NEW METHODS OF TEACHING FOREIGN LANGUAGES AND THEIR APPLICATION IN PEDAGOGY

Sevara Mamasharifova

Abstract: This article is dedicated to new methods of teaching foreign languages and their application in pedagogy. It analyzes communicative, task-based, CLIL, blended and AI-assisted approaches. The study identifies the advantages of each method, ways of using it in the classroom, and the main difficulties of implementation. The article can be useful for language teachers, students and methodologists interested in modern language education.

Keywords: foreign language teaching, communicative approach, task-based learning, CLIL, blended learning, artificial intelligence, pedagogy, assessment

INTRODUCTION

Foreign language teaching is one of the most dynamic areas of modern education. Globalization, international cooperation and digital technology have changed the goal of language study: learners now need to use a language to communicate, not only to know its rules.[1] Traditional methods, such as grammar-translation and repetitive drilling, develop knowledge about a language but often fail to develop the ability to speak. For this reason, teachers and researchers have turned to learner-centered methods that stress meaningful interaction, authentic materials and active participation.[2]

The aim of this article is to review the main new methods of teaching foreign languages and to show how they can be applied in pedagogical practice, as well as to identify the difficulties that teachers face. The article examines the communicative and task-based approaches, CLIL, technology-enhanced and AI-assisted learning, and the use of these methods in lesson design and assessment.

Section 1: Communicative and task-based approaches

This section analyzes the approaches that treat language as a tool for meaning. In Communicative Language Teaching (CLT), lessons are built around information gaps, role plays, discussions and problem-solving, and errors are accepted as a normal part of development.[1] Task-Based Language Teaching (TBLT) goes further and organizes the lesson around a real-world task, such as planning a trip or writing a short report. A typical lesson has three stages: a pre-task that introduces the topic, a task cycle in which learners work in groups and report their results, and a language focus in which the teacher highlights useful forms and errors.[3]

Both approaches increase the amount of real language use in class. At the same time, weaker learners may depend on their first language or on stronger partners, so clear group roles and language expectations are needed.

Section 2: CLIL and project-based learning

This section examines the integration of language and content. Content and Language Integrated Learning (CLIL) teaches a school subject, such as geography or biology, through a foreign language. It rests on four connected elements: content, communication, cognition and culture.[4]

Project-based learning extends this logic over several days or weeks. Students may design a tourist brochure for their city, record a podcast or run a survey and present the results. The product is authentic and the work is collaborative, so all four language skills are used naturally. Projects on local culture and tourism, for example, give learners real information to share with a foreign audience.[2]

Both methods give language a purpose beyond the language lesson, but they require cooperation between subject and language teachers and careful scaffolding with glossaries, visuals and sentence frames.

Section 3: Technology-enhanced and AI-assisted learning

This section discusses digital methods. In blended and flipped learning, students study explanations or videos at home and use class time for speaking, collaboration and feedback, so the lesson becomes a workshop rather than a lecture.[5]

Mobile applications, online platforms and virtual reality give learners access to authentic materials and low-risk speaking practice. Artificial intelligence tools can act as conversation partners, give instant feedback on writing and pronunciation, and help teachers prepare graded texts and quizzes.

Technology improves learning only when it supports a clear task. Teachers must also check the accuracy of AI output and prevent learners from submitting generated text as their own work.

Section 4: Application in pedagogy

This section shows how the methods can be applied in practice. They work best when combined: one unit can begin with a flipped video, continue with a task-based group activity, use an AI tool for feedback and end with a gamified review.

In lesson design, the teacher starts from a communicative outcome, for example "students can compare two cities", and chooses the method that fits it. Multilingual learners can also use all their languages as a resource, planning a text in Uzbek or Russian and then producing the final version in English.[6]

Assessment should match the method. Rubrics, portfolios and performance tasks show what learners can do, and shared goals based on the CEFR "can do" statements make the criteria clear to learners.[7]

The main difficulties are large classes, exam systems that reward only grammar, unequal access to technology and limited teacher training. Sustained professional development, including peer observation and collaborative lesson planning, is therefore as important as the methods themselves.

CONCLUSION

This article reviewed the main new methods of teaching foreign languages and their application in pedagogy. The results show that communicative, task-based, CLIL, blended and AI-assisted approaches share a focus on meaningful communication, active learners and a teacher who designs learning experiences rather than only delivering rules. No single method is sufficient, and the best results come from combining them to fit learners' level, needs and context.

In conclusion, teachers can start by introducing one method in one unit, assessing the result and refining it. Institutions should support this process through teacher training, aligned assessment and fair access to technology. In the future, it is advisable to test these methods in classroom experiments and surveys of teachers and learners in Uzbek schools and universities.

REFERENCES

1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

2. Ellis, R. (2003). Task-Based Language Learning and Teaching. Oxford University Press.

3. Willis, J. (1996). A Framework for Task-Based Learning.

4. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.

5. Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. ISTE.

6. Garcia, O., & Li Wei (2014). Translanguaging: Language, Bilingualism and Education. Palgrave Macmillan.

7. Council of Europe (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Council of Europe Publishing.