NATIONAL AND INTERNATIONAL EXPERIENCES OF INNOVATIVE METHODS AND METHODOLOGIES IN LANGUAGE EDUCATION: PROBLEMS AND SOLUTIONS

Makhliyobonu Azizova,
teacher The department of uzbek and foreign languages azizovamahliyobonu@gmail.com

Abstract. This article examines the implementation of innovative methods and methodologies in language education across diverse national and international contexts, analyzing both persistent challenges and emergent solutions. As language teaching undergoes significant transformation driven by technological advancement, evolving pedagogical theories, and changing learner demographics, educators and institutions face complex decisions about adopting and adapting innovative approaches. Drawing on empirical research and case studies from multiple countries, this paper synthesizes experiences with three major innovation clusters: communicative and task-based methodologies, technology-enhanced and AI-integrated instruction, and plurilingual and intercultural approaches. The analysis identifies common problems including the theory-practice gap, inadequate teacher preparation, contextual mismatches between imported methodologies and local conditions, resource constraints, and assessment misalignment. Solutions examined include culturally responsive teacher professional development, adaptive implementation frameworks, strategic technology integration, and balanced assessment systems that honor both innovation and accountability. The article concludes by proposing principles for sustainable innovation in language education that respect local contexts while benefiting from international exchange.

Keywords: language teaching methodology, educational innovation, teacher professional development, technology-enhanced language learning, communicative competence, intercultural competence, plurilingualism

Аннотация. В данной статье рассматривается внедрение инновационных методов и методик в языковом образовании в различных национальных и международных контекстах, анализируются как сохраняющиеся проблемы, так и возникающие решения. В условиях значительных трансформаций преподавания языков, обусловленных технологическим прогрессом, развитием педагогических теорий и изменением демографических характеристик обучающихся, перед преподавателями и образовательными учреждениями стоят сложные задачи по выбору и адаптации инновационных подходов. Опираясь на эмпирические исследования и кейс-стади из разных стран, статья обобщает опыт в рамках трёх основных кластеров инноваций: коммуникативных и задачных методик, обучения с использованием технологий и интеграцией искусственного интеллекта, а также плюрилингвальных и межкультурных подходов. Анализ выявляет общие проблемы, включая разрыв между теорией и практикой, недостаточную подготовку преподавателей, несоответствие заимствованных методик местным условиям, ограниченность ресурсов и несогласованность систем оценивания. Рассматриваются такие решения, как профессиональное развитие педагогов с учётом культурного контекста, адаптивные модели внедрения, стратегическая интеграция

технологий и сбалансированные системы оценивания, сочетающие инновационность и подотчётность. В заключение предлагаются принципы устойчивых инноваций в языковом образовании, учитывающие местные особенности и преимущества международного обмена опытом.

Ключевые слова: методика преподавания языков, образовательные инновации, профессиональное развитие педагогов, обучение языкам с использованием технологий, коммуникативная компетенция, межкультурная компетенция, плюрилингвизм.

Annotatsiya. Ushbu maqolada turli milliy va xalqaro kontekstlarda til ta’limida innovatsion metod va metodologiyalarni joriy etish jarayoni ko‘rib chiqilib, doimiy muammolar hamda yuzaga kelayotgan yechimlar tahlil qilinadi. Texnologik taraqqiyot, pedagogik nazariyalarning rivojlanishi va o‘quvchilar demografiyasining o‘zgarishi ta’sirida til o‘qitish jarayoni sezilarli darajada transformatsiyalanayotgan bir sharoitda, pedagoglar va ta’lim muassasalari innovatsion yondashuvlarni tanlash va moslashtirish bo‘yicha murakkab qarorlar qabul qilmoqdalar. Turli mamlakatlardan olingan empirik tadqiqotlar va amaliy misollar asosida maqolada innovatsiyalarning uch asosiy yo‘nalishi umumlashtiriladi: kommunikativ va vazifaga asoslangan metodikalar, texnologiyalar hamda sun’iy intellekt integratsiyalashgan ta’lim, shuningdek plyurilingval va madaniyatlararo yondashuvlar. Tahlil nazariya va amaliyot o‘rtasidagi tafovut, o‘qituvchilarning yetarli tayyorgarlikka ega emasligi, chetdan olingan metodikalarning mahalliy sharoitlarga mos kelmasligi, resurslar cheklanganligi va baholash tizimlarining nomuvofiqligi kabi umumiy muammolarni aniqlaydi. Ko‘rib chiqilgan yechimlar qatoriga madaniy jihatdan mos kasbiy rivojlanish dasturlari, moslashuvchan joriy etish modellari, texnologiyalarni strategik integratsiyalash hamda innovatsiya va hisobdorlikni uyg‘unlashtiruvchi muvozanatli baholash tizimlari kiradi. Maqola yakunida til ta’limida barqaror innovatsiyalarni ta’minlash tamoyillari taklif etiladi; ular mahalliy kontekstni hurmat qilgan holda xalqaro tajribadan samarali foydalanishni nazarda tutadi.

Kalit so‘zlar: til o‘qitish metodologiyasi, ta’lim innovatsiyalari, o‘qituvchilarning kasbiy rivojlanishi, texnologiyalar asosida til o‘rganish, kommunikativ kompetensiya, madaniyatlararo kompetensiya, plyurilingvalizm.

Introduction. Language education stands at a crossroads of unprecedented transformation. The convergence of globalization, migration, digital technology, and evolving understandings of language and learning has generated a proliferation of innovative methods and methodologies . From communicative language teaching and task-based learning to AI-powered personalized instruction and plurilingual approaches that leverage learners' entire linguistic repertoires, educators today have access to a richer array of pedagogical options than ever before. Yet the translation of methodological innovation from theory to practice remains profoundly challenging. Teachers across diverse national contexts report significant difficulties in implementing innovative approaches, whether imported from international sources or developed locally . These challenges manifest in multiple forms: mismatches between innovative methods and entrenched educational cultures, inadequate preparation and support for teachers, resource constraints that limit technological integration, and assessment systems that reward traditional approaches even as instruction attempts to innovate. This article addresses a central question: What can we learn from national and international experiences with innovative language teaching methods, and how can identified problems be addressed through evidence-based solutions? By examining empirical research and case studies from multiple countries and educational levels, the analysis seeks to move beyond advocacy for particular methods toward a

more nuanced understanding of innovation as process—one that must account for context, capacity, and sustainability.

Communicative and Task-Based Approaches. Communicative Language Teaching (CLT) and Task-Based Learning (TBL) represent foundational innovations that have shaped language pedagogy for decades. CLT prioritizes interaction as both the means and goal of learning, emphasizing meaningful communication over grammatical accuracy . TBL extends this orientation by organizing instruction around authentic tasks—real-world activities that require learners to use language purposefully.

The theoretical foundations of these approaches draw on multiple disciplines. From linguistics, they incorporate understandings of language as social practice rather than abstract system. From psychology, they reflect theories of learning through doing and the importance of motivation and engagement. From education, they embody principles of learner-centeredness and authentic assessment.

Practical implementation varies widely. Classroom activities may include information gap exercises, problem-solving tasks, role-plays, simulations, and project-based learning. The teacher's role shifts from knowledge transmitter to facilitator, designer, and co-communicator. Assessment, ideally, focuses on what learners can do with language rather than what they know about it.

Technology-Enhanced and AI-Integrated Instruction. Technology-Enhanced Language Learning (TELL) encompasses an expanding array of digital tools and platforms . Learning management systems such as Moodle provide infrastructure for blended and online courses . Interactive tools including Edpuzzle, VoiceThread, Quizlet, and Padlet enable engaging multimedia experiences . Communication technologies support synchronous and asynchronous interaction, overcoming geographical barriers to language use.

Recent innovations include artificial intelligence applications that personalize learning experiences. At Xi'an Jiaotong-Liverpool University, Spanish language educators developed AI-powered chatbot assistants—AI-migo as a personalized tutor and XiSPA as a level-adapted conversation partner—to address challenges of limited target language exposure outside the classroom . More than 850 students have used these tools, reporting enhanced engagement, autonomy, and academic success.

Virtual exchange represents another significant innovation, connecting language learners across borders for authentic interaction. The University of Warwick's Languages@Warwick portal supports blended language teaching and virtual exchanges, building on successful pilots with French institutions . Such initiatives demonstrate how technology can create international language learning communities that transcend traditional classroom boundaries.

Plurilingual and Intercultural Approaches. Plurilingual approaches represent a paradigm shift from monolingual ideologies that have historically dominated language teaching. Rather than treating languages as separate systems to be kept distinct, plurilingual pedagogy encourages learners to draw on their entire linguistic repertoires as resources for communication and learning . Intercomprehension between related languages exemplifies this approach. In Italy, researchers have developed digital teaching materials in English, German, and Cimbrian—a critically endangered minority Germanic language—based on principles of intercomprehension . By using previously learned languages, students benefit from positive interlingual transfer and cross-language inferencing, improving learning outcomes, language awareness, motivation, and identity development.

Translanguaging pedagogy, as theorized by Ofelia García and colleagues, extends these principles by recognizing that bilingual speakers naturally and strategically draw on multiple

languages in communication . In Taiwanese schools implementing Minnan language immersion, researchers documented teachers' use of translanguaging strategies including multilingual vocabulary comparison, multilingual text analysis, and cooperative grouping that leveraged students' diverse linguistic resources .

Intercultural competence has emerged as a central goal in language education, reflected in national curricula across multiple countries. Research in Norwegian lower secondary schools examined how intercultural competence is addressed in English and French instruction, finding that such competence was addressed in almost all observed classrooms but with extensive variation across schools, subjects, and teachers . The study revealed discrepancies between policy expectations—which attributed equal importance to intercultural competence in English and foreign language curricula—and classroom observations showing more prominent and complex intercultural approaches in English lessons than in French lessons .

The Theory-Practice Gap. A persistent challenge across national contexts is the gap between methodological theory and classroom practice. Innovative methods developed in research settings or imported from other educational systems often assume conditions that do not exist in local classrooms. Teachers may understand the theoretical principles but lack practical strategies for implementation, or may implement surface features while missing deeper pedagogical shifts.

The Norwegian study of intercultural competence illustrates this gap. While national curricula articulated clear expectations for developing students' intercultural competence, classroom observations revealed that intercultural knowledge and critical understanding were prioritized over intercultural skills, attitudes, and values . The emphasis on decentering and edifying aspects of intercultural competence exceeded attention to political aspects and critical cultural awareness, suggesting that curriculum intentions were only partially realized in practice.

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