
Applying Innovative Teaching Methods in a Second Language Classroom

Abdujabbarova Malika Abduvaytovna

The department "Uzbek and foreign languages" Tashkent institute of textile and light industry

Abstract: This article focuses on the level of using creative teaching methodologies in second language classroom. A series of qualitative methods such as using newspaper, media, movies, interpreting advertisements, and creating Sandblot can be employed in the classroom in order to develop students' second language learning ability. The article focuses on how teaching methodologies should be modified and used in the classroom appropriately by understanding the learning capacity of students and their learning interest in the classroom.

Keywords: teaching methodology, innovation, developing confidence, second language learning.

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 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 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 nation's 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 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.[1; 157-158]

Hence, it is important to use relevant and required teaching methods by evaluating students' level of understanding in learning English as a second language. The teacher should possess some of the qualities while teaching his/her students. The teacher's personality, attitude, dexterously handling teaching materials, knack in answering students' questions, and ability to teach by using techniques instill interest among students. Traditional methods cannot be written off from the classroom at any point of time, but including some of the interesting and innovating teaching methodologies will make students to be focused on the learning process.

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.

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 XI. 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.[3; 35-39]

So in conclusion we can say that 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 wholeheartedly 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.

References

1. Allwright, D. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156 - 179. doi: <https://doi.org/10.1093/applin/5.2.156>
2. Bryant, T. (2006). Using world of warcraft and other MMORPGs to foster a targeted,

social, and cooperative approach toward language learning. Available at: <http://www.academiccommons.org/commons/essay/bryant-MMORPGs-for-SLA>.

3. Gilkerson, J. (2006). Acquiring English practice verbs: Age and transfer effects in second language acquisition. Ph.D. Dissertation, University of California at Los Angeles.
4. Pollock, J. E. (2007). Improve student learning one teacher at a time. Association for Supervision and Curriculum Development. Alexandria, VA. [DOI: 10.18869/acadpub.ijree.2.2.1] [Downloaded from ijreeonline.com on 2022-01-29] 8 / 9 Website: www.ijreeonline.com
5. Yusupova, S. T., Yuldasheva, N. E., Bakhtiyarov, M. Y., Abdujabborova, M. A., & Abdurashidova, N. A. "New York Linguistics and Culture Review, Pragmalinguistic Aspects of Compound Nouns in English and Uzbek" 2021 5(S2), 1431-1438.
6. Muminova Maftuna Alijonovna, Yusupalieva Shakhnoza, Khakimjanovna, Sattorova Saodat Tojimatovna "India Novateur publications Journal NX- A Multidisciplinary Peer Reviewed Journal" Syntactic functions and patterns of combinability of adverbs ISSN No: 2581 - 4230 VOLUME 7, ISSUE 1, Jan. -2021 P. 176-178
7. Nurbekova Shakhnoza, Sheralievna "Kazan Молодой учёный" К решению проблем организации инновационной деятельности в вузах" 2021 41(383) С. 95-98