can hinder the natural development of native language speech. Such an imbalance may negatively affect the learner's thinking processes, impeding their ability to form and express thoughts clearly and logically.

In the process of language instruction, students are introduced to the traditions of other cultures, as well as the etiquette, rituals, and celebrations of the target-language community. Teachers should incorporate age-appropriate content that reflects real-life situations experienced by native English-speaking peers. This includes relevant vocabulary, authentic texts, photographs, and video materials to foster meaningful and culturally contextualized learning. As our nation strives to secure its place within the global community and build its future in cooperation with international partners, the importance of mastering foreign languages can hardly be overstated. According to interlingual theory, all factors influencing the process of English language acquisition must be taken into account. These factors include the learner's age-related psychological and cognitive characteristics, the content and objectives of education, and the appropriateness of teaching materials and tools. Based on this theory, learners construct a new linguistic code for communication in English by relying on their existing language experience. This "interlanguage" or transitional linguistic system reflects the influence of the learner's native

language. The experience of the first language can both positively and negatively affect the acquisition of a second language, a phenomenon known as interlingual transposition and interference.

Therefore, in the development of textbooks and curricula, particular attention is given to interlingual interference and the learner's prior language experience. The instructional rules presented (i.e., simplified theoretical knowledge) are subordinated to the primary goal of facilitating the acquisition of practical skills and competencies. In this context, certain essential rules or theoretical elements are introduced selectively and purposefully—to accelerate and simplify the English language learning process. These components are not taught as abstract grammar, but rather as tools directly linked to real communication and the development of learners' functional language use.

CONCLUSION

In conclusion, in order to develop students' spoken English skills, it is essential to form an alternative mode of expression that corresponds to the English language system—one that can be compared to the way thoughts are expressed in their native language. To achieve this, it is recommended that primary school students be introduced to various speech patterns in English, thereby familiarizing them with typical ways of expressing ideas in the target language.

A rich repertoire of speech samples plays a vital role in developing learners' pragmatic competence. Moreover, it serves as a compensatory tool for underdeveloped grammatical skills at early stages of language acquisition. In this approach, emphasis is placed not on isolated language units, but on complete constructions or patterns that incorporate those units. These holistic language models help students internalize the structure and usage of English more effectively.

References:

1. Abdisheribov, S., Yo'Ldosheva, M., & Jumayeva, M. (2022). Implementing creative writing in English language teaching classrooms. *Science and innovation*, 1(B8), 1343-1347.
2. Jumayeva, M. (2024). Organizing primary education process on the base of international experiences and developing critical and creative thinking. *Science and innovation*, 3(B4), 73-75.
3. Obidov, A., Nuriev, K., Allanazarov, M., Kurbonov, E., & Khudoyberdiev, R. (2021). Parameters of tillage working bodies. In *E3S Web of Conferences* (Vol. 284, p. 02012). EDP Sciences.
4. Bahora, S., & Parvina, N. (2024). Samarali muloqot qoida va tamoyillari. *Zamonaviy ta'lim tizimini rivojlantirish va unga qaratilgan kreativ g'oyalar, takliflar va yechimlar*, 7(73), 107-109.
5. Jumayeva, M. B. (2025). Use of educational methods in pedagogy. *Икро журнал*, 14(02), 168-174.