

**THE ROLE OF TRIZ TECHNOLOGY IN MODERN ENGLISH
LANGUAGE TEACHING: A NEW APPROACH TO INNOVATION IN
EDUCATION**

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Annotation: Learning English is critical because English is an international language, and it plays a significant role in everyone's life. English serves as a gateway to the world. Education is a tool that allows students to both acquire knowledge and develop their creative thinking skills. The purpose of this study is to investigate the benefits of TRIZ implementation as an innovative method for foreign language teaching and learning, in English lessons to improve students' writing and reading skills. An experimental group and a control group were compared within the framework of a quasi-experimental research design. In the experimental group, English lessons, reshaped within the framework of TRIZ, an innovative teaching method, were held for two months. In the control group, any teaching activities shaped within the framework of the TRIZ method were not carried out. In summary, within the framework of this research, it was concluded that the application of the TRIZ method in English lessons improves students' reading and writing skills and can help bring an innovative perspective to English Language Teaching.

Key words: TRIZ Method, TRIZ principles, reading and writing skills.

English is a global language, and increasingly more people are learning it. As English is an international language, it is integrated into the education system in many countries. For example, although Turkey is officially a monolingual country, English is considered a unique, additional language [1]. Indeed, the English language is widely used in many parts of life, and therefore it is taught as a foreign language in schools all over the world from an early age [2]. Indeed, a range of different teaching methods has been developed by many professors and researchers for over a century, including innovative methods. Prior to this century, the methodologies of language teaching varied between two approaches; the first approach focused on using language for communication, while the second approach focused on analyzing language techniques, 2 including learning grammatical rules [3]. The current study investigates the use of TRIZ - a method of inventive problem solving that contributes to making learners' minds more flexible and creative - as an innovative method of teaching English for the purpose of increasing learners' reading and writing academic achievements.



O'ZBEKISTON: ZAMONAVIY ILM-FAN VA TADQIQOT MASALALARI

The goal of this study is to investigate the advantages of TRIZ implementing TRIZ as an innovative method in English language teaching and to analyze its efficiency in improving learners' academic achievements. This study will examine if TRIZ improves learners' reading and writing achievements through a standardized test. Crucially, the use of the TRIZ method in English language teaching may have better outcomes for students when compared to more traditional methods. This study is novel, and it provides insight into the use of TRIZ in English learning for the first time. The outcomes of this study will contribute to understanding both how to develop learners' reading and writing achievements and also how to enhance teachers' teaching methods. This study will contribute to identifying reading and writing challenges that learners encounter at the level of recognition, understanding, and suggested solutions. Overall, there are many potential benefits of using the TRIZ method for learning the English language, and this study aims to examine how this method can benefit students of English and beyond.

In this study, a mixed-method approach was used to collect both quantitative and qualitative data to measure the variables related to the use of TRIZ as an innovative teaching method. This approach is commonplace in education studies, and academics recognize it as a robust and reliable method. Quantitative data was obtained using the KET test (English Key Test) to quantify the effects of applying TRIZ as an innovation method on learners' performance by comparing the post-test to the pre-test results in a reliable way. Qualitative data was obtained through observation to the researcher observing and making notes of teacher-student interactions.

The TRIZ method was used on eighth-grade students in two classes. The first class represented the experimental group who were exposed to the TRIZ method, whereas the second class was the control group, who were not exposed. The KET pre-and post-tests for reading and writing skills were used to compare the learners' results in the experimental and control groups. In addition, the researcher played the role of an observer to keep track of the learners in both groups and compare and contrast their similarities and differences on a variety of points.

The current research sheds light on the impact of TRIZ implementation as an innovative method for foreign language teaching and learning in terms of improving learners' writing and reading skills. In light of this study's findings, teachers should be encouraged to use a variety of teaching methods to fulfill the needs of their students, and they should be flexible in their application of diverse methodologies and approaches in the classroom. Because this study relies on a communicative strategy and participatory learning, it was obvious that at the beginning, students preferred to work alone rather than in pairs or groups. This demonstrates the strong need for teachers to encourage students to work in groups more because it helps them to learn from one another and



enhance their communication skills. In this study, an existing textbook was utilized throughout the lesson for both groups, however, questions and topics within the book were explained via the innovative, TRIZ method for only the experimental group. Though the results suggest that control group students who only used the textbook also improved their reading and writing skills, they did not improve their end results as much as those who were treated with the application of TRIZ. TRIZ implications for teaching and learning suggest that teachers can constantly adapt and reformulate their teaching materials in order to lead learners to higher achievements. The findings of the current study reveal that the learners' performance in the experimental group was improved not only in the terms of test scores but also in the terms of their ability to communicate with one another. It is suggested that further research should be conducted with learners in primary and secondary schools, with the goal of investigating whether the use of TRIZ in language teaching and learning at all levels of schools is effective. In this way, teachers can assist students in improving their communication skills as well as their test scores. Furthermore, while employing TRIZ as an innovative method for teaching EFL learners, all English skills - including speaking and listening - should be considered for future studies. Additional studies with students from other schools, for example, states schools, and in other contexts should be conducted to examine if using TRIZ as an innovative method always has any impact on students' performance. Also, further research should be focused on completing the syllabus according to the TRIZ method at the scheduled time. The content of TRIZ principles is comparable to other teaching approaches; therefore, comparing the TRIZ method to other English language teaching methods and instructions as an innovative method will be valuable.

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