**FEATURES OF USING INNOVATIVE TECHNOLOGIES AND NEW METHODS IN ENGLISH LANGUAGE CLASSES**

***Abstract***

*Currently, various methodologies, including innovative approaches aimed at developing conversational skills, are being utilized in English language education. However, traditional teaching methods remain relevant, which can hinder achieving a high level of language proficiency. Today, teaching methods have become more diverse and interactive, diverging from traditional rote learning and focusing on communicative skills. The trend in modern education is associated with a shift towards innovative teaching methods, providing new opportunities for successful foreign language acquisition.*

***Keywords:*** *method, innovative technologies, education, English language, teaching.*

**Introduction**

Currently, there is a growing significance in the field of education regarding the application of innovative methods and advanced technologies in the learning process, especially in English language classes. This is driven by the desire to ensure effective and engaging learning that meets the needs of modern learners. This trend is linked to the necessity of adapting educational methodologies to changing student requirements and expectations, as well as employing modern pedagogical approaches aimed at creating a stimulating learning environment.

**New teaching methods and innovative technologies:**

Specific examples of effective utilization of modern methods and innovative technologies in the educational process in English language classes are further discussed:

1. *Problem-Based Learning (PBL):* This method immerses students in real-life situations, prompting them to tackle authentic challenges, thus fostering the development of critical thinking, problem-solving, and communication skills essential for navigating the complexities of today's interconnected world. By engaging in inquiry-based learning, students not only acquire linguistic proficiency but also cultivate a deeper understanding of cultural nuances and societal contexts, preparing them for active participation in diverse global environments.
2. *Cooperative Learning:* In contrast to traditional lecture-based instruction, Cooperative Learning emphasizes collaborative group work, where students actively collaborate to achieve common goals. Through cooperative tasks and projects, students not only deepen their comprehension of language concepts but also enhance their interpersonal skills, such as active listening, conflict resolution, and peer feedback. Moreover, Cooperative Learning promotes the appreciation of cultural diversity and fosters empathy and mutual respect among learners, thereby laying the groundwork for effective intercultural communication and collaboration [1,p.12].

These methodologies represent integral components of a multifaceted pedagogical approach designed to cultivate well-rounded, globally competent individuals capable of thriving in the dynamic, interconnected world of the 21st century.

**Impact on learning levels and student motivation:**

In 2005, a study was conducted analyzing the responses of 1159 graduates from one school where Problem-Based Learning (PBL) was implemented, and graduates from 4 schools where this method was not used (NPBL). The study was conducted 18 months after completing their education [2,p.18].

The results showed that graduates educated through the PBL method exhibited higher ratings regarding the correlation between their school education and future professional activities, as well as their preparedness for practical work. Most of them also noted that their communicative skills were sufficiently developed within the framework of their education. Furthermore, PBL graduates expressed the need for additional training in computer work, planning and organization, as well as leadership skills development. They also reported acquiring professional methods, communication skills, and teamwork abilities during their education through this methodology [3,p.21].

A table will be presented below showing the number of graduates from two different methods working in their field of study and at what rates.

|  |  |  |
| --- | --- | --- |
| Industry | PBL  n=64 | NPBL  n=57 |
| Employed in the profession | 45(70.31%) | 48(84.21%) |
| Full-time | 29(45,31%) | 19(33.33%) |
| Part-time | 21(32.81%) | 27(47.37%) |
| Casual | 12(18.75%) | 7(12.28%) |
| Slash career | 2(3.13%) | 4(7.02%) |

Table 1 - Graduates Demographics

As we can see, more NPBL graduates than PBL graduates tend to work in their profession (NPBL = 84.21%; PBL = 70.31%), but these differences were not statistically significant. On the other hand, more PBL graduates than NPBL graduates tend to work full-time (PBL = 45%; NPBL = 33%) upon completing their education.

After considering the Problem-Based Learning (PBL) methodology, let's turn our attention to the cooperative learning method. Several years ago Richard M. Felder, who was researching new teaching methods, taught a group of students using cooperative learning. The superiority of their achievements and relationships compared to a group that was taught traditionally was confirmed by the research results. Five years after completing their education, most students were surveyed regarding the preparation received during university education. Out of 72 surveyed individuals, 50 responded to the questions. Among them, 25 mentioned problem-solving skills and time management acquired through the completion of long and complex assignments, while 23 mentioned various benefits from working in teams on homework assignments. Almost all participants spoke positively about group work. None of the respondents expressed a negative opinion about group work, although two mentioned that they initially disliked it but later saw its benefits.

These data can be presented in the form of a pie chart, where each segment represents the percentage ratio of mentions of specific career preparation aspects after graduation (see below).

Diagram 1 - Ratio of Acquired Skills.

Modern pedagogical techniques are not only the use of technical teaching aids or computers, it is the identification of principles and the development of methods for optimizing the educational process, increasing educational efficiency. When it comes to the practical application of technology, it is not necessary to use just one technology. It is best to integrate several educational technologies, combining their best features. The use of new information technologies in teaching English helps to improve and optimize the learning process and make the lesson more interesting [4,p.62]. We complement and combine traditional teaching methods with new methods, using information technology, applying an individual approach to each student and developing their linguistic abilities, as well as objectively assessing the quality of each child’s knowledge.

**Conclusion**

In conclusion, it is crucial to underscore the significance of problem-based learning (PBL) in the contemporary educational landscape. This innovative pedagogical approach offers a distinctive strategy by actively engaging students in the learning journey, thereby nurturing critical thinking, independence, and collaborative skills. Extensive research has demonstrated that PBL not only enhances comprehension of subject matter but also cultivates essential competencies such as analysis, problem-solving, effective communication, and creative thinking.

However, it is imperative to acknowledge the potential constraints associated with implementing PBL. This method often demands substantial time commitments and organizational resources, and effective execution relies heavily on the expertise of qualified educators. These factors warrant careful consideration when integrating PBL into educational curricula.

Turning to cooperative learning, research consistently indicates its positive impact on student outcomes and attitudes toward learning. Students exposed to cooperative methods consistently report improvements in problem-solving abilities, time management skills, and teamwork dynamics [5,p.32]. Moreover, they highlight the invaluable benefits of collaborative endeavors, which foster deeper comprehension of academic material and foster meaningful connections with peers.

The favorable experiences recounted by students underscore the efficacy of cooperative learning methodologies and advocate for their broader incorporation into educational frameworks. To further enrich English language education, embracing novel pedagogical techniques and technological advancements is recommended. Integration of interactive tools, gamified approaches, and multimedia resources can enhance student engagement and facilitate more effective learning experiences. Moreover, personalized learning initiatives and regular feedback mechanisms are essential for catering to diverse student needs and optimizing educational outcomes. Additionally, ongoing professional development opportunities for educators are indispensable for successfully implementing innovative practices and ensuring continuous improvement in the educational sphere.

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