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## **CONTEMPORARY APPROACHES TO TEACHING ENGLISH SUMMARY**

This article deals with the potential of utilizing modern approaches in foreign language instruction. It outlines key classifications of teaching methods that can enhance the effectiveness of English language education. Language has always served as a gateway to knowledge, and fluency in multiple languages has been esteemed throughout history. At different points in time, certain languages have held particular significance for global communication and understanding. Today, while German once held this position, English has become the dominant global language. Effective communication in English is closely tied to how it is taught. In the modern era, language education requires updated strategies and innovative techniques. The primary objective of contemporary schooling is to inspire students to learn, discover new knowledge, and take ownership of their educational paths. Encouraging independent learning, critical thinking, and research among students shifts the teacher's role toward being a guide who facilitates and supports this process. For lessons to be engaging, educators must carefully structure them in a way that fosters student interest. Traditional methods that emphasize rote memorization of vocabulary and grammar often fail to achieve lasting results. A major challenge in English education today is the lack of student motivation. This can stem from psychological barriers or difficulties students face when learning a new language. However, practical experience has shown that using diverse, modern resources and interactive tools can spark students' curiosity and significantly boost their enthusiasm for learning.

**Key words:** innovative methods, innovative technologies, educational process, cooperative learning, ICT, ELT.

The article highlights how modern technologies are influencing both the methodologies and materials used in language education. It examines current educational trends, both new and established teaching methods, innovative instructional designs, essential modern devices, and the role of Information and Communication Technologies (ICT) in English language instruction. Over the past decade, English teaching has experienced significant transformation. In the past,

students were often overwhelmed with lectures and expected to extract and memorize key information from assigned texts. Today, alternative approaches that emphasize communication skills, technical proficiency, interpersonal abilities, and ICT literacy are gaining greater importance [1]. There is an increasing demand for well-prepared graduates who can thrive in the competitive global marketplace. Although times, trends, and public perceptions have evolved, it is concerning that the English language curriculum has remained largely unchanged for the past century. People's understanding of what language is and how it should be taught has progressed, yet inflexible and overly extensive curricula continue to place a heavy burden on students.

Many teachers who have long relied on the grammar-translation method—using the blackboard as their primary tool for teaching English communication skills and nuances—are still active in classrooms today. Even with the introduction of projectors as a supplementary teaching aid, traditional methods continue to dominate. These educators adhered to a doctrine-based approach, emphasizing theory and repetition over practical application. In earlier research, significant attention was given to using authentic, meaningful, and contextualized discourse in language teaching. Scholars also explored successful second language acquisition in adults, drawing parallels to foreign language learning. However, in practice, the classroom dynamic remained largely unchanged: teachers delivered content through lectures while students passively listened. This teacher-centered model gave students only a minimal role in the learning process. Over time, both educators and learners recognized the limitations of this traditional approach, as it often failed to deliver effective results. Despite its emphasis on the functional aspects of English, the grammar-translation method proved inefficient. Efforts to modernize language instruction required considerable time, funding, and smaller class sizes—yet even these changes were not entirely sufficient. These challenges eventually led to the adoption of the audio-lingual method, followed by the development of the direct method, which emphasized foreign language instruction through audiovisual tools and immersive techniques.

Contemporary approaches to teaching English emphasize communicative methods that are more student-centered and time-efficient. These methods not only enhance the overall quality of instruction but also foster students' ability to use English effectively in real-life situations, thereby strengthening their communicative competence. In an ideal educational setting, language learning builds on a learner's natural ability to acquire language. When combined with literacy, this foundation evolves into a powerful tool for abstract thinking and academic development. To support this process, teachers integrate various English texts into lessons for translation exercises, listening practice, and grammar assessments. With the widespread use of tablets and smartphones, there is growing speculation that

traditional textbooks may become obsolete in the near future. Digital devices are increasingly shaping how students engage with learning materials and access language resources.

Recognizing the need for transformation in English language teaching (ELT), educators actively participate in conferences and workshops. These events provide platforms for exchanging ideas, exploring emerging trends in ELT, and enhancing professional skills [2]. While academic qualifications form the foundation of a teaching career, they are not sufficient for continuous professional growth. Teachers must also stay current by incorporating modern materials and methodologies into their practice. Over the years, a wide range of English teaching methods have emerged. With globalization, the role of English language instruction has become even more crucial, especially in the context of rapidly advancing information and communication technologies (ICT). As a result of ongoing research, new trends—such as interactive and student-centered approaches—are being introduced and refined to better meet the evolving needs of learners in a globalized world.

Web-based learning is one of the most rapidly expanding areas in education today. Thousands of online English courses now offer interactive instruction in the core language skills—listening, speaking, reading, and writing. These platforms often incorporate dynamic techniques to engage learners more effectively. For instance, students can create free personal email accounts (such as Gmail, Yahoo, or Hotmail) to correspond with native speakers, enhancing their writing and communication skills. Homework assignments can be submitted to teachers via email for feedback, fostering a more flexible and responsive learning process. Teachers can also utilize blogs as educational tools. A blog serves as a frequently updated personal or professional journal that is accessible online. It allows the upload and sharing of files, making it an ideal platform for student journaling and reflection. Blogs become interactive when users engage with one another—students can write posts, comment on their peers' entries, and respond to feedback on their own writing. This multi-role participation deepens both reading and writing skills, while promoting critical thinking and digital literacy. Blogs may also be hosted in secure environments to protect student privacy. Moreover, modern laptops equipped with cameras, microphones, and other digital tools allow students to communicate in real time with teachers and peers, regardless of distance. This integration of technology enhances both the accessibility and quality of English language education.

A range of cutting-edge devices designed specifically for students offer exciting new tools for learning and communication. From 3D printers to smartwatches, these devices cater to the needs of young people, enabling them to study, connect on social media, travel, and maintain mobility. Media streaming devices are making group learning and presentations more interactive and engaging. One of the standout devices can stream media directly to a smart TV using a dongle,

enhancing classroom activities. The e-reader has also become a valuable tool for today's on-the-go generation, with the latest Kindle Paperwhite offering new features for reading and note-taking. Additionally, the Portable Document Scanner app has proven to be an invaluable resource, allowing students to digitize flat photos and notebooks for easy organization. Voice recorders, like those from Olympus, are another essential device, enabling students to record English lectures and replay them at their convenience, enhancing retention and understanding. In response to the need for effective skill development, new language programs and curricula are emerging. These programs clearly define language content in terms of linguistic, sociolinguistic, and pragmatic competence. Using descriptor scales, student proficiency is assessed through "can-do" statements, which focus on practical language abilities. This approach has gained significant attention and helps measure learners' language progress. In addition to curriculum improvements, greater emphasis is now placed on student involvement and empowering teachers to guide the learning process effectively.

The term "role," originally a sociological concept, refers to the expected behavior of an individual within a given context. In the realm of language teaching, various methodologies emphasize different roles for the teacher. In some approaches, the teacher's role is seen as an integral part of the method itself, while in others, the teacher takes on multiple roles such as a facilitator, warden, counselor, or even a co-communicator with students. For some, the teacher's responsibilities include being a controller, organizer, evaluator, promoter, participant, resource, mentor, and observer. In modern language teaching, the primary focus is on communicative language teaching, with a strong emphasis on experiential learning—learning by doing—as the foundation of Task-Based Language Teaching (TBLT) [3]. TBLT, or task-based instruction (TBI), centers on using authentic language and engaging students in meaningful tasks that require them to use the target language. Examples of these tasks include visiting a doctor, conducting an interview, or contacting customer service for assistance. TBLT challenges traditional classroom structures by altering the roles of both students and teachers. In a TBLT framework, the student's role shifts significantly. The teacher no longer simply imparts knowledge but becomes a mediator for dialogic communication. While the teacher's role is not eliminated, it is redefined: the teacher assumes the position of a guide or facilitator, offering support and direction rather than controlling the learning process. The teacher's role is that of a lead contributor, an independent analyst, an advisor, and a manager of group dynamics, all while encouraging student autonomy.

The Common European Framework of Reference for Languages (CEFR) serves as a practical tool for objectively assessing foreign language proficiency. It divides the language learning process into specific stages, and ongoing monitoring ensures that students' progress aligns with educational standards appropriate to each

stage. As part of an international system of standards, the CEFR provides students with future opportunities for professional mobility, depending on their level of competence. The principles of this international system for assessing language proficiency should be reflected in the core provisions and teaching materials used in foreign language instruction within general educational institutions. This system is crucial for conducting both intermediate and final assessments of students' language skills. One key area of assessment is the development of communicative competence, which is central to language learning. The process of evaluating this competence must be adjusted according to the level of material mastery demonstrated by students. To ensure effective evaluation, the assessment process should be designed not only to confirm existing knowledge but also to enhance the quality of education. A review of scientific literature on the concept of "competence" highlights the core elements of the competence-based approach, which emphasizes the application of theoretical knowledge in practical activities to achieve high personal and professional outcomes. The assessment of language knowledge should provide detailed information about the completeness and quality of what has been learned, taking into account individual student characteristics. The assessment system for foreign language learning should be comprehensive, considering not just theoretical knowledge, but also its practical application and the potential for developing meta-subject competencies.

Around the world, information technology is transforming how students, teachers, and staff learn and work. As the demand for technology continues to rise, colleges and universities are expanding their services to students, offering everything from laundry facilities to online food delivery. Technology is also revolutionizing classroom dynamics. Tablet PCs, compact devices that allow students and teachers to write directly on the screen with a special pen, are replacing outdated projectors. With tablet technology, teachers can take notes on charts and spreadsheets and send them directly to students' devices, enhancing the learning experience. In contrast to traditional teaching methods, which were teacher-centered and focused heavily on repetitive practice, rote exercises, and memorization, modern educational trends are shifting the focus toward student engagement and technology integration. In traditional methods, the quality of instruction was largely dependent on the teacher's ability to deliver content. However, contemporary methods of English Language Teaching (ELT) assessment aim not only to transmit knowledge but to actively engage students and foster deeper understanding.

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## **AFƏT İSRAFILOVA**

### **İNGİLİS DİLİNİN TƏDRİSİNƏ MÜASİR YANAŞMALAR XÜLASƏ**

Bu məqalə, xarici dil tədrisində müasir yanaşmaların potensialını araşdırır. O, İngilis dili təhsilinin effektivliyini artırmaq üçün istifadə oluna biləcək əsas tədris metodlarını təqdim edir. Dil həmişə biliklərə gedən bir qapı kimi xidmət etmişdir və bir neçə dilə sərbəst danışmaq tarix boyu yüksək qiymətləndirilmişdir. Müxtəlif dövrlərdə bəzi dillər qlobal ünsiyyət və anlama üçün xüsusi əhəmiyyət kəsb etmişdir. Bugün, Alman dili bir vaxtlar bu mövqeyə sahib olsa da, İngilis dili qlobal dil olaraq dominant olmuşdur. İngilis dilində səmərəli ünsiyyət qurmaq, onun necə tədris edilməsi ilə sıx bağlıdır. Müasir dövrdə dil təhsili yenilənmiş strategiyalar və innovativ texnikalar tələb edir. Müasir təhsil sisteminin əsas məqsədi tələbələri öyrənməyə, yeni biliklər kəşf etməyə və təhsil yollarını özlərinə aid etməyə ilham verməkdir. Tələbələrdə müstəqil öyrənməyi, tənqidi düşünməyi və araşdırma aparmağı təşviq etmək müəllimin rolunu bu prosesi asanlaşdıran və dəstəkləyən bir rəhbər olaraq dəyişdirir. Dərslərin maraqlı olması üçün müəllimlər onları tələbənin marağını artıran şəkildə diqqətlə qurmalıdırlar. Lüğət və qrammatikanın təkrarlanaraq öyrənilməsi üzərində dayanan ənənəvi metodlar tez-tez davamlı nəticələr əldə edə bilmir. Bugünkü İngilis dili təhsilində qarşılaşılan əsas çətinlik tələbələrin motivasiyasının olmamasıdır. Bu, tələbələrin yeni dil öyrənərkən qarşılaşdıqları psixoloji maneələrdən və ya çətinliklərdən qaynaqlana bilər. Lakin praktik təcrübə göstərir ki, müxtəlif müasir resurslardan və interaktiv alətlərdən istifadə etmək tələbələrin marağını oyada bilər və onların öyrənməyə olan həvəsini əhəmiyyətli dərəcədə artırır.

**Açar sözlər:** İnnovativ metodlar, innovativ texnologiyalar, təhsil prosesi, kooperativ öyrənmə, İKT, İDT

**АФАТ ИСРАФИЛОВА**  
**СОВРЕМЕННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ**  
**АНГЛИЙСКОГО ЯЗЫКА**

**РЕЗЮМЕ**

Эта статья посвящена потенциалу использования современных подходов в обучении иностранным языкам. В ней рассматриваются ключевые классификации методов преподавания, которые могут повысить эффективность обучения английскому языку. Язык всегда служил воротами в знания, и свободное владение несколькими языками высоко ценилось на протяжении всей истории. В разные исторические моменты определённые языки имели особое значение для глобального общения и взаимопонимания. Сегодня, если немецкий язык когда-то занимал такую позицию, то английский стал доминирующим мировым языком. Эффективная коммуникация на английском языке тесно связана с тем, как он преподаётся. В современную эпоху обучение языкам требует обновлённых стратегий и инновационных техник. Главная цель современного образования — вдохновить студентов на учёбу, открытие новых знаний и принятие ответственности за свой образовательный путь. Стимулирование самостоятельного обучения, критического мышления и исследования среди студентов изменяет роль учителя на роль наставника, который помогает и поддерживает этот процесс. Чтобы уроки были увлекательными, преподаватели должны тщательно структурировать их таким образом, чтобы вызвать интерес студентов. Традиционные методы, ориентированные на заучивание словаря и грамматики, часто не приводят к длительным результатам. Основной проблемой в обучении английскому языку сегодня является отсутствие мотивации у студентов. Это может быть связано с психологическими барьерами или трудностями, с которыми сталкиваются студенты при изучении нового языка. Однако практический опыт показал, что использование разнообразных современных ресурсов и интерактивных инструментов может пробудить любознательность студентов и значительно повысить их энтузиазм к обучению.

**Ключевые слова:** Инновационные методы, инновационные технологии, образовательный процесс, кооперативное обучение, ИКТ, ИЯТ

**Rəyçi:** Filologiya üzrə fəlsəfə doktoru, dosent Lalə Məsimova tərəfindən çapa tövsiyə olunmuşdur.