English teaching methods in contemporary education

Ravshan Koziboyevich Mallayev
ravshan.mallayev@mail.ru
Xurmatoy Abdusamatova
xurmatoyabdusamatova40@gmail.com
Uzbekistan State University of World Languages

Abstract*: This article critically analyzes several systematic issues within current English language teaching methods. Firstly, discussing the problem of rapid decay of knowledge and information, the causes and offering some solutions. Secondly, it describes how traditional, passive teaching methods which focus more on accuracy compared to real-life skills are still dominant, how educators lack of integrating modern digital tools, particularly when they are engaging with Gen Z. Key solutions are proposed such as the websites that can be used and shifting from theoretical ways to student-centered, communicative activities. Language teaching should not be something students get bored with or tired of, it is living in another life, another culture, meeting new people, thinking in different way and so on. Teachers should make students feel as if they are stepping outside of their country and seeing the world with brand new eyes, even while they are still in the classroom.*
Keywords: *English language teaching, pedagogical shift, student centered learning, theory, practice, digital tools, methods, real-life skills, websites, traditional teaching, interactive learning, gamification, memory*

Introduction: A student, who studies so hard and is diligent and intelligent, passes an English exam with a high score but cannot speak in English, cannot apply the rules in practice. They know the tenses and the vocabulary, however, when it comes to ordering a meal at a restaurant or just showing the direction to a foreigner, they freeze. How can teachers drive their students to find meaning in what they are learning? Why does this disconnect persist? The issue lies in pedagogy that prioritizes memorization and accuracy over fluency and practical usage of the language. Students and teacher's all attention is focused on exam results. This causes all the information to be stored in short-term memory which will soon be forgotten. So when the main desire is passing the tests, achieving the certificates but not the useful lifelong skills, learning language is no more than a waste of time and effort. Then now let's discuss the root causes of these problems and find out relatable solutions.

Discussion: The persistent failure of high theoretical scores to translate into practical communicative ability is not an isolated incident; it is a systemic flaw rooted in outdated pedagogical models and a fundamental misunderstanding of how the human brain acquires language. To effectively propose modern solutions, first we must diagnose the precise points where the learning process breaks down. The first cause of ineffective language learning is rapidly forgetting the information. According to the survey held among 15 students of English philology faculty, it is indicated that almost half of them forget most of what they have learnt after the examination.

The main reasons for this crisis are cognitive barriers (the way our memory fails to remember important details), pedagogical methods (how the teaching methods of teachers affect the efficiency) and the systemic pressures (setting wrong goal: passing the tests and assessments). So firstly, let's start analysis of the problem in our minds, not in the classroom. Our minds are used to holding information for a long time only when we retain those data and find them important. What happens after exams is that student's mind relieve itself thinking that it does not need them anymore. Our

minds set a goal to hold the information until the exam. As James Clear says in his Atomic Habits book, we need to follow systems that lead to our goals, not solely the goal itself. Many people have the goal of learning English but only some can achieve this goal because they put their minds into systems such as how they are learning it, when they can use this in real life, how can they improve their practical skills like listening, speaking and so on. Having right desire and knowing how to follow your goals and dreams help you not to stick to excellent exam performance, but to have lifelong skills. Below there is the result of this survey:

How long do the new words or grammar rules stay in your memory?

- rapidly forgotten
- only till the exams
- i never forget them
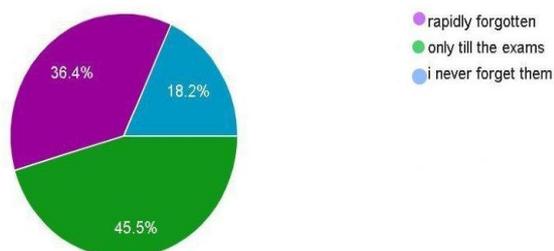
First picture (survey among 15 students from 2508th group in English philology faculty)

The second problem is traditional teaching methods which are strongly attached to memorizing grammar rules and doing exercises. Shortly, many educators are limited with what their book offers and rarely make changes in their teaching methods. What we can offer to improve the way they teach students is visualizing their lessons, using modern technology and connecting learning process with real life. Teachers presentation of the material to the learners is the most essential part that influences on the efficiency of learning. There is a theory called "Forgetting curve" by Hermann Ebbinghaus. "How information is presented affects learning and how well the data is stored. You can make the same knowledge more or less memorable by changing how you communicate it. Typically, learners find it easier to absorb information 7% faster when provided visually". There are some platforms and apps teachers can use to make this lessons more interesting and effective. One is BBC learning English which offers downloadable lesson plans, activities, worksheets and etc. There's a "teachers" section that includes teaching guides, ready-made lesson plans (for audio, video and news reports), quizzes and classroom activities. There are also multimedia teaching materials where teachers get access to audio, video and transcript materials: authentic speech from BBC broadcasts, dialogues, news-based lessons etc., which can be used to create listening, comprehension, vocabulary or discussion lessons. Another one is Elllo. It is a website where level-based video related dialogues and real life roles can be found. With these websites it is easier for teachers to visualize their lessons.
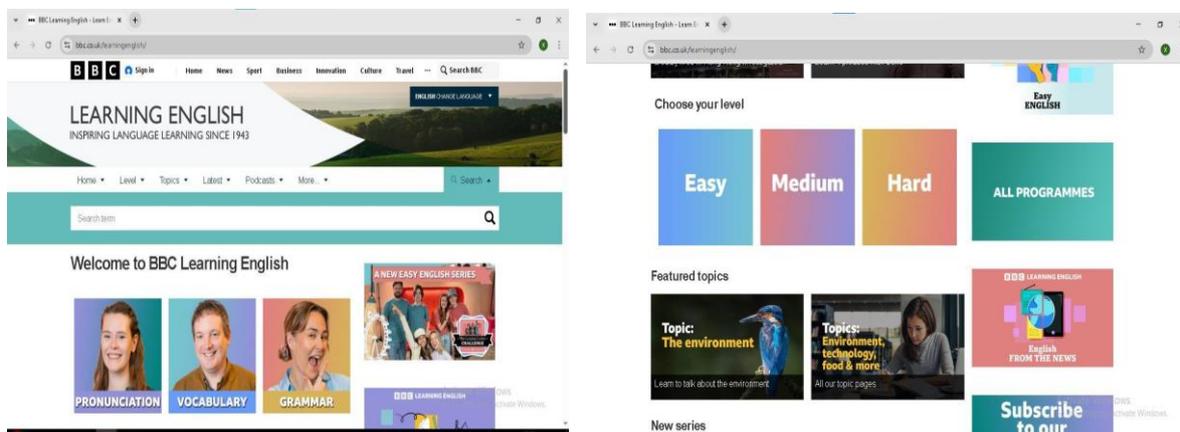
Second and third pictures (BBC Learning English)
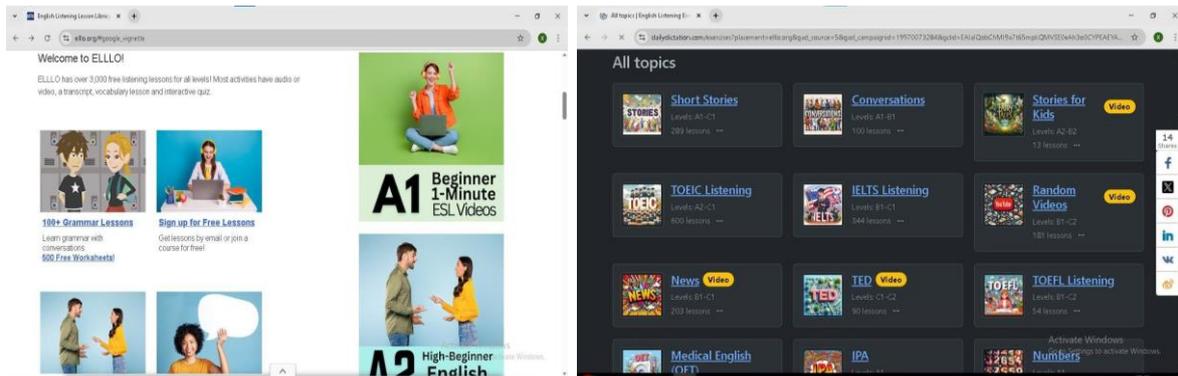
Fourth and fifth pictures (facilities of Elllo)

As wall as that, we need to change the way students are given homework. Rather than focusing solely on memorization and filling exercises, teachers should encourage students to apply new vocabulary and grammar rules in real life contexts, such as making dialogues, getting interviews, writing short stories. That will also be more interesting to the students themselves. This way process of converting the data from short-term memory to long-term memory will be more successful.

Ebbinghaus's theory says that One-off training events often fail because knowledge fades soon after the session. Regular reinforcement, whether through e-learning, collaborative training, video training and gamification training methods helps language learners revisit and strengthen what they've learnt. Baamboozle, Busy teacher, Word Wall, Learning apps and Kahoot are the platforms where teachers can access games and exercises. They help to revise the topics learnt, make the lessons more interactive and even checking students' knowledge. For example, Learning apps itself offers more than twenty types of interactive games for free version and open for creative users to create their novel apps and games. It can be used during English classes for variety of purposes, such as revising the vocabularies in picture version or grammar based games and etc. Below in the 7th and 8th pictures, I have made interesting games according to the book "Unlock3" from which university students are learning.

Sixth picture (the home page of Learning apps)
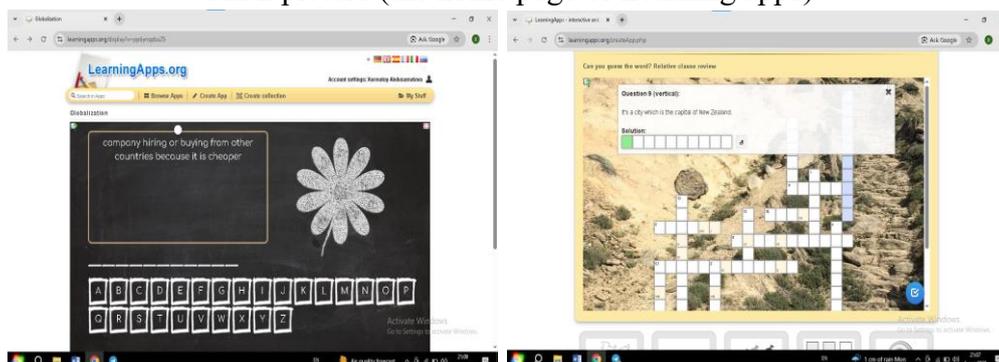
Seventh picture (Guess the word) Eighth picture (Crossword game)

In addition, today in many schools of Uzbekistan there are still teachers who struggle to use modern gadgets and digital tools effectively. Most of their methods are old fashioned and they might not attract the student's attention. As a result, there is a growing need for professional development of the teachers. Today's learners are more familiar with modern technology, such as digital tools, online platforms, and interactive applications, as well as group work and practical activities. Because of this, traditional teaching does not always keep them interested. Teachers need to use more modern and interactive methods that help students take an active part in the lesson. These methods can increase motivation, improve learning results, and prepare students better for a world where digital skills and cooperation are very important. Let's take Gen Z as an example, they are often called as "Digital natives" who have shorter attention span and are highly accustomed to using technology in their coursework. "That's why educators must now fully leverage the whole potential of modern, interactive technologies" says Jennifer Guhl in her AVNetwork article.

Conclusion: What we have analyzed so far confirms that in order to improve the way we teach English requires systemic intervention, not just classroom effort. Government must support the digital transformation of English language teaching. This means not only it is important to occupy schools and universities (computer rooms, reliable internet), but also comprehensive teacher training is required. By making these facilities for students we meet the goal of, helping students feel like living in another life, another culture, meeting new people and thinking in different way just in the classroom.

References

1. Urinovich, K. A., Qobiljonovich, R. O., Baxtiyorvich, R. S., & Abdulakhatov, M. M. (2021). Modern content and concept of digital economy. ACADEMICIA An International Multidisciplinary Research Journal, 11(11), 829-832.

2. Abdullayeva, P. U. (2024). TARJIMA JARAYONIDA YUZAGA KELADIGAN MADANIY MUAMMOLAR. Экономика и социум, (11-1 (126)), 6-10.

3. Sofoyeva, F. D. (2025). SQL tili va SQL operatorlarini yozish. Science and Education, 6(12), 69-74.

4. qizi Abdusalomova, Istoraxon Ilhom, and Marjona Komiljon qizi Maxmudova. "EFFECTIVENESS OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN PERSONALIZING THE LEARNING PROCESS." International Conference Platform. No. 6. 2025.

5. Rajabov, Sherzod, and Istora Abdusalomova. "Raqamli Texnologiyalarning Makroiqtisodiy Barqarorlikka Ta'siri." Green Economy and Development 3.6: 665802.

6. qizi Abdusalomova I. I. et al. COMPLIANCE WITH ARTIFICIAL INTELLIGENCE (AI) ETHICS IN EDUCATION AND SAFETY ISSUES //International Conference Platform. – 2025. – №. 6. – С. 191-193.

7. Rajabov, Sherzod, and Shakhrizoda Sultonmurotova. "THE EVOLUTION OF TEACHING METHODS IN THE CONTEX

8. qizi Sultonmurotova, Shakhrizoda Muzaffar. "Effectiveness and development prospects of digital-pedagogical integration in English language education." Academic Journal of Science, Technology and Education 1.5 (2025): 16-20.T OF DIGITAL TRANSFORMATION." International Conference Platform. No. 6. 2025.