

To sum up, blended learning gives learners and teachers a potential environment to learn and teach more effectively. Blended learning provides flexibility to incorporate various curricular and institutional needs, goals and priorities. The way it has been implemented across various institutions is highly context dependent. A thorough reassessment and reengineering of the course is required before moving to blended learning. The model and accompanying 6-step process described in this paper are intended to provide higher education teachers a guideline for designing a blended learning course [23]. Various Faculty, student and institutional related issues are listed as major challenge in the implementation of blended learning strategy (their discussion needs a larger scope). And the emerging technologies like mobile computing and open content are going to have a large impact on teaching-learning process in higher education arena within the next few years.

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## COMPARISONS BETWEEN TRADITIONAL AND INNOVATIVE TEACHING METHODS IN FLT

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**ABSTRACT:** The main aim of this research paper is to analyze and make necessary comparisons about the role of these two types of teaching methods in English. We all know that from a long history, it has been a debated topic among scientist to whether choose only modern ways of teaching or to keep ancient ones as well. Thus, in this article I decided to look through the main advantages and disadvantages of these both methods and make necessary comparisons among them

**Key words:** *IT, computer programs, e-learning, YouTube lessons, innovative technologies, new methods in teaching, group working.*

Well, it is crystal clear that any teacher may face with confusions about what kind of method to choose to teach in the classroom. In such cases, some claim that traditional methods are of no use, while innovative methods are super effective. But without having any prove, we cannot say so. It is our prior duty to analyze the case carefully and to make necessary judgements based upon this.

Also, most often I see a common misconception about people in which they claim that traditional methods are prehistorical methods. It is actually just a wrong, yet foolish belief about traditional methods. Some of them might have come from long history, but over time through practice and use in the classroom, they have literally changed and also took another form. On the other hand, traditional methods may have started to appear just 2 or 3 centuries ago, but not too long ago. Therefore, to analyze it on a deeper level, we need to compare and understand the plus and minus sides of each method. This article intends to fulfill this task.

**The Advantages and Disadvantages of Traditional and Innovative Methods.** As everything has its own advantage and disadvantage sides, it is also more than possible for these methods to have as well. Historically we know that a lot of methods in teaching were created and over time they have developed, sharpened, fixed and through this became common everywhere around the globe. As this, traditional methods are the ones to mention here.

Grasha (1996) explains the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. She states that when applying these methods, teachers and instructors improve their students' understanding considerably, manage better the classroom and get better connection with their students. Actually, the most common traditional methods worldwide are grammar translation method. Some claim that this method no longer holds any value for teaching. But, on the contemporary side, it is almost impossible to imagine teaching without this method. Because through centuries, it showed its limitless significance and its help to students, especially with grammar learning.

While it may be true, some people again say that even this method has faults, in which students learn only grammar rules and get used to do exercises and activities, so that they do not develop language skills, mainly they have trouble with speaking. I personally partially agree with this statement. Chomsky (1966:153) argued that: “language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy”.

However, even though this method has both advantages and disadvantages, it depends on the teacher how to use this method effectively and efficiently in the classroom. If we as teachers, pedagogues and parents only intend to complain about its drawbacks, we are probably never going to see the lights behind the scene. What I mean by this is that a teacher should be a real professional to use this method professionally.

The real problem is not with the method, but with the teacher who decides how to use this method. Now let's see a way in which this method could be professionally used. We know that in most classes how usually teachers use this method would be by solely using this method. But in the technique, I want to mention, the teacher can use this method only in some places and parts of the lesson. For other things, there are other methods that could be used. Some may claim that it would kind of be blended method. On the other hand, these people are right. Because it is really a blended way of both methods, but at the same time, it will be more effective. To illustrate this, while a teacher is going to introduce the new topic, he/she can use other methods as much as he/she wants, in the next process like giving them tasks to see how much they have acquired during the lesson, teacher can give handouts to the students and in this case, grammar-translation method could be used. Also, depending on the teacher, teacher can use different set of methods in different lessons.

For example, in one lesson, if the teacher is ever to choose practicing story-telling, it would be appropriate for the teacher to make the students read the story or a short book aloud, after that teacher can just simply make them translate in group at the same time. After translating, teacher can do some creative activities together with students which greatly helps to sharpen group working among students. According to Maley (2013) “in the basic form of CLL, students (8 to 12 maximum) sit in a circle. There is a small portable tape recorder inside the circle. The teacher (who is termed the ‘Knower’) stands outside the circle. When a student has decided on something they want to say in the foreign language, they call the Knower over and whisper what they want to say, in their mother tongue. The teacher, also in a whisper, then offers the equivalent utterance in English and the student attempts to repeat the utterance”.

Innovative methods of today are also really powerful. But still, they also have some drawbacks in teaching. Mainly the innovative methods aim to teach students with ease and effective techniques, where especially speaking is involved. Communicative teaching is a great, yet bright example of it. Moreover, Marsh (2000:2, 2010) defined CLIL as: “This approach involves learning subjects such as History, Geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive “can do” attitude towards themselves as language learners.” In this method, unlike traditional methods, the students speak more and gets all the main attention to themselves, like it is more learner-centered rather than being teacher-centered. And also, it is something that makes this method to stand out among other methods. Innovative methods are here to make learning process easier and faster.

One example of this would be in such methods, learners communicate with each other a lot, make discussions, through which they exchange their ideas and opinions and also broaden their horizons to a great extent. But unfortunately, one main drawback of this innovative methods would be that students get too much independent and also get very competitive, which may possible can hold them back from some traditional values in life. Also, as I mentioned, as the students get too much independent, they usually tend to confuse a lot and also, they will not have clarity and enough guidance and support from their teachers, which can be called a real catastrophe in case nothing is done to avoid such situation from occurring.

In conclusion, although the different methods have their advantages, at the same time, they have their own disadvantages as well. This paper focused on both advantages and disadvantages and made necessary comparisons between these methods. Also, in this work, I tried my best to analyze why the things mentioned above can be called advantages and disadvantages. Also, no matter what other researchers say, I personally believe that it is really crucial not be dependent on only one method while teaching and to choose blended way of teaching, in which both traditional and innovative methods could be involved.

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## EDUCATION SYSTEM IN UZBEKISTAN

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**Abstract:** Nowadays education system is changing day by day, so that I would advice that our youth must be intelligent and active. Removing problematic students offers an imediate solution to discipline problems. Students discipline their studies with little interruption. Other students will not suffer because of classroom disruption.

**Keys:** State school, private school, higher education, tuition fees, face to face classes, distance learning, to take a year out, a graduation ceremony, obtain knowledge, a fresher, technical colleges, exams, to get a university degree, take a postgraduate student.

The education system in Uzbekistan is currently managed by three ministries: Ministry of Preschool Education (MoPSE), Ministry of Public Education (MoPE) and Ministry of Higher and Secondary Specialized Education (MoHSSE).The Government of Uzbekistan spends a large share of its resources on education - considerably more than other countries in the Central Asia region and elsewhere with a similar income level. The education system in Uzbekistan is currently managed by three ministries: Ministry of Preschool Education (MoPSE), Ministry of Public Education (MoPE) and Ministry of Higher and Secondary Specialized Education (MoHSSE). The Government of Uzbekistan spends a large share of its resources on education - considerably more than other countries in the Central Asia region and elsewhere with a similar income level.

The (MoPE) recently adopted the second education sector plan (2019-2023). The plan was developed with the participation of the different divisions of the MoPE, MoPSE, other line ministries (Finances, Economy, Health, and Employment and Labor Relations), as well as the State Inspection for the Quality of Education, State Statistics Committee and international development partners.

The 2019-23 ESP has an overall vision that reflects the recent reforms introduced by the Government of Uzbekistan and is consistent with the it's national development strategy 2017-2021. It is holistic and sensitive to the context. The (MoPE) recently adopted the second education sector plan (2019-2023). The plan was developed with the participation of the different divisions of the MoPE, MoPSE, other line ministries (Finances, Economy, Health, and Employment and Labor Relations), as well as the State Inspection for the Quality of Education, State Statistics Committee and international development partners. The 2019-23 ESP has an overall vision that reflects the recent reforms introduced by the Government of Uzbekistan and is consistent with the it's national development strategy 2017-2021. It is holistic and sensitive to the context. Uzbekistan received a Multiplier grant of US\$10 million which is mobilized alongside almost US\$60 million in additional co-financing from the International Development Association and the Global Partnership for Results-based Approaches.

The program financed by a GPE grant aims at increasing access to early childhood education, improving the quality of education in project-supported public preschools, and enabling a systematic measurement of education quality for informed decision-making. It consists of 5 components:

Improving quality of preschool education

Increasing access to quality early learning environments

Partnering with the private sector through a social impact bond

Establishing an education quality measurement system

Supporting project management

The strategies and targets proposed for the variable part reinforce the Government of Uzbekistan's priorities to equitably expand access to pre-school education, develop and institutionalize a system for measuring school readiness (child development outcomes in pre-school), and promote the more efficient use of existing infrastructure resources in the context of rapid access expansion.