IMPLEMENTING INNOVATIVE STRATEGIES IN TEACHING ESL STUDENTS

Sirojiddinova Sevara Sirojiddinovna
Sirojiddinova Shahribonu Sirojiddinovna
Ilmiy rahbar

Abstract: *the purpose of this study is to elucidate cutting-edge methods for teaching English to speakers of other languages. The steps of library research were followed in order to perform this study. Data was gathered and qualitatively examined from recognized national and international journals. The creative learning technique is student-centered, according to the data gathered. Students actively contribute to the process of learning by expanding their knowledge.*

Key words: *strategies, ESL teaching, students, context, language skill, innovation.*

Introduction

The techniques or approaches that instructors employ to support learning and assist students in meeting their learning goals are known as teaching strategies. In order to help the instructor accomplish the learning objectives, teaching methods are essential to the teaching and learning process. The tactics used to accomplish these goals might be very different and customized to meet the requirements and learning preferences of certain students or groups. Teachers employ these tactics to help students learn and to make the process more efficient and interesting. Using teaching tactics may help students learn by doing, avoid boredom, and support the achievement of their learning objectives. To promote learning and assist students in reaching their objectives, a variety of teaching techniques can be applied. A lecture is a type of conventional instruction where the instructor imparts knowledge to the class orally or in writing. The foundation of traditional teaching tactics is the transfer of information from the instructor to the pupils. These methods of instruction have been around for a long time. According to Tulumam, these tactics frequently entail the instructor standing in front of the class and giving a lecture or presentation while the students sit back and take notes. Textbooks, worksheets, and other printed materials are examples of traditional teaching tools that may be used to support a teacher's lesson plan.

Traditional teaching methods have a number of benefits, chief among them being familiarity to both educators and learners and ease of application. They are also capable of summarizing a topic and introducing new ideas with effectiveness. Traditional teaching methods might, however, have certain drawbacks. It might be challenging to maintain every student's attention with them because they might not be as participatory or engaging as some other strategies. Furthermore,

because they frequently rely on the instructor to provide knowledge rather than encouraging students to think for themselves, traditional teaching tactics may not be as successful at developing critical thinking and problem-solving abilities. Despite these drawbacks, conventional teaching methods are still employed in a large number of classrooms around the globe.

Main part

A deep comprehension of both the subject matter and the students themselves should be the foundation of any effective teaching strategy. In addition to the lesson's aims and objectives, teachers should take into account the age, aptitude, and learning preferences of their pupils. In order to create a more engaging and productive learning environment, teachers can also be creative in their approach selection, matching the requirements and skills of their pupils. According to Pujiati & Tamela, it's critical that educators use cutting-edge pedagogies and make accommodations for inclusive classrooms. The government and educators everywhere have taken a keen interest in the subject of inclusivity in education. Hidayah & Morganna suggested several teaching strategies be used in teaching EFL in inclusive classrooms, such as active learning, peer-tutoring, cooperative learning, and direct instruction. Their study also suggested that the teacher must be ready to implement many different teaching strategies in the classroom to meet the student's needs. Teachers must also continuously develop their pedagogical skills and knowledge to implement the strategies well. Previous studies on teaching strategies listed the type of strategies that can help the students in the classroom along with their limitations. This study elaborates the innovative teaching strategies that can be used to teach English as Foreign Language. This study describes the definition of innovative teaching strategies in EFL classrooms, followed by the importance of implementing an innovative teaching strategy. Types of innovative teaching strategies will be presented in the last part of the article to comprehensively discuss the topic.

Innovative teaching strategies in English as a Foreign Language (EFL) are approaches to language instruction that depart from traditional methods and aim to make learning more engaging, effective, and efficient for students. One of the main goals of innovative teaching strategies is to foster a more interactive and collaborative learning environment. The innovative teaching strategy is also expected to contribute to developing students' language skills, as they allow students to use the language in meaningful contexts and receive feedback from their peers and teachers. The goal of innovative teaching strategies is to foster a more interactive and collaborative learning environment. This can be achieved through group work, project-based learning, and problem-based learning, encouraging students to work together and engage in authentic tasks. These

approaches are particularly effective in developing students' language skills, as they allow students to use the language in meaningful contexts and receive feedback from their peers and teachers.

Projects created by students encourage a wide range of abilities, not only technical knowledge or problems but also practical skills such as coping with incomplete or imprecise information, setting goals, and group cooperation. In project-based learning, students are required to formulate their specific learning objectives. What project you want to make must be based on the interests and abilities of students both individually and in groups. Students are also required to organize their learning activities by dividing the workload between them and integrating the different tasks developed by each student. The focus of learning in project-based learning lies in the core principles and concepts of a scientific discipline, involves students in problem-solving investigations and other meaningful tasks, provides opportunities for students to work independently in constructing their knowledge, and the main target is to produce a real product. Project-based learning has enormous potential to provide a more interesting and meaningful learning experience for students.

Conclusion

From the explanation above, it can be understood that innovative learning is a learning strategy that is different from conventional learning. The most prominent thing that distinguishes the two is that conventional learning is teacher-centered, while innovative learning is student centered. Therefore, in innovative learning, students are expected to be directly involved in building their knowledge. In addition, through innovative learning, students are also expected to be able to master the skills needed to be able to compete in the global world, such as critical thinking skills, creative and innovative thinking skills, communication skills, and collaboration skills. Therefore innovative learning Strategies such as cooperative learning, problem-based learning, and project-based learning are directed to achieve these skills. Likewise, the assessment process is also directed to assess students' abilities in implementing the knowledge gained in real contexts in everyday life. Thus, the assessment process is carried out with authentic assessment.

REFERENCES:

1.   Affandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students' writing achievement at the tertiary level. Rangsit Journal of Educational Studies, 3(1), 23-40.

2.   Hidayah, J., & Morganna, R. (2019). Fulfilling the needs of diverse students: teaching strategies for EFL inclusive classrooms. Suar Betang, 14(2), 183-195.

3.   Mali, Y.,C., G. (2016). Project-Based Learning in Indonesian EFL Classrooms: from Theory to Practice. IJEE (Indonesian Journal of English Education), 3(1), 89-105. doi:10.15408/ijee.v3i1.2651

4.   Naz, F., & Murad, H. S. (2017). Innovative teaching has a positive impact on the performance of diverse students. SAGE Open, 7(4), 2158244017734022.

5.   Sabat, Y., & Purwanto, H. (2015). Using Demonstration Method To Improve Students' speaking Ability. English Educ, 3(1).