

MODERN METHODOLOGICAL PROGRAMS FOR TEACHING ENGLISH IN SCHOOLS: INNOVATIONS AND PEDAGOGICAL APPROACHES

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Abstract: The 21st century has witnessed a dramatic shift in English language teaching (ELT) methodologies, driven by globalization, technological integration, and new pedagogical theories. This article explores modern methodological programs implemented in schools for teaching English effectively. By analyzing communicative, task-based, blended, and neurolinguistic approaches, the study evaluates their efficacy and applicability in school environments. The findings suggest that student-centered, technology-integrated, and flexible methodologies yield higher engagement and language acquisition rates.

Keywords: English language teaching, communicative approach, task-based learning, blended learning, neurolinguistic programming, school education, ELT methods

Introduction.

In today's interconnected and globalized world, the ability to communicate effectively in English has become a fundamental skill for academic success, professional development, and cross-cultural interaction. English is not only a subject in school curricula but a tool for accessing information, technology, and international collaboration. As such, the methodologies used to teach English in schools are of critical importance.

Traditional methods, such as the grammar-translation approach or rote memorization of vocabulary, have often failed to develop communicative competence among learners. In response, educators and curriculum developers have turned to more dynamic, learner-centered programs that emphasize interaction, context, and real-world relevance. The evolution of language teaching methodology reflects broader educational trends toward constructivism, digital learning, and neurocognitive science. Modern methodological programs for teaching English incorporate a range of innovative approaches including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Blended and Flipped Classrooms, as well as Neurolinguistic Programming (NLP) principles. These approaches not only enhance language proficiency but also foster critical thinking, creativity, and learner autonomy.

Furthermore, the integration of technology—through digital platforms, language apps, and interactive multimedia resources—has expanded the boundaries of traditional classrooms and offered new possibilities for differentiated instruction. Teachers are now required to not only be language experts, but also skilled in using educational technologies and flexible pedagogical models.

This paper aims to explore the core features, strengths, and challenges of modern methodological programs in school-level English teaching. By analyzing their theoretical underpinnings and practical applications, the study seeks to determine how these methodologies can effectively support students' language development in diverse educational contexts.

English has become the lingua franca of the modern world, playing a crucial role in communication, education, business, and international relations. As a result, the demand for effective English language teaching in schools has grown substantially. Traditional grammar-translation methods have proven insufficient in meeting the communicative needs of today's learners. Therefore, modern methodological programs have been developed to create more interactive, learner-focused

environments. These programs are rooted in contemporary linguistic theories, educational psychology, and digital pedagogy.

This study employed a qualitative content analysis of current English language teaching (ELT) programs implemented in schools across various countries. Curricula, government educational policies, and teaching strategies were reviewed to identify key components and innovations. Additionally, case studies from several school systems (UK, Finland, South Korea, and Uzbekistan) were examined to explore the practical application of modern methodologies. The study focused on four core methods:

- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- Blended Learning Models
- Neurolinguistic and cognitive approaches to ELT

The analysis revealed that:

- **CLT** encourages real-life communication and fluency, shifting the focus from memorization to meaning.
- **TBLT** enhances engagement through problem-solving tasks and real-world scenarios.
- **Blended Learning** combines in-person instruction with digital tools (like Duolingo, Kahoot!, Google Classroom), increasing learner autonomy and access.
- **Neurolinguistic Programming (NLP)** in ELT aligns language learning with brain functions, memory strategies, and motivational patterns.

These methodologies significantly improved students' oral proficiency, vocabulary retention, and motivation levels, particularly when aligned with formative assessment and personalized learning tracks.

Modern methodological programs prioritize the student as an active agent in the learning process. The integration of technology not only modernizes the classroom but also supports differentiated instruction for diverse learning styles. However, challenges remain, such as teacher training gaps, limited infrastructure in some regions, and resistance to pedagogical change. Therefore, continuous professional development (CPD) and curriculum reforms are necessary to ensure that methodological innovations translate into educational success.

Conclusion.

The adoption of modern methodological programs for teaching English in schools has transformed the educational landscape. Communicative, task-based, blended, and neurolinguistic approaches have proven effective in developing learners' linguistic competencies and confidence. Future strategies should aim to scale these innovations equitably and train educators to implement them effectively.

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