INNOVATIVE METHODS OF LEARNING ENGLISH

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Abstract: *New methods and technologies are being introduced in education to bring about changes in the existing system and achieve predetermined educational goals. This article will talk about innovative ways to learn English, and examples of them are cited.*

Key words: *innovative methods, student, teacher, education, pedagogical technology, lesson, language.*

There is a growing interest in increasing the effectiveness of education through the use of innovative methods (pedagogical and information communication technology) in the educational process. Classes using modern technology are designed so that the students (or learners) can find, independently study and analyze the knowledge they have acquired, and even draw their own conclusions on the material. In this process, the teacher creates learning environment for the improvisation, formation, acquisition and upbringing of the individual and the team, as well as acts as a manager or a guide.

It is observed that, the students learn effectively in the following circumstances when they acquire the language material in English:

- explanation of terms and lesson procedure in English independently
- be able to hold and approve own opinion;
- participation in discussions and debates;
- ask questions to teachers and peers;
- be able to analyse the actions of peers;
- evaluation of peers' answers and written paper;
- choose and express a sample situation from own experience independently;
- offer several ways to solve the given problem;
- analysis of personal actions aimed at self-control, perception and practice;

A new approach to teaching and learning is necessary to increase students' active participation, perception, and cognitive development. This involves shifting from traditional textual learning content to visual learning content through innovative and effective teaching methods. As the world becomes more interconnected, the ability to communicate in English has become increasingly important. As a result, teaching English as a second language (ESL) has become a critical component of education systems worldwide. However, traditional teaching methods may not always be effective for all students. To meet the diverse needs of learners, innovative teaching methods are necessary.

One innovative method in teaching ESL is gamification. Gamification is the process of incorporating game elements into non-gaming contexts. In teaching ESL, gamification can be used to make learning more engaging and fun. Teachers can use games such as crossword puzzles, word searches, and trivia games to teach vocabulary and grammar. Online games and apps can also be used to teach English in an interactive way. Mobile technology

advancements boost game-play prospects even further, allowing individuals to participate at any time and from any location. Anyone with a smartphone or tablet device can become a gamer. Free mobile games abound, and the most popular, such as "Words with Friends" - a modern twist on Scrabble — have become extensively used outlets for social engagement and connecting family and friends. Mobile games' social networking features contribute to the prevalence of game play in a culture that is increasingly concerned with staying in touch and connected all of the time; in this sense, the appeal of online games is not just about who is playing, but who in one's personal network is playing.

Another innovative method is project-based learning. Project-based learning involves students working on a project that requires them to apply what they have learned. In teaching ESL, this could involve students creating a podcast, writing a story, or making a video. This approach encourages students to use their creativity and critical thinking skills while also improving their language skills. What Exactly Is Project-Based Learning? The concept of Project-Based Learning (PBL) is not new, but it has recently acquired prominence in the world of education. PBL research has been undertaken and adopted at a growing number of educational institutions around the world over the last decade. In other words, students develop their own inquiries, plan their learning, organize their research, implement a variety of learning methodologies, and evaluate their projects that have real-world implications outside of the classroom. These exercises allow students to work relatively independently for extended periods of time.

Computational thinking is a highly effective method of problem solving and thinking. Computational Thinking (CT) refers to the concept of employing structured or algorithmic thinking to generate the desired outcome for a given input. This term has been in use since the 1950s. It entails breaking complex problems into smaller, manageable parts, identifying patterns from past solutions, disregarding irrelevant details, creating a step-by-step plan to reach a solution, and continuously refining that plan.

Crossover learning refers to the integration of educational content with real-life issues that are relevant to learners. This can occur in informal settings like museums and after-school clubs. The connection between formal and informal learning is a two-way street, as experiences from everyday life can enhance learning in schools and colleges, while informal learning can be enriched by incorporating questions and knowledge from the classroom. These interconnected experiences foster greater interest and motivation to learn.

The flipped classroom approach in teaching English is an innovative method that reverses traditional classroom instruction, allowing students to learn at their own pace outside of class and using in-class time to work collaboratively and apply what they have learned. By flipping the classroom, students can actively engage in learning, participate in group activities and discussions, and receive individualized attention from their teachers.

The personalized learning method is a promising approach in teaching English to students of diverse backgrounds and abilities. By tailoring instruction to the individual needs, goals, and learning styles of students, teachers can create a more dynamic and responsive learning environment.

Information technology has also created viewpoints and possibilities to accommodate for learner variations. The fundamental change in the methods and ways of acquiring

knowledge, it by reinforcing these gains through social media, free access to different learning platforms, intelligent tutoring systems, or actually personalized or adaptive learning, has given rise to a new relationship between teachers and students, between students themselves, and between acquaintances and students and knowledge and teachers. Students who have access to various information technologies can modify their learning in a much more autonomous and innovative manner.

Thus, the use of various innovative methods in teaching language materials in English serves to improve the quality of the learning process and teaches students to independently research, analyze, compare, modify, apply knowledge in the communication process, constantly update and supplement their understanding. The organization of learning process in pairs and groups ensures high activity of students, in the process of which the independent activity of students in predicting the results, planning and organization of learning activities is supported.

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