Date: 17th March-2025

# INNOVATIVE WAYS TO TEACH ENGLISH TO SCHOOLCHILDREN: PROBLEMS AND SOLUTIONS

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**Annotation:** this article analyzes modern methods of teaching English to schoolchildren, their effectiveness, disadvantages and potential solutions. It explores international progressive experiences and discusses the impact of these methods on students ' knowledge of the language. The study provides recommendations for improving the teaching of English through innovative pedagogical strategies.
**Keywords:** methods of teaching English, innovative pedagogy, learning foreign languages, interactive education, school education, problems, solutions.

**Introduction:** in today's globalized world, knowledge of English is the main skill for academic and professional success. Traditional methods of teaching English, aimed primarily at grammar and memorization, often fail to attract students effectively. This has led teachers to explore innovative approaches that improve student engagement and improve language acquisition. This article examines modern methodologies for teaching English, their advantages, disadvantages and potential solutions [1].

In many literature, it is noted that currently the most popular interactive educational methods are "Keys-stadi" (or "study keys"), "Blist-survey", "modeling", "creative work", "problem education". Interactive educational strategies reported include "Mind attack", "Boomerang", "Gallery", "Zig-zag", "Zinamazina", "host", "Rotastia", "rounded snow" styles. The approach to the organization of group work in the separation of interactive educational strategies from the content of interactive educational methods is based, in a certain sense, on the comparison of the strategy. In fact, these strategies also belong more to interactive educational methods, among which there are no other differences. Interactive graphic organelles: "fish skeleton", "BBB", "conceptual table", "Venn diagram", "t-table", "Insert", "cluster", " why?" , "How?"and b. When distinguishing interactive graphic organizers, the main points in such training are based on the fact that they are expressed in writing in different graphic forms. In fact, working with these graphic organizers also applies more to interactive educational methods. Let's analyze a few of the new minteractive techniques below [2].

**Foreign experience in teaching English:**

Countries with successful English language education systems such as Finland, Singapore and Canada implement interactive and student-oriented approaches. Methods such as teaching communicative language (KTO'), task-based education (VAT), and turn-based classes have significantly improved student activity and fluency. Digital tools such

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as language learning programs, virtual reality, and gamification have also played a decisive role in enhancing language acquisition.

**Problems and solutions in the implementation of new methods:**

Despite the advantages, the introduction of innovative methods in teaching English poses a number of problems, including:

- Lack of qualified teachers: many teachers are not trained in modern teaching techniques.

- Limited resources: some schools do not have access to technology and digital tools.

- Resistance to change: traditional teaching methods are deeply embedded in many educational systems.

- Student diversity: different educational steps and styles require adaptive teaching methods [3].

**Possible solutions:**

1.Teacher training programs aimed at modern pedagogical techniques.

2.Investing in digital infrastructure to support innovative educational tools.

3.An ' adopting mixed educational approaches that combine traditional and modern techniques.

4.Customized curricula to meet the diverse needs of students.

**Innovative methods in teaching English:**

- Gamification: the introduction of game-based learning to increase motivation.

- Flipped Classroom: assignment of pre-class learning materials to maximize classroom interaction.

- Project-based education (LAT): encourage students to work on real projects using English.

- Task-based language learning (Wato'): engaging students in practical tasks that require the use of language [4].

**Results of the use of modern methods:**

a).Increase student activity and motivation.

b).Improved speech and listening skills.

c).More storage of vocabulary and grammatical structures.

d).Advanced critical thinking and problem solving skills.

e).Confidence in the use of English in real life situations.

Discussion: the transition to innovative teaching methods gives positive results in mastering the English language. However, the transition requires institutional support, teacher training, and a flexible curriculum. While modern techniques significantly increase students ' knowledge, their effectiveness depends on their proper performance and adaptation to local educational conditions [5].

**The method of "mental attack":** this method serves to ensure the activity of students in the process of training, to encourage them to think freely and free them from the inertia of the same thinking, to collect colorful ideas from a particular topic, as well as

to learn to overcome thoughts that arise at the initial stage of the process of solving creative tasks. The basic principle and condition of the method of" brainstorming " consists in completely prohibiting criticism from each participant of the training in relation to the thought that is being thrown between them, stimulating any bite and joke. The aim of this is to ensure the free participation of students in the training process. The use of this method in the educational process will depend on the pedagogical skill of the teacher and the breadth of the scope of thinking. During the use of the" positive attack " method, it is desirable that the number of students does not exceed 10-15 people.

**The "thin-mind attack" method:** the method serves to create conditions for new ideas to be thrown in the middle by readers. When the different tasks or creative tasks, which should be positively solved within 15 minutes, are positively solved to groups containing each 5 or 6 students, it is about one of the members of the group akhdorot. The information given by the group (assignment or creative task solution) is discussed and evaluated by the teacher and members of other groups. At the end of the training, the teacher announces the answers that are considered the best and most specific among the solutions of the assigned task or creative tasks. During the training process, the activities of the members of the groups are evaluated according to the level of their participation.

**Using the "6x6x6" method "6x6x6" method**, it is possible to solve a certain task or issue by simultaneously involving 36 students in a particular activity, as well as determine the capabilities of each member of the groups, find out their views. In this method-based exercise, 6 groups of 6 participants each discuss a problem that is shared by the teacher. At the end of the specified time, the teacher rearranges 6 groups. Each of the re-formed groups will have one representative from the previous 6 groups. Newly formed team members state to their teammates the conclusion presented by their team as a problem solution and discuss the solutions in question together.

The preferred aspects of the "6x6x6" method are:
- encourages each member of the groups to be active;
- ensures the expression of personal views by them;
- being able to summarize several points that are being put forward, also teaches to defend one's own opinion.

Most notably, each short time (20 minutes) of the training participants will act as both a debater and a listener and speaker. This method can be used in several groups of 5, 6, 7 and 8 students. However, when the "6x6x6" method is applied between large groups, time has to be increased. Because in such training it takes a very long time both for discussion and for information. When the spoken method is used, there is an opportunity to do one or more topics by the kuruh in training [6].

**Conclusions and recommendations**: modern methods of teaching English are of great benefit, but cause problems that need to be solved through targeted solutions. Policymakers and educators should prioritize teacher training, technological investment, and flexible curriculum design to improve the effectiveness of these methods. Schools

Date: 17<sup>th</sup>March-2025

should also encourage research on Best Language Teaching Practices to continuously improve educational outcomes.

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