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INNOVATIVE APPROACHES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

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The article explores innovative approaches to teaching English as a foreign language, emphasizing the shift from traditional grammar-focused methods to communicative, technology-enhanced, and learner-centered instruction. It highlights three major innovations: gamification, blended learning, and task-based language teaching (TBLT). Each method enhances student motivation, autonomy, and communicative competence while addressing real-life contexts and digital integration. The paper also discusses challenges such as limited resources and the need for teacher training. Ultimately, it concludes that innovation in English teaching depends not only on technology but also on teachers' creativity, empathy, and ability to inspire meaningful learning experiences.

Keywords: EFL teaching, gamification, blended learning, task-based language teaching, communicative approach, innovation, motivation, digital tools, learner-centered methods.

Today, English proficiency is considered one of the most important skills for students to attain for education, employment, and global interactions. Grammar-translation and rote learning, for example, are still dominant teaching approaches, yet, they are inadequate for current learners. These methods examine the learning of the English language primarily from the perspective of grammar and vocabulary, leaving the learner demotivated, and communicative competence and real-world applications ignored. Communicative, integrative and learner-centered approaches to teaching English are now being adopted. These approaches target the initial use of technology, authentic materials, and collaborative activities to facilitate learning. Today's teachers are facilitators, and they plan learning activities that help students focus on the target goals.

Innovative Teaching Methods in EFL Gamification Gamification is one of the most effective and popular trends in education. It includes the integration of game components into the learning process, for example, points, badges, levels, and

leaderboards. Gamification aims to enhance learners' motivation, concentration, and perseverance. Games fulfill the basic human needs for competition, accomplishment, and instant feedback. In the EFL classroom, gamification can be practiced with the help of Kahoot, Quizizz, and ClassDojo. With these applications, teachers can prepare interactive quizzes and organize vocabulary, grammar, and various other learning competitions. Studies prove that the gamification of lessons not only increases learners' motivation and engagement but also facilitates the retention of vocabulary and grammatical structures in the long term. Gamification also enables learners to confront the fear of making mistakes. The anxiety that accompanies foreign language learning fades when lessons are playful. As a result, this methodology promotes a risk-free environment in which learners can revel in experimentation and self-expression.

Blended Learning Blended learning merges online and in-person education. This approach offers learners a degree of self-direction where they can study some theoretical content online at their convenience and dedicate classroom time to discussions, practice, and problem-solving activities. For English learners, blended learning offers opportunities to master some grammar and vocabulary for a given topic through online courses, videos, and apps, whereas interactive speaking and writing practice is done with a teacher and classmates. Popular platforms for blended EFL learning are Moodle, Google Classroom, Edmodo, and Duolingo. There are many advantages to blended learning. It encourages differentiated instructional approaches, fosters self-regulated learning, and improves individual progress tracking for teachers. However, the primary challenge is striking a healthy equilibrium between online self-direction and the required social interaction. Digital tools must support the learning objectives and not replace necessary contact.

Task-Based Language Teaching (TBLT) focuses on real-life situations, communication, and problem-solving. In contrast to older lessons based on the completion of grammar exercises, TBLT centers on the performance of meaningful tasks that tackle real-life situations. For example, learners might do all the planning for a trip, organize an event, or conduct a survey, all in English. TBLT enhances language communication and the cognitive, social, and creative domains. There is a movement from a focus on accuracy to fluency and, from control by the teacher to learner autonomy. Collaboration encourages students to negotiate meanings and to reflect on their learning, all of which enhance the depth of learning. The design of tasks in TBLT is key to its success. Each task needs an objective, an outcome and a stage that incorporates reflection. For example, students completing a group project can write and submit a short report or deliver an oral presentation. Such activities promote confidence and reinforce important skills in speech and writing.

Despite the advantages, implementing innovative approaches is not always easy. Teachers may face several obstacles: lack of technological resources, insufficient

training, or resistance to change. Some students may also struggle with self-discipline in blended learning environments.

Another concern is maintaining the balance between innovation and educational quality. Not every new technology guarantees effective learning. Teachers should choose tools that support their pedagogical goals rather than simply follow trends. Furthermore, the human factor remains crucial: no technology can replace the empathy, encouragement, and inspiration that a good teacher provides.

To overcome these challenges, professional development is essential. Teachers should continuously learn new methods, share experiences, and participate in online communities of practice. Schools and universities, in turn, should provide infrastructure and technical support for educators.

Motivation is one of the key factors in successful language learning. Innovative methods are effective largely because they increase intrinsic motivation — the inner desire to learn for enjoyment and personal growth. Gamification, communicative tasks, and technology-based learning make English lessons meaningful and emotionally engaging.

Psychological studies show that students who feel competent, autonomous, and connected to others are more likely to succeed. Innovative approaches foster these conditions by giving learners choices, challenges, and opportunities for collaboration. Teachers can further enhance motivation by setting clear goals, giving constructive feedback, and celebrating progress.

Innovation in English language teaching reflects broader changes in education and society. The world is becoming more interconnected, digital, and dynamic, and EFL classrooms must adapt accordingly. Gamification, blended learning, task-based instruction, communicative methods, and digital technologies all contribute to making language learning more interactive, personalized, and relevant.

However, true innovation is not limited to using new tools. It lies in the teacher's ability to inspire, adapt, and create meaningful learning experiences. The combination of technology and pedagogy, creativity and empathy, theory and practice ensures the development of both linguistic and human potential.

As the demand for English proficiency continues to grow, innovative approaches will remain at the center of educational reform. They will help learners not only master the language but also develop the critical thinking, collaboration, and digital literacy skills necessary for success in the 21st century.

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ИННОВАЦИОННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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В статье рассматриваются инновационные подходы к обучению английскому языку как иностранному, подчеркивается переход от традиционных грамматико-переводных методов к коммуникативному, технологически обогащенному и ориентированному на обучающегося процессу. Выделяются три основных инновации: геймификация, смешанное обучение и обучение на основе выполнения заданий (TBLT). Каждый из этих методов способствует повышению мотивации, самостоятельности и коммуникативной компетенции учащихся, обеспечивая связь обучения с реальными жизненными ситуациями и цифровыми технологиями. Также обсуждаются проблемы, такие как ограниченность ресурсов и необходимость дополнительной подготовки преподавателей. В заключение подчеркивается, что инновации в преподавании английского языка зависят не только от технологий, но и от креативности, эмпатии и вдохновения самих педагогов.

Ключевые слова: преподавание английского языка как иностранного, геймификация, смешанное обучение, обучение на основе заданий, коммуникативный подход, инновации, мотивация, цифровые инструменты, личностно-ориентированные методы.

ШЕТ ТІЛІ РЕТІНДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ИННОВАЦИЯЛЫҚ ТӘСІЛДЕР

Бейсебай Аружан

Мақалада ағылшын тілін шет тілі ретінде оқытудың инновациялық тәсілдері қарастырылып, дәстүрлі грамматикалық бағыттан коммуникативтік, технологиялық және білім алушыға бағытталған оқытуға көшу үрдісі талданады. Үш негізгі инновация ерекшеленеді: геймификация,

аралас оқыту және тапсырмаға негізделген оқыту (TBLT). Әр әдіс оқушылардың мотивациясын, дербестігін және коммуникативтік құзыреттілігін арттыруға ықпал етіп, оқытуды нақты өмірлік жағдайлармен және цифрлық интеграциямен байланыстырады. Сондай-ақ шектеулі ресурстар мен мұғалімдердің кәсіби дайындық қажеттілігі сияқты қиындықтар қарастырылады. Қорытындыда ағылшын тілін оқытудағы инновация тек технологияларға емес, сонымен қатар мұғалімдердің шығармашылығына, эмпатиясына және шабыттандыру қабілетіне тәуелді екені атап өтіледі.

Кілт сөздері: ағылшын тілін оқыту, геймификация, аралас оқыту, тапсырмаға негізделген оқыту, коммуникативтік тәсіл, инновация, мотивация, цифрлық құралдар, тұлғаға бағытталған әдістер.