

XXI Century Modern English Language Teaching Methods and Innovative Methods**Shoinazarova Vazira Khushbakovna, Qurbonova Dildora Bobonazarovna,
Kuchkinov Xudaybergan Xidirovich**Tashkent State Agrarian University Termez branch Department of Uzbek language and literature English
language teacher**ANNOTATION**

This article discusses current and innovative ways and approaches for teaching English in the twenty-first century. The article discusses many strategies and unique approaches for improving their language skills. Identifying and resolving some of the issues that hamper language acquisition in schools. These methods, as well as creative methods and information technology, considerably improve English instruction.

Keywords: *H.Palmer's method, "Spelling bee", "Creative Problem Solving", "Thinkers'meeting", "MerryRiddles", "Whenpicturesspeak", "Pupils and their environment" method's criteria.*

*"Having another language means being a second spirit"
(Charlemagne)*

It is widely acknowledged that the twenty-first century is an era of growth, development, and creative technologies. It is now being developed in every industry using cutting-edge technology and cutting-edge science. In order for students to learn English in depth and improve their language skills, it is vital to use new and innovative tools, approaches, a range of interactive games, and practical exercises in the classroom system. The integration of cutting-edge technologies into the educational process is intrinsically related to the enhancement of educational content and methodologies in the process of teaching foreign languages to meet specific demands. The primary goal of teaching foreign languages is to build and develop a communicative culture in students, as well as to provide practical instruction in the language. Prof. Azamat Akbarov, a practical linguist, believes that mastering a foreign language is more vital than having a "good impression" biography or a travel equipment. It assists students in becoming sharper, faster decision-makers, as well as improving their ability to lead dialogues. Learning and speaking a foreign language has also been shown to have psychological benefits. The teacher's job is to create conditions for each student, selecting instructional approaches that allow each student to display their activity and creativity. The main task of teaching Modern English in the twenty-first century is to teach students in schools using modern methods, new information technologies, and modern pedagogical technologies, such as internet resources, in order to independently master a growing student's knowledge, strive to continually deepen in the field of knowledge, and increase his interest.

Speech is a means of communication, hence its study falls within the umbrella of Education's general practical aim. In the study of foreign languages, however, today's pupils have a problem with speech. Professor Azamat Akbarov gave the following viewpoint in this situation: "Unfortunately, some of the language education strategies employed nowadays are simply classes that squander students' time." I wanted language teachers to focus on conversational skills and qualifications rather than a deep analysis of the norms of reading literature and mathematics in teaching a foreign language. In such lessons, the main attention is paid to reading and writing, little or no consistent attention is paid to vocabulary and listening comprehension. It is very important that the reader tilni speak muttasil from the time he began to learn." This indicates that providing students with only new material during the session, having them complete written activities in textbooks, and constantly memorizing rules or dictionaries can cause them to lose interest in learning English while also provoking speech issues. Psychologists and educators agree that pupils' thinking can be quickly developed if they are taught to overcome a sufficient quantity of problems during the educational process. As a result, it is preferable to employ speech development-based techniques to address speech-related issues in students. The Harold Palmer approach is used in schools to improve kids' language skills and eradicate language issues. The goal of this approach is to learn the English language in a free and independent manner, that is, to master the skills of listening, understanding, speaking, reading, and writing. Teachers are instructed to work with pupils using the H. Palmer approach, taking into mind the following difficulties in order for students to learn oral speech:

1. Language challenges are classified (pronunciation, spelling, etymological, semantic, syntactic difficulties).

2. Oral speech is taught in two ways: listening, understanding, and speaking.
3. Formation of the wealth of the passive language, and then its active application in reproductive speech.
4. Visuality, translation, interpretation in a foreign language, the use of textual content when opening the meaning of words.
5. Memorization of parts of speech.
6. Selection of words according to certain criteria.
7. Selection of texts on topics, creating a dictionary-minimum and determining the types of reading.

Identifying the challenges in language acquisition will, of course, help in overcoming the problems and getting great results. Work should be done based on the criteria of the methodology "the child and his surroundings" when introducing issues into the school program for the development of speech in pupils. Simply put, the reader must be able to express an opinion about himself, those close to him, and things in English (about his friends, teacher, family, class, school, and house), think about a longer distance (about his village or city) in seconds, and finally, provide information about his homeland and the country(s) in which he lives. These themes are organized using three large names: "student tevarak-atrophy, " "our motherland, " and "the country in which the language is studied". Based on similar topics in schools, it is possible to develop students' speaking skills in English.

Innovative ways of teaching English should be employed in light of the changing realities of modern society and its active development. Today, English language teachers in schools rely on the expertise of teachers in the United States and England, interpreting the use of the following creative methods:

- The beginning of the narrative for the application of the method "creative Problem Solving" is read, as well as how it will end - readers will be referred to;
- "Cheerful riddles" will be referred to (Merry Riddles). Students benefit from puzzles when learning the English language because they learn new vocabulary and have to think about the solution.
- The method "pictures speak" (When pictures speak) is much more convenient and helps to develop the oral speech of students in teaching English, for this it is necessary to use pictures on the subject;
- When using the "Philosophers' Meeting" method, students select one of the thinkers, poets, or writers about whom they want to share their insightful remarks. At such a time, employing the words of wisdom described in the lessons will assist the reader-young people in growing into excellent individuals.
- Students must accurately spell each of the words in the dictionaries that they learn in order to employ the "Spelling bee" (Spelling bee) method. This strategy aids in the growth of pupils' speaking and writing abilities. Each of the new solutions discussed above has its own set of benefits. All such methods provide for cooperation between the teacher and the pupil, active action of the pupil in the educational process.

Students' interest and participation in science increases as a result of the employment of current technology in English language teaching. Throughout the lesson, the teacher should show them engaging and instructional movies in English, with a duration of 3 or 5 minutes, depending on the kids' class structure. If these videos are too long, some viewers may become bored or misunderstand parts of the words. As a result, it is preferable that the videos are brief in length. Using movies on the kids in the session can capture their attention to learning, using new themes, facts, writing guidelines, intriguing material, poems, dictionaries, or movies about historical and renowned people, it is possible to produce beneficial outcomes in any method. Students learn skills such as listening, listening, comprehending, perceiving, remembering, and speaking in particular.

We will not be mistaken if we say that in the twenty-first century, as long as the era itself requires innovation and renewal, we will not be erroneous if we say that the transition of teachings to the growing younger generation through new, modern ways is also a requirement of the era. It is vital to provide them with scientific, spiritual-educational, and psychological assistance in order for the readers-young people to evolve into a mature staff in the future. The development of schoolchildren's language abilities has already proven to be a major success in the future. The methods mentioned above, as well as innovative methods and the use of modern information technologies, help to increase their interest in language learning, to attract them to tilni learning, to be able to solve problems that have arisen in them, to think, to demonstrate their talents, and to develop skills such as reading, speaking, listening, understanding, and writing, to achieve. Students' logical thinking skills improve, their speech becomes fluid, and they develop a speedy and right reaction qualification as a result of the use of new methods. In this regard, it should be noted that, in addition

to creative teaching approaches, the introduction of information technology considerably diversifies the information reception and processing process.

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