THE USE OF MODERN METHODS IN TEACHING ENGLISH

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Annotation. *This thesis analyzes the pedagogical effectiveness of modern methods in teaching English in higher education settings. It highlights the communicative orientation of these methods and examines the impact of blended and digital approaches on language competence. The scientific novelty of the study lies in the selection of result-oriented teaching methods.*

Аннотация. *В данной тезисной работе анализируется педагогическая эффективность современных методов преподавания английского языка в условиях высшего образования. Освещается коммуникативная направленность методов, а также влияние смешанных и цифровых подходов на формирование языковой компетенции. Научная новизна исследования заключается в выборе методов, ориентированных на достижение конкретного результата.*

Keywords. *modern methods, communicative approach, task-based learning, blended learning, formative assessment, digital tools, English teaching.*

Ключевые слова: *современные методы, коммуникативный подход, обучение, ориентированное на выполнение задач, смешанное обучение, формативное оценивание, цифровые инструменты, преподавание английского языка.*

Modern methods in teaching English have emerged not as a fashion of methodological renewal, but as a response to measurable changes in how languages are used, accessed, and evaluated in academic and professional settings. In contemporary higher education, English is simultaneously a subject of study and a medium for accessing knowledge, collaborating internationally, and demonstrating employability skills. Therefore, the effectiveness of any method should be judged not by its novelty as such, but by the extent to which it supports stable development of communicative competence, academic literacy, and learner autonomy under real institutional constraints. In this sense, modern methods represent an integrated set of principles and practices that prioritize purposeful communication, meaningful tasks, flexible learning environments, and evidence-based assessment. The present thesis argues that the pedagogical value of these methods becomes visible when they are selected and combined through clear alignment among learning outcomes, classroom interaction patterns, digital affordances, and assessment logic.

A foundational premise of modern English language teaching is that communicative competence cannot be achieved through accumulation of grammatical knowledge alone, because language use involves pragmatic choices, discourse organization, and

sociolinguistic appropriateness. The communicative approach, as a broad methodological orientation, frames classroom activity as a model of real communication, where fluency and meaning negotiation are treated as essential conditions for learning. However, communicative teaching is frequently misunderstood as an avoidance of explicit language work, which may lead to fossilization and uneven accuracy in learners who require structured support. A methodologically sound communicative classroom therefore balances meaning-focused interaction with deliberate attention to form, particularly at moments when learners are ready to notice and integrate new language features. Such a balance is consistent with research-based accounts of second language development that emphasize input, interaction, and the learner's cognitive processing of form in context. The modern dimension here lies not in rejecting structure, but in relocating it into meaningful activity, where grammar and vocabulary become instruments for achieving communicative goals.

Task-based language teaching develops this principle further by treating tasks as the core unit of planning and instruction. A task is not simply an exercise; it is an activity with an outcome that resembles a real-world objective, such as solving a problem, reaching a decision, or producing a text for a specific audience. The methodological advantage of task-based instruction is that it offers a pedagogically controlled way to trigger authentic language use while keeping learning objectives observable. When tasks are sequenced from simpler to more complex and accompanied by pre-task support and post-task reflection, learners can improve both fluency and accuracy, because they experience repeated opportunities to express meaning and then refine their linguistic resources. In higher education, task-based learning is particularly relevant for academic English, where tasks can simulate disciplinary communication, including summarizing sources, presenting findings, or participating in seminar discussions. Yet the method requires careful design to avoid superficial "activity for activity's sake." If tasks are too open-ended, weaker students may rely on minimal language or revert to their first language; if tasks are too constrained, they become disguised drills. The modern methodological challenge is therefore to calibrate task demands and provide scaffolding, ensuring that each task creates a genuine need for new language while remaining attainable.

Technology-enhanced and blended learning approaches are often considered the most visible modern methods, but their educational value depends on how technology changes the learning process rather than on the presence of devices. Blended learning typically combines face-to-face instruction with online components to extend exposure, personalize practice, and diversify interaction. In English teaching, digital platforms can provide immediate feedback, adaptive vocabulary practice, and access to authentic audiovisual input, thereby increasing the quantity and variety of comprehensible input beyond classroom time. At the same time, digital environments support collaborative writing, peer feedback, and project-based work, which are difficult to organize efficiently within limited class hours. However, technology may also magnify inequality in access, reduce speaking time if poorly integrated, and encourage fragmented attention. Therefore,

modern method use requires a pedagogical rationale for each tool: what linguistic problem it addresses, what interaction it enables, and how outcomes will be assessed. Empirical discussions of online and blended modalities highlight that learning gains are most stable when digital work is connected to classroom tasks, when expectations are transparent, and when teachers monitor progress through learning analytics and formative checkpoints. Thus, blended learning becomes modern not because it is digital, but because it allows systematic orchestration of learning spaces around clear communicative and academic outcomes.

Another key aspect of modern methods is the shift from teacher-centered transmission to learner-centered regulation, which is commonly framed through the concept of learner autonomy. Autonomy does not mean learning without a teacher; it means that students can set goals, select strategies, monitor progress, and evaluate results with increasing responsibility. In English teaching, autonomy is crucial because language development requires sustained exposure and practice that cannot be fully provided by classroom instruction alone. Modern methodology supports autonomy through explicit strategy instruction, reflective journals, self-assessment tools, and project work that gives students ownership of content and process. Yet autonomy must be cultivated gradually, especially in contexts where students are accustomed to directive instruction and may initially interpret autonomy as lack of support. The teacher's role becomes that of designer and facilitator, providing models, criteria, and feedback mechanisms that help learners internalize standards of quality. The relevance for Uzbekistan's higher education is evident in the need to align language instruction with competence-based curricula and transparent assessment demands, which require students to demonstrate not only knowledge but also performance in authentic communicative tasks. In this framework, modern methods are best understood as systems for developing self-regulated competence rather than as isolated classroom techniques.

Assessment practices constitute an area where modern methods produce especially strong effects, because assessment determines what learners attend to and how teachers interpret progress. Traditional summative testing often measures discrete language points, which may not reflect students' ability to use English in meaningful contexts. Modern approaches emphasize formative assessment, where feedback is continuous, criteria are explicit, and assessment tasks mirror learning goals. For instance, speaking rubrics can separate discourse management, interaction, pronunciation intelligibility, and lexical-grammatical range, allowing students to understand the components of performance rather than receiving a single grade. Likewise, writing assessment can be organized around genre-based criteria, helping students control structure, cohesion, and argumentation in academic texts. Importantly, formative assessment is effective only when it shapes subsequent learning actions: feedback must be specific, timely, and connected to revision opportunities. In this respect, the practical contribution of modern methods is the creation of an assessment cycle that links tasks, feedback, and re-performance, making competence

development visible and manageable for both teachers and students. When integrated with digital tools, formative assessment can also become more efficient, but only if automated feedback is supplemented by teacher guidance on meaning, style, and discourse.

A methodological issue central to the use of modern methods is the necessity of principled integration rather than eclectic accumulation. In real classrooms, teachers rarely apply a single method in pure form; instead, they combine elements of communicative teaching, task-based cycles, explicit instruction, and technology-supported practice. This combination becomes academically justified when guided by constructive alignment: learning outcomes specify what students should be able to do; teaching methods create the conditions to practice those abilities; assessment tasks measure the same abilities under appropriate conditions. For example, if an outcome targets participation in academic discussion, then instruction should include structured interaction patterns, language support for turn-taking and hedging, and tasks requiring negotiation of meaning. Assessment should then involve a discussion-based performance task rather than a multiple-choice grammar test. Similarly, if an outcome targets academic writing, then blended learning can support drafting and peer review, while classroom time focuses on argumentation and feedback conferences. Such alignment reduces the common mismatch where students practice one skill but are tested on another, a problem that undermines motivation and validity. Internationally recognized frameworks for outcome-based education and language proficiency provide useful reference points for maintaining coherence in curriculum design, while local methodological research emphasizes adapting these principles to the realities of class size, timetable limits, and resource availability.

Modern methods in teaching English demonstrate their strongest pedagogical value when they are applied as an aligned system connecting outcomes, tasks, interaction, learning environments, and assessment. Communicative and task-based principles make language use purposeful and cognitively engaging, while blended and technology-enhanced learning expands exposure and supports personalization. Formative assessment stabilizes progress through transparent criteria and feedback cycles, and learner autonomy ensures continuity of development beyond classroom time. Effective modernization therefore depends on principled integration and teacher competence, not on isolated innovations, and it requires continuous evaluation of how methods shape observable communicative performance.

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