The use of modern innovative methods in teaching English future tenses at Uzbek schools

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Annotation: *The article explores contemporary teaching strategies aimed at enhancing the effectiveness of English language instruction, particularly focusing on future tenses. It discusses various innovative pedagogical approaches that engage students and improve their understanding and application of future tenses in English. The article highlights the importance of integrating technology, interactive activities, and contextual learning to create a more dynamic classroom environment. The findings suggest that these methods not only increase student motivation but also facilitate better retention of grammatical structures.*

Key words*: Modern methods, innovative teaching, future tenses, Uzbek schools, pedagogical approaches, student engagement.*

Teachers of English as a foreign language use a range of course books and materials and also a variety of audiovisual aids. There is a strong emphasis on dialogue and role-playing, but more formal exercises, language games and literature are also used[1].

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what **teaching method** to use, a teacher needs to consider students' background knowledge,

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[1] Зарипова Р. А. Ўзбек ўрта мактабларида чет тилини ўқитиш методикасининг асосий йўналишлари. Тошкент 1979, б.107

environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise.

The content of lessons varies depending on the reason why the students are learning English, e.g. whether it is for business use for adults, school work for children, etc. The aim of each lesson is to encourage the students to communicate with each other using the structures and vocabulary they have learnt, and to improve the four basic language skills: listening; speaking; reading; and writing.

Typical tasks that may be carried out include:

- classroom management;

- planning, preparing and delivering lessons to a range of classes and age groups;

- preparing and setting tests, examination papers, and exercises;

- marking and providing appropriate feedback on oral and written work;

- devising, writing and producing new materials, including audio and visual resources;

- organizing and getting involved in social and cultural activities such as sports competitions, school parties, dinners and excursions;

- attending and contributing to training sessions;

- participating in marketing events for the language school;

- preparing information for inspection visits and other quality assurance exercises;

- freelance teaching on a one-to-one basis;

- basic administration, such as keeping student registers and attendance records[2].

In the book Materials and methods in ELT professors Lubelske and Matthews gives seven statements relating to integrated skills for teachers brainstorming with other teachers: 1. Integrated skills involves using some or all

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[2] Зиёмухаммедов Б. Тожиев М.   Педагогик технология –Замонавий   ўзбек миллий модели. Тошкент ОУМКХТРМ. 2009 й. , p.126

of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/discourse

All four skills must be practiced in every lesson. As listening and speaking naturally go together, it is always desirable to integrate these two skills. The sequence hear-speak-read-write is the most appropriate for integrated skills work. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.

If we want to develop specific subskills (reading for gist, guessing unknown words ect.), it is necessary to focus on individual skills in some lessons. Integrated skills may be fine with a small group of adults, but it is difficult to do with large classes and in lessons lasting only 35 minutes."

It is obvious that teachers may have very different ideas regarding integrated skills in the classroom and there are no clear black and white answers to these statements. It could be argued that much will depend on the context. However, these 'think about' points may be useful in getting teachers to reflect on what they do or on what they would do in the future.

How an effective language lesson can incorporate a range of different factors that ought to maximize language learning potential: it is called integrated language lesson. Developing a unit of material to practice the integration language skills includes seven design principles as followed:

1.   authenticity: A type containing authentic interaction between a waiter and a restaurant costumer for learners to listen to.

2.   task continuity: One activity builds on what went before; for example, listening leads on to reading and discussion.

3.   real-world focus: The materials make an explicit link between the classroom and the 'real' world.

4.   language focus: The tasks develop the skills of self- monitoring and self-learning.

5.   learning focus: The tasks develop the skills of self-monitoring and self-evaluation.

6. language-practice: The activities give the opportunity to learners to (e.g) have controlled oral work practice.

7. problem solving: Learners work in pairs or in small groups to try to facilitate language acquisition.[3]

One of the effective strategies for teaching the futurality which might be to ask learners what kind of futural expressive means are there in English, clearing up any ambiguities or terminology beforehand. Next, teacher can play a short sequence (5-10 minutes) of the recording and ask them to take guided notes on a sheet provided, or ask them to note down the words which express the futurality that they hear or see. When they have finished, the learners can be asked to compare their work with that of other students. A natural follow-on activity from this would be discussion work where learners should be asked to discuss point they found interesting or, if the material is suitable, some aspects of the recording that may be more open to question (as happens in 'real' life). Then the students could be asked to reconstruct the overall 'message' of the recording from their own notes. A transcript of this section of the type can be handed out afterwards for immediate feedback and self-correction. Natural integration of skills-primarily listening, note-taking (writing) and speaking but also reading through notes to reconstruct the text-can thus be achieved.

Preparing learners to give short oral presentation in class to the rest of the group 1 another useful way of achieving skills integration in the classroom. One way to begin this activity is to take cuttings from newspapers, magazines and topics presented (but not developed in this way) in existing teaching materials. In some cases reading material can be used as initial stimulus and the activity can be graded to give lower proficiency learners an opportunity to work with less exacting materials. The learners can then take notes and try to pinpoint aspects of what they have read and what type of reference is given that will be worth discussion. They are then given time to prepare a short talk about finding out futural expressive means not only in English but also in the Uzbek language.

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[3] Зарипова Р. А. Чет тили методикасидан қўлланма. Тошкент 1996 Ўқитувчи нашриёти , б.175

During the presentation, the other learners are required to take notes so that they can ask questions and/or raise pertinent points during a plenary discussion after the discussion has finished[4].

As teacher we can sometimes experiment with students' assessment at this stage by asking the students to assess each other's work (it is called peer assessment). It is possible to devise a fairly rudimentary evaluation sheet where small groups of students are asked to answer questions that might cover the following: what they thought of the presentation; was it well organized and were they able to follow the main points; how many examples could they give for the futurality could they summarize the talk for someone who was not present; did the speaker make effective use of visual support material; what advice would they give to the speaker for future presentation.

Managing classes so that learners 'work in pairs' or 'divide into groups' is now so much part of the everyday professional practice of large numbers of English language teachers that the instructions leading to these activities sometimes seem to be 'switched on' automatically, occasionally with a frequency difficult to justify. It happens all kinds of content – dialogue practice, text analyzing, finding cohesive devices, sharing opinions, reading aloud, comparing answers to questions, doing grammar drills, formulating questions in an information-gap task – the list could be extended considerably.

While all these can undoubtedly be practiced in a number of different ways, at least two kinds of objections can be made. The first is the possibility that imposed classroom structures may not always be congenial to the learning styles of individuals in the class. The second objection is that a mechanical organization may pay insufficient attention to the relationship between in activity and its purpose. For example, it may be unhelpful to practice reading aloud in groups or pairs if students are unable to check each other's accuracy. If, however, the aim is to encourage learners to discuss a topic more freely, then a paired format may be the most useful one.

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[4] Зарипова Р. А. Чет тили методикасидан қўлланма. Тошкент 1996 Ўқитувчи нашриёти , б.175

A group, on the other hand, even though it can have a comparable range of functions, is by its very nature a more complex structure, which will as a certain amount of physical reorganization of the classroom. This role differentiation may refer to 'assumed' roles, particularly in a 'communicative', setting (having learns enact a courtroom scene with a variety of 'characters', for example, or 'pretend' to be a town council trying to negotiate a decision about building priorities), or to the structure of the group itself, with members being assigned tasks of chairperson, reporter/note-taker and so on. The timescale often needs to be more extended, to allow for the greater number of interacting participants[5].

List the following examples of some of the reason that L2 students may need or want to read:

• to obtain information for some purpose or because we are curious about some topic

• to obtain instructions on how to perform some task for our work or daily life

• to keep in touch with friends by correspondence or to understand business letters

• to know when or where something will take place or what is available

• to know what is happening or has happened (as reported in newspapers, magazines, reports)

• for enjoyment or excitement.

The list is set out here getting the knowledge of listening skills:

• listening to the radio: news, a play, Parliament, a comedy program (sometimes on a car radio)

• conversations with neighbors, colleagues, friends

• answering the telephone at home and at study

• overhearing other people talking to each other: on a bus, in the school

• attending a lecture

• listening to arrival and departure announcements at the railway station

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[5] Зиёмухаммедов Б. Тожиев М. Педагогик технология –Замонавий ўзбек миллий модели. Тошкент ОУМКХТРМ. 2009 й. , p.126

• watching movies

• listening to a list of names being read out at a prize-giving

• while studying in the class or library, trying not to listen to other people talking.

The various forms of language most frequently used by speakers of the language. These are:

• incomplete sentences

• very little subordination (subordinate clause etc.)

• very few passives

• not many explicit logical connectors (moreover, however)

• topic comment structure (as in 'the sun – oh look it's going down'). The syntax of the written language would probably have a subject-verb-predicate structure

• replacing / refining expressions (e.g. 'this fellow / this chap she was supposed to meet')

• frequent reference to things outside the 'text', such as the weather, for example. This kind of referencing is called 'cataphoric'

• the use of generalized vocabulary (thing, nice staff, place, a lot of)

• the use of pauses and 'fillers' ('erm', 'well', 'uhuh', 'if you see what I mean' and so on)

The techniques used are many: you will notice that they usually required learners to understand the overall purpose of piece of writing, not just the immediate sentence-bound grammatical context. Here is small selection of some of the possibilities:

• providing a text to read as a model for a particular function

• answering questions on a text, then using the answers as the basis for a piece of writing

• using non-verbal information many forms

• selecting appropriate connectives in a paragraph

• reconstructing a paragraph from sentences given in the wrong order, or a whole text from a set of jumbled paragraphs. This technique is usually referring to as 'unscrambling'

• paragraph or story completion, which can be done by adding an ending, but also a beginning or a middle section

• parallel writing

• choosing an appropriate title for a piece of writing, such as a newspaper article

• working on identifying and creating 'topic sentences' as the basis for developing paragraphs[6].

Doing some grammar exercises such as fill in the gaps or multiple-choice questions is much easier than using these structures in speech. The same refers to Future Tenses. It is sometimes really time-consuming to find proper activities for practising these tenses, and therefore we have prepared a list of tasks that you can have at your disposal and apply in your classes.

A guessing game with "Going to"

Students work in pairs. One of them uses "Going to" to say what small things he/she is planning to do as part of a bigger plan. The partner listens and tries to guess the bigger plan. For example, the person speaking says: "I'm going to buy some new clothes", "I'm going to visit a hairdresser", "I'm going to apply make-up this evening" etc. until the partner guesses that she is going to a party or a wedding.

"Going to" vs "Will"

If you want your students to have more practice with these two Future forms and understand their differences, you can get the learners to contrast these two tenses, with one student says what they are planning to do and the other students in their group coming up with ways to help them. For example:

Student A:

— I'm going to have a picnic on Saturday morning.

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[6] Зиёмухаммедов Б. Тожиев М.   Педагогик технология –Замонавий   ўзбек миллий модели. Тошкент ОУМКХТРМ. 2009 й. , р.126

Student B:

— Oh, that's a great idea. I will bake some cookies then.

The winner is either the person who has the best idea or the last person to come up with an acceptable idea when everyone else has run out.

Picture Prompts with "Going to" and "Will"

Another way to get your students to speak using "going to" and "will" is with the help of pictures and corresponding questions. For example:

Task

1. What places do you think the boy and the dragon are going to visit?

2. What will the weather be like there, in your opinion?

3. How are they going to spend their time there?

4. Will you join them? Why (not)?

Video predictions

One of the most helpful ways of practising will and be going to is using videos. It is quite simple: pause the video and ask the students to predict what happens next. You can use this for a mix of both "going to for predictions with future evidence" and "will for predictions" by picking moments where the present evidence is clear and the consequences are also possible to predict. You can choose any video you want or pick the ones designed especially for practising will and be going to, such as [Future Predictions (will / be going to) — Family Guy](#).

What the Future Holds

Our world is constantly changing, and people can make predictions about it. Talking about what the future holds may be beneficial in terms of practising Future Simple, Future Continuous, and Future Perfect. Start with talking about one year from now. What will be different? What will be the same? Then move on to five years, ten years, and fifty years. You can also provide students with some future predictions and ask them to express their opinion on them. Do they agree or not? What are the alternatives? For example:

In 20 years…

— we'll all be using solar power to heat our houses.

— low-cost airlines will have disappeared and tickets will be extremely expensive.

— private swimming pools and golf courses will have been banned.

— everyone will be using public transport to get to work.

— we'll have stopped using petrol and we will be using electric cars.

— people won't be going on skiing holidays anymore.

This was the list of the activities that I use in my classes. You are free to elaborate and adapt them to your lessons.

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