



Innovative and interactive teaching methods in foreign language education, artificial intelligent

Ulviyya Davud Hajiyeva¹, Khafayat Muzaffar Aliyeva², Gultaj Huseyn Muradova³

¹Head of the Foreign Languages Center, Azerbaijan State Pedagogical University, Azerbaijan.

Email: ulviyyehaciyeva13@mail.ru

ORCID: 0000-0002-9612-6702

²Head of the Department of Oriental Languages, Nakhchivan State University, Azerbaijan.

Email: xafayataliyava@ndu.edu.az

ORCID: 0009-0008-7855-2637

³Department of Oriental Languages, Nakhchivan State University, Azerbaijan.

Email: sadiqovagultac@ndu.edu.az

ORCID: 0009-0000-1577-4525

Abstract: This article examines the essence of innovative and interactive teaching methods in teaching foreign languages, their application features and effectiveness in the teaching process, as well as analyzes the impact of these methods on the formation of communicative competence of learners. The main purpose of the article is to determine the importance of innovative and interactive approaches in accordance with the modern requirements of foreign language teaching and to show the possibilities of their practical application. During the research, we came to the conclusion that teaching students a foreign language through interaction can increase their motivation, cognitive activity and interest in the subject being studied, as well as help develop cooperation skills. It should also be noted that in our republic, which is gradually integrating into the education systems of developed countries, significant reforms are being carried out in the teaching of foreign languages, especially English. These reforms are mainly focused on the content and format of teaching, the teaching methods used in language learning, the teacher-student relationship, the roles of both teachers and students in the learning process, as well as other aspects discussed in this article.

Keywords: Foreign language teaching, innovative learning, interactive learning, traditional learning, learning process. artificial intelligent

1. Introduction

In the conditions of modern globalization, learning foreign languages has become one of the important conditions for personal and professional development. The rapid development of information and communication technologies in the world, the expansion of economic, scientific and cultural relations between countries have increased the demand for specialists who can communicate in different languages. In this regard, teaching foreign languages based on effective and modern approaches is considered one of the main priorities of the education system. Although traditional teaching methods have played a key role in learning foreign languages for a long time, in modern times, the application of these methods alone is not enough to form students' communicative skills. Therefore, the need to use innovative and interactive methods in the learning process has arisen.

Modern pedagogical approaches show that the main goal of foreign language teaching is not only the transfer of grammatical knowledge, but also the development of learners' ability to use the language in a real communication environment. To achieve this goal, the application of methods based on the principles of student-centered approach, collaborative environment and active participation in the teaching process is of particular importance. Innovative and interactive teaching methods allow learners to participate more actively in the teaching process, develop independent thinking skills, as well as comprehensively form language skills - listening, speaking, reading and writing skills.



Among the innovative methods used in teaching foreign languages, the project method, role-playing games, debates, brainstorming, problem-based learning, digital platforms based on information and communication technologies and other interactive approaches occupy a special place. These methods make the teaching process more interesting and dynamic, increase the motivation of learners and create conditions for them to apply the acquired knowledge in practical activities. The application of interactive methods also strengthens the cooperative relations between teachers and students and helps to form a mutual learning environment in the learning process. At the same time, the application of innovative approaches in modern educational strategies is of great importance in terms of improving the quality of teaching and achieving learning outcomes more effectively. In this regard, the study of innovative and interactive methods in teaching foreign languages, the investigation of their application possibilities in the teaching process and the assessment of their effectiveness are among the current scientific and pedagogical issues.

As we know, when talking about teaching English, not only rules and structures, that is, linguistic units, but also other factors should be taken into account. Foreign language learners, in addition to knowing the language, should also study the culture of that language in depth. It is known that language and culture form a mutual unity with each other and language cannot exist outside of culture. In general, teaching foreign languages plays the role of a bridge between different cultures. Therefore, it can be said that there is a very important connection between teaching a foreign language and cultures. Foreign language lessons can also be evaluated as an environment that compares and intersects different cultures, and teaches a model of intercultural communication. Every new word or expression mastered in a foreign language, including English, indicates a different culture. Thus, at the root of every new word and concept taught is national consciousness [1].

Students who master English, the international language of communication, using the grammar-translation method state that the process of teaching and learning the language was boring for the learners, involving the translation of course resources from the taught language into their native language that did not correspond to their interests, the teaching of linguistic units in an isolated form, and the memorization of endless grammatical rules [2]. At the same time, students who master the language through this method, which at first glance seems boring and quite unnecessary, emphasize that they have the necessary knowledge and abilities in the field of English, and that the knowledge and abilities learned in this method create conditions for them to benefit from the language in a functional-oriented way, to speak, write, read, and listen to and understand clearly in the language being studied. It should also be noted that when a foreign language is taught using this method, students who master English acquire qualities that are not characteristic of native speakers. In order to develop communicative abilities to a high degree in students who master English as a specialized language in language courses or faculties, it is important for them to actively participate in the process of real communication with native speakers.

Only through this path is it possible to acquire the conversational and communication skills characteristic of native speakers [6]. However, it should also be emphasized that by acquiring important, basic and fundamental knowledge through the grammatical-translation method, communicative abilities are formed and developed in the later stages.

Foreign language researchers have investigated the reason why English language teachers prefer the communicative method over the grammatical-translation method, while it is possible to achieve effective results in teaching important aspects of the language, such as grammar, lexicon, and phonetics. Thus, experts and teachers who prefer the principles of communicability, interactivity, and student-centeredness that underlie the communicative approach believe that the main goal of teaching a foreign language, including English, is to instill communicative skills in students. Otherwise, the process of learning linguistic units remains completely meaningless and fruitless [7].

Currently, communicative language teaching uses generally accepted principles, which can be applied in different ways, depending on the topic being presented, the age of the students, their level of knowledge, etc. These principles can be briefly summarized as follows:

- The process of learning a foreign language takes place when students collaborate and communicate with each other.
- An effective classroom provides the necessary conditions for students to discuss assignments and exercises appropriately, expand language materials, pay attention to how language is used in different situations, and engage in meaningful interaction. (9.534)
- Meaningful interaction occurs when students participate in the learning process in an interesting, purposeful, and needs-based context.

- Communication is a holistic process that calls for the use of a number of language units.
- Language acquisition occurs through both creative and discovery-oriented learning activities, as well as activities that involve language analysis and reflection.
- The process of learning a language is a continuous process that includes creative use of the language, checking and making mistakes. It is known that the main goal of learning a language is to be able to use a foreign language carefully and fluently.[9,10]
- Perfect language acquisition depends on effective learning methods and the correct use of communication strategies.
- The main role of the teacher in language teaching is to be a mediator, as he or she creates the necessary atmosphere for the acquisition of the language being taught and allows students to use the language independently [3].

When we talk about modern teaching in foreign language teaching, we mean the pedagogical skills and abilities that the teacher demonstrates during the teaching process. If the teacher creates the necessary conditions in the classroom, allocates some time for students' individual reflections, uses methods appropriate to the form of each topic being taught, ensures activity and interactivity, and uses research questions, it can be said that he is able to build the lesson based on innovative requirements.

In a modern teaching environment, as much space as possible should be given to problem situations and thought-provoking questions that help develop creative thinking and cognitive independence in students. The teaching process, structured in this way, develops the necessary skills and habits in children. It should also be noted that the modern teaching process involves serious preparation for the lesson by the teacher. Therefore, the teacher should specify in advance which materials, how and when to use in the lesson, think in advance about the structure of the new rule that he will explain in the classroom, be able to direct auxiliary tools and facts related to the subject to the solution of the main topic, be aware of scientific and technological innovations, major socio-political events of the modern era, and continuously expand his knowledge. An innovative teaching method should increase the worldview of students, create conditions for their development of convictions, and further increase their comprehension skills with visual aids in training and auxiliary information obtained from various sources [5].

It should be noted that the joint unity of training and upbringing is also one of the important requirements facing the modern teaching process. Modern teaching should serve the spiritual development of children, their moral strengthening, and the instillation of the qualities of patriotism, humanity, love for animals, and hard work. In addition, modern teaching should, in turn, be directed towards the creation and development of a national education system. This is based on some important principles. The following are examples of these principles:

- Differentiation
- Democratization
- Humanization
- Integration
- Personalization and others.

In order to properly assess the achievements of students and ensure their motivation, it is important to create the necessary learning conditions for children by taking into account national and universal values, general development, inclinations and skills. In this case, children act in an active, researcher position, and with the correct guidance of the teacher, students are given the opportunity to independently acquire and assimilate new scientific information. In such an organized active learning, children's active, creative thinking skills and ways of independently acquiring new knowledge are combined. This form of learning teaches students to solve any problem together in a group, to respect each other's thoughts, to learn independently, and to express their ideas freely [4].

Foreign language experts believe that the participation of English teachers in each other's lessons and the organization of "open lessons" by teachers with exemplary, modern experience are very useful in terms of the correct teaching of modern teaching methods. Thus, the analysis and discussion of the observed lesson process is filtered

through critical thinking, generalized, and a final result is obtained. In these cases, teachers are both methodologically informed and have the opportunity to correctly organize new teaching approaches.

Currently, the interactive teaching process should be structured in such a way that children acquire new knowledge through research. In this teaching process, students are directed to research on problem-solving methods in the form of group and pair work, group members record the information found as a result of the search on worksheets, and then present it. Following the presentations, a connection is made between the research results obtained, new information is systematized and generalized and classified. Thus, comparisons are made between the generalized research results at the end and the initial ideas put forward by the students at the beginning of the lesson. During the comparison, children witness which hypotheses coincide and which are new to them, and draw a general conclusion.

If in previous years, students used only two main sources of knowledge, namely a teacher and a textbook, to obtain the knowledge they need, now these sources are weak compared to large-scale information sources. Therefore, one of the main tasks of modern education is to teach students to learn, that is, to encourage students to independently acquire the necessary knowledge and skills. Only qualitatively changing teaching approaches, directing these approaches to the personality, its needs, and actively using creative thinking in learning knowledge can lead to high efficiency in learning achievements. At the same time, such a personality-oriented learning environment will also significantly affect the quality of development processes: it will develop the values and skills of the personality by increasing cognitive and social activity. Taking into account the listed requirements makes it quite necessary to give preference to interactive teaching methodologies that combine productive, creative thinking and ways of independently acquiring new information [10].

Based on the experience of developed countries, the interactive teaching method can be an important tool for improving the quality of the learning process. Thanks to this method, the lesson process becomes very interesting and attractive for students. The active learning method increases the efficiency of both the assimilation and application of the lesson content and further activates the children's ability to understand. The application of modern teaching methods is already being implemented in our country. Recently, the main experience that is important for planning, preparing and applying interactive lesson forms has been accumulated in Azerbaijan, and teachers have acquired the knowledge, skills and abilities necessary for them to use new teaching methods. The monitoring conducted proves that teachers encounter a number of difficulties when applying interactive teaching methods. Thus, when implementing a new teaching method, teachers need to expand their experience and share it with other colleagues. As teachers' experience increases thanks to new methods and as enough teachers are involved in this training, the demand for new methodological recommendations, training resources and other methodological aids increases. Widespread dissemination of knowledge and modern teaching practices for teachers in interactive learning activities is one of the most effective and ideal ways to avoid difficulties.

2. Result

Innovative and interactive teaching methods that meet the requirements of the modern era are of great importance in the acquisition of a foreign language. Innovative teaching methods, unlike traditional methods, allow for the effective use of interactivity and communication. The widespread use of modern technological tools in the process of teaching a foreign language creates conditions for its learning in a short time. [8]

References

1. Abbasova S. New, modern teaching methods in the methodology of teaching the English language, Baku 2005 2005
2. Abstracts of the Republican scientific-practical conference on "Actual problems of teaching foreign languages", 2017
3. Garibova M.N. The use of interactive methods in teaching the German language in the lower courses of specialized faculties. Baku. 2012 Littlewood W. 1981. Communicative Language Teaching. Cambridge University Press
4. Gurvich P.B. Fundamentals of teaching oral speech at language faculties. Vladimir P. Keshwani, V. Kiran Kumar Ravi, M. Kanmani, V. Karimli Maharram, S. Kumari and M. Shunmugasundaram, "Hybrid Deep CNN-ELM Based Auto-Grading System for Reducing Educator Workload and Enhancing Student Performance in Higher Education," 2025 3rd World Conference on Communication & Computing (WCONF), Raipur, India, 2025, pp. 1-6, DOI:10.1109/WCONF64849.2025.11233444
5. Huseynzade G.D. Teaching speech communication in a foreign language. Baku: "Mutarjim", 2001
6. Krashen S.D. Explorations in Language Acquisition. Heinemann, 2003

7. M. S. Manavadaria, V. Karimli Maharram, M. R. Yadav, P. Subhash Patil, G. Vijayalakshmi and H. Patil, "Innovative Detection of Human Motion Intention using a Hybrid EEGNET Framework,"2025 International Conference on Intelligent Computing and Knowledge Extraction (ICICKE), Bengaluru, India, 2025, pp. 1-6,
8. Mammadzade M. Communicative method in teaching the English language, Baku
9. Shatilov S.F., Shevyakov V.N., Sklichkov Yu.A. Some problems of improving oral foreign language speech at the advanced stage of study in a language university. Improving oral foreign language speech at the advanced stage of study in school and university. L.: 1974
10. Ur P. A Course in Language Teaching. Printed in Great Britain at the University Press, Cambridge, 1996