

INNOVATIVE METHODS FOR TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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Abstract

The article examines innovative methods for teaching English in higher education institutions, with particular attention to philological universities where language instruction must combine linguistic accuracy, communicative competence, intercultural awareness and academic literacy. The relevance of the study is determined by the growing demand for specialists who can use English not only as a subject of study, but also as a professional, scientific and intercultural communication tool. The paper focuses on student-centered, technology-enhanced and competency-based approaches, including blended learning, flipped classroom models, project-based learning, task-based instruction, digital platforms, corpus-based activities and artificial intelligence-supported learning practices. It is argued that innovative methods become pedagogically effective when they are integrated with clear learning objectives, systematic assessment, authentic materials and active student participation. In the context of higher philological education, such methods help students develop speaking, writing, critical thinking, translation, research and independent learning skills. The study emphasizes that the successful modernization of English teaching requires not only digital tools, but also methodological readiness of teachers, flexible curriculum design and continuous feedback. The article concludes that innovative English teaching methods can significantly improve the quality of language education when they are adapted to local academic needs and implemented as part of a coherent pedagogical system.

Keywords: Innovative teaching methods, English language education, higher education, communicative competence, blended learning, digital pedagogy, philological training, student-centered learning.

Introduction

OLIY TA'LIM MUASSASALARIDA INGLIZ TILINI O'QITISHNING INNOVATSION METODLARI

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Annotatsiya

Maqolada oliy ta'lim muassasalarida ingliz tilini o'qitishning innovatsion metodlari, ayniqsa filologik yo'nalishdagi universitetlarda til ta'limining lingvistik aniqlik, kommunikativ kompetensiya, madaniyatlararo muloqot ko'nikmalari va akademik savodxonlik bilan uyg'unlashuvi masalalari tahlil qilinadi. Tadqiqotning dolzarbligi ingliz tilidan nafaqat o'quv predmeti, balki kasbiy, ilmiy va madaniyatlararo aloqa vositasi sifatida foydalana oladigan mutaxassislariga bo'lgan ehtiyoj ortib borayotgani bilan belgilanadi. Maqolada talaba shaxsiga yo'naltirilgan, texnologiyalar bilan boyitilgan va kompetensiyaviy yondashuvga asoslangan metodlar, jumladan, aralash ta'lim, teskari sinf modeli, loyiha asosida o'qitish, topshiriqqa yo'naltirilgan ta'lim, raqamli platformalar, korpusga asoslangan mashg'ulotlar hamda sun'iy intellekt vositalaridan foydalanish imkoniyatlari yoritiladi. Innovatsion metodlar aniq o'quv maqsadlari, tizimli baholash, autentik materiallar va talabalarning faol ishtiroki bilan uyg'unlashganda pedagogik jihatdan samarali bo'lishi asoslanadi. Oliy filologik ta'lim sharoitida bunday metodlar talabalarning og'zaki nutq, yozma nutq, tanqidiy fikrlash, tarjima, tadqiqotchilik va mustaqil ta'lim ko'nikmalarini rivojlantirishga xizmat qiladi. Maqolada ingliz tili ta'limini modernizatsiya qilish uchun nafaqat raqamli vositalar, balki o'qituvchilarning metodik tayyorgarligi, moslashuvchan o'quv dasturi va uzluksiz qayta aloqa ham muhim ekani ta'kidlanadi.

Kalit so'zlar: innovatsion o'qitish metodlari, ingliz tili ta'limi, oliy ta'lim, kommunikativ kompetensiya, aralash ta'lim, raqamli pedagogika, filologik tayyorgarlik, talaba markazli ta'lim.

Introduction

In contemporary higher education, English language teaching is no longer limited to the transmission of grammatical rules, vocabulary units and translation exercises. It has become a complex pedagogical process aimed at developing communicative competence, academic literacy, intercultural awareness, professional mobility and independent learning skills. For philological universities, where English is studied not only as a practical language but also as an object of linguistic, literary and methodological analysis, the need for innovative teaching methods is especially significant. Future philologists, translators, teachers, researchers and language specialists must be able to interpret texts critically, communicate fluently in academic and professional contexts, use digital resources effectively and participate in intercultural dialogue. Therefore, traditional teacher-centered instruction alone cannot fully meet the requirements of modern English language education.

The modernization of English teaching in higher education institutions is closely connected with global educational changes, the expansion of digital technologies and the increasing role of English as a medium of international academic communication. Students today have access to online dictionaries, corpora, learning platforms, video lectures, podcasts, artificial intelligence tools and authentic communication environments. However, the availability of technology does not automatically guarantee effective learning. Innovation in teaching should be understood not merely as the use of digital devices, but as the purposeful transformation of methods, learning tasks, classroom interaction, assessment and teacher-student cooperation. In this sense, innovative methods must serve pedagogical goals and support the formation of practical language competence.

In the context of Uzbekistan, higher education institutions are paying increasing attention to the improvement of foreign language instruction, international academic cooperation and the preparation of competitive specialists. English language education in philological universities plays an important role in this process because it contributes to the development of students' linguistic culture, professional communication and access to global scientific information. At the same time, several methodological challenges remain relevant. These include insufficient speaking practice, passive learning habits, dependence on

memorization, limited use of authentic materials, unequal digital competence among students and the need to connect theoretical linguistic knowledge with practical communication. Innovative methods can help address these challenges when they are adapted to the local educational environment and the professional profile of students.

Among the most effective approaches are blended learning, flipped classroom instruction, project-based learning, task-based language teaching, problem-based learning, interactive discussion, digital storytelling, corpus-based analysis and formative assessment through online tools. These methods encourage students to become active participants in the learning process rather than passive receivers of information. For example, project-based tasks allow students to investigate linguistic or cultural problems, prepare presentations, conduct interviews and produce written reports. Task-based learning develops real communicative performance through meaningful activities. Corpus-based exercises help students observe authentic language patterns and improve lexical and grammatical accuracy. Digital platforms support feedback, collaboration and independent practice beyond the classroom.

The relevance of the present topic lies in the need to identify how innovative methods can be systematically applied in English language teaching at philological universities. Such methods should not replace fundamental linguistic training, but enrich it by connecting theory with practice, accuracy with fluency and classroom learning with real communication. A well-organized innovative approach can increase students' motivation, strengthen their professional competence and prepare them for academic, pedagogical and intercultural communication in a rapidly changing educational environment.

Methods

The study is based on a qualitative pedagogical analysis of innovative methods used in teaching English in higher education institutions, with particular attention to philological universities. The methodological basis of the research includes competency-based, communicative, student-centered, activity-based and technology-enhanced approaches. These approaches make it possible to evaluate English language teaching not only as a process of transmitting linguistic knowledge, but also as a system of developing students' practical communication,

academic thinking, professional identity and independent learning strategies. The research focuses on the pedagogical conditions under which innovative methods can improve the effectiveness of English instruction in university classrooms.

The first methodological direction is the analysis of communicative and task-based language teaching. In this approach, students are involved in meaningful communication through problem-solving tasks, discussions, role plays, interviews, debates, presentations and collaborative projects. The main principle is that language is acquired more effectively when students use it for real communicative purposes. In philological education, such tasks may include literary text interpretation, linguistic problem analysis, translation comparison, academic presentation, peer review and discussion of cultural issues. These activities help students connect grammatical and lexical knowledge with actual speech production. They also develop fluency, accuracy, argumentation and interactional competence.

The second direction is the study of blended learning and flipped classroom models. Blended learning combines face-to-face instruction with online activities, while the flipped classroom transfers part of the theoretical learning process outside the classroom through video lectures, reading materials, digital exercises and online discussions. Classroom time is then used for practice, feedback, analysis and communication. This method is especially useful in higher education because university students are expected to work independently and prepare for academic tasks in advance. In English teaching, flipped learning can be applied to grammar explanation, vocabulary preparation, phonetic practice, literary background study and academic writing instruction. As a result, the classroom becomes a space for active use of language rather than passive listening.

The third methodological component is project-based learning. Students are encouraged to complete individual or group projects related to language, literature, culture, translation or teaching methodology. For example, they may prepare a corpus-based vocabulary analysis, design an English lesson plan, conduct a survey on language learning strategies, compare translations of literary texts or create digital storytelling materials. Project-based learning develops research competence, creativity, cooperation and responsibility. It also allows

students to produce a concrete academic or practical result, which increases motivation and strengthens professional orientation.

The fourth direction involves the use of digital technologies, including learning management systems, online dictionaries, electronic corpora, pronunciation applications, interactive quizzes, video conferencing tools and artificial intelligence-supported writing assistants. These tools are analyzed not as independent innovations, but as instruments that support pedagogical objectives. Digital platforms can provide immediate feedback, organize independent practice, diversify learning materials and support communication beyond the classroom. However, their use must be guided by clear methodological criteria, such as relevance to learning outcomes, accessibility, academic integrity and teacher supervision.

The fifth methodological element is formative assessment. Innovative English teaching requires continuous monitoring of students' progress through portfolios, peer assessment, self-reflection, online tests, oral performance rubrics and written feedback. Formative assessment helps teachers identify difficulties at an early stage and helps students understand their own learning progress. In this research, assessment is viewed as an integral part of the teaching process, not only as a final measurement of achievement. This methodological framework makes it possible to examine innovative English teaching as a coherent system that combines communication, technology, independent learning and professional development.

Results

The analysis of innovative methods for teaching English in higher education institutions shows that their effectiveness depends on the degree to which they transform students from passive recipients of knowledge into active participants in communication, interpretation, research and reflection. In philological universities, where English language learning is connected with linguistic theory, literature, translation, intercultural studies and teaching methodology, innovative methods create broader opportunities for developing professional competence. The results indicate that blended learning, task-based instruction, project-based activities, digital platforms and formative assessment contribute to more dynamic

and productive English language education when they are applied systematically and purposefully.

One important result is the improvement of students' communicative competence. Traditional lessons often emphasize grammar explanation, text translation and written exercises, while innovative methods require students to use English in meaningful situations. Through debates, presentations, problem-solving tasks, interviews, peer discussions and role plays, students learn to express opinions, defend arguments, ask questions, respond to different viewpoints and organize speech logically. This is particularly important for future English teachers, translators and philologists, because their professional activity requires not only language knowledge, but also the ability to communicate accurately, fluently and appropriately in different contexts.

Another result is the strengthening of students' academic literacy. Innovative methods such as project-based learning, corpus-based analysis and digital research tasks encourage students to work with academic sources, compare linguistic data, prepare reports, write summaries and present findings. These activities help students move beyond mechanical reproduction of information and develop analytical thinking. For example, when students analyze authentic texts or electronic corpora, they observe how vocabulary, grammar, collocations and discourse markers function in real language use. This improves their ability to write academic essays, conduct linguistic analysis and understand the relationship between language theory and actual communication.

The use of blended learning and flipped classroom models also produces positive results in organizing students' independent learning. When theoretical materials, video explanations, vocabulary tasks or reading assignments are provided before the lesson, students come to class better prepared for practical work. Classroom time can then be used for discussion, correction, pronunciation practice, speaking tasks and collaborative activities. This approach increases responsibility for learning and helps students manage their time more effectively. It also allows teachers to identify students' difficulties more clearly, because the lesson becomes more interactive and practice-oriented.

Digital technologies provide additional opportunities for individualization and feedback. Online platforms, interactive quizzes, electronic portfolios, pronunciation tools and writing support programs help students practice English

beyond the classroom. They also make it possible to monitor progress and provide timely correction. However, the results show that digital tools are most effective when they are integrated into the lesson with clear pedagogical aims. If technology is used only for formal novelty, it may not improve learning outcomes. Therefore, teacher guidance remains essential in selecting materials, explaining tasks and maintaining academic standards.

Project-based learning has a strong effect on motivation and professional orientation. Students become more engaged when they prepare projects connected with real academic or professional problems, such as designing English lessons, comparing translations, analyzing media texts, creating digital stories or studying language learning strategies. Such projects develop creativity, cooperation, responsibility and research skills. They also help students see the practical value of English for their future profession.

Overall, the results demonstrate that innovative methods improve English teaching by increasing communication, independence, motivation, analytical thinking and practical language use. Their effectiveness depends on methodological consistency, teacher competence, appropriate digital resources and regular assessment. In higher philological education, innovation should not weaken fundamental language training, but should enrich it by connecting linguistic knowledge with communicative, academic and professional practice.

Discussion

The discussion of innovative methods for teaching English in higher education institutions shows that methodological renewal must be understood as a gradual and systematic transformation of the whole teaching process. Innovation does not mean rejecting traditional language teaching completely. Grammar explanation, vocabulary work, phonetic training, translation exercises and text analysis remain important, especially in philological universities where students must understand the structure, history and functional features of the English language. However, these traditional components become more effective when they are combined with communicative practice, digital resources, authentic materials, independent learning tasks and reflective assessment. Therefore, the main issue is not the opposition between traditional and innovative methods, but their balanced integration.

One of the key pedagogical advantages of innovative methods is that they change the role of the student. In a traditional model, the student often depends on the teacher's explanation and reproduces ready-made information. In an innovative model, the student becomes a participant, researcher, speaker, analyst and creator of learning outcomes. This is especially important for English language education because language competence develops through active use. Students cannot fully master speaking, writing, listening and intercultural communication only by memorizing rules. They need repeated opportunities to express ideas, solve communicative problems, receive feedback and improve their performance. Task-based and project-based activities create such opportunities and help students develop confidence in using English.

At the same time, the role of the teacher becomes more complex. The teacher is no longer only a source of knowledge, but also a facilitator, organizer, consultant, evaluator and designer of the learning environment. This requires strong methodological competence. A teacher must know how to select digital tools, formulate communicative tasks, organize group work, assess oral and written performance, prevent superficial use of technology and maintain academic discipline. In Uzbekistan's higher education context, this issue is particularly relevant because the successful modernization of English teaching depends not only on technical equipment, but also on the professional readiness of teachers. If teachers are not methodologically prepared, even advanced digital platforms may remain ineffective.

Another important aspect is the connection between innovation and academic quality. Some students may perceive digital tools as a way to simplify learning, while some teachers may use them only for entertainment or visual effect. In such cases, innovation loses its pedagogical value. For example, artificial intelligence tools can support vocabulary learning, writing correction and independent practice, but they can also create risks related to plagiarism, passive thinking and dependence on automatic answers. Therefore, the use of technology must be accompanied by clear academic requirements, ethical rules and tasks that develop independent reasoning. Students should learn not only to use digital tools, but also to evaluate information critically, revise their own work and take responsibility for learning outcomes.

In philological education, innovative methods should also support deep language awareness. English students need to understand not only how to communicate, but also why certain linguistic forms are used in particular contexts. Corpus-based learning, discourse analysis, comparative translation tasks and authentic text interpretation are valuable because they connect practical communication with linguistic observation. Such activities develop analytical competence and prepare students for professional work as teachers, translators, researchers or editors.

The discussion also shows that innovative English teaching should consider students' different proficiency levels, learning styles and access to digital resources. A method that is effective for advanced students may be difficult for weaker students without proper scaffolding. Therefore, differentiated tasks, clear instructions, gradual complexity and continuous feedback are necessary. When innovation is implemented without methodological planning, it may increase inequality among students. When it is carefully organized, it can make English learning more inclusive, motivating and professionally oriented.

Thus, innovative methods are most effective when they are integrated into a coherent pedagogical system. They must serve clear educational goals, strengthen communicative and academic competence, support independent learning and preserve the fundamental linguistic quality of philological training.

Conclusion

Innovative methods for teaching English in higher education institutions have become an essential condition for improving the quality, relevance and practical orientation of language education. In philological universities, where English is studied as a means of communication, a professional tool and an object of linguistic analysis, innovation must be understood not as a simple use of modern technologies, but as a purposeful renewal of the entire pedagogical process. The effectiveness of English teaching depends on how successfully teachers combine linguistic accuracy, communicative practice, academic literacy, intercultural awareness and professional preparation. Therefore, innovative methods should serve clear educational aims and support the formation of competent, independent and creative language specialists.

The analysis shows that blended learning, flipped classroom models, task-based language teaching, project-based learning, corpus-based activities, digital

storytelling, interactive discussion and formative assessment can significantly improve students' participation and learning outcomes. These methods increase motivation because students are involved in meaningful activities connected with real communication and professional needs. They also create conditions for the development of speaking, writing, listening, reading, translation, research and critical thinking skills. When students prepare projects, analyze authentic texts, participate in debates, work with corpora or create digital learning products, they begin to understand English not only as a subject, but as a practical and intellectual resource.

At the same time, the successful implementation of innovative methods requires careful methodological organization. Digital tools, online platforms and artificial intelligence applications cannot replace the teacher's pedagogical role. They become effective only when they are used with clear instructions, relevant tasks, appropriate assessment criteria and continuous feedback. The teacher remains responsible for selecting materials, guiding students' learning, correcting mistakes, encouraging reflection and maintaining academic integrity. For this reason, professional development of English teachers is one of the main conditions for the modernization of language education in higher education institutions.

The results also indicate that innovation should be adapted to the specific context of philological education. Students of English need not only fluency, but also deep language awareness, analytical thinking and the ability to interpret linguistic and cultural phenomena. Therefore, innovative methods should not weaken grammar, phonetics, stylistics, translation or text analysis. On the contrary, they should make these areas more practical, interactive and connected with real language use. A balanced approach helps preserve the academic foundation of philological training while making the learning process more active and professionally meaningful.

For higher education institutions in Uzbekistan, the modernization of English teaching is closely related to the preparation of competitive specialists who can participate in international academic, cultural and professional communication. Innovative methods can support this goal by developing students' autonomy, creativity, digital competence and communicative confidence. However, their implementation should be gradual, systematic and pedagogically justified. It is

necessary to provide teachers with methodological support, improve digital infrastructure, design flexible curricula and introduce assessment tools that measure both knowledge and practical competence.

In conclusion, innovative methods for teaching English in higher education institutions are most effective when they are integrated into a coherent educational system. They should combine traditional linguistic training with active communication, digital resources, authentic materials and reflective learning. Such an approach can improve the quality of English language education, strengthen students' professional competence and prepare future philologists for successful work in modern academic and intercultural environments.

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