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INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Gulnoza Mamirova

Lecturer

Jizzakh state pedagogical university

Jizzakh, Uzbekistan

ABOUT ARTICLE

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Abstract: The development of modern society requires the informatization of education and poses the task of forming a personality and training a specialist with a sufficient level of professionalism, whose competitiveness in the labor market is now determined not only by his high qualifications in the professional field, but also by his readiness to solve professional problems in the conditions of bilingual communication, ensuring the processes of information interactions. As a result of the transformation of Uzbekistan into an open society, the social status of a foreign language has changed, which has led to an awareness of the importance of mastering it as a tool for orientation in the modern information space, the proficiency of which has become a significant personal and professional characteristic of a specialist. In the article, the author analyzed current trends in the use of pedagogical and information technologies in teaching foreign languages, developed a didactic model for teaching foreign language communication based on the use of Internet technologies, designed a technology for the formation and development of foreign language communication skills and abilities as the main component of a student's communicative competence

INTRODUCTION

The Republic of Uzbekistan is building a democratic rule-of-law state and an open civil society that ensures respect for human rights and freedoms, the spiritual renewal of society, the formation of a socially oriented market economy, and integration into the world community. In the Decree adopted by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev on September 21, 2018 “On approval of the strategy for innovative development of the Republic of Uzbekistan for 2019–2021” UP - 5544 noted that “The rapidly developing spheres of public and state life of the country require close support for ongoing reforms based on modern innovative ideas, developments and technologies, ensuring a quick and high-quality breakthrough for the country into the ranks of the leaders of world civilization” [2].

In order to create a National system for training highly qualified personnel at the level of developed democratic countries of the world, a National model for training specialists has been developed in Uzbekistan, where the main components are:

- the individual is the main subject and object of the personnel training system, the consumer and producer of educational services;
- the state and society are the guarantors of training and demand for personnel, regulating the activities and monitoring the functioning of the education and training system;
- continuous education is the basis for training qualified competitive personnel, which includes all types of education;
- science – producer and consumer of highly qualified specialists, developer of advanced pedagogical and information technologies;
- production is the main customer, determining the need for personnel, as well as the requirements for the quality and level of their preparedness, a participant in their financing and logistics of the personnel training system [1, p. 42–43].

MATERIALS AND METHODS

The modern development of education has given rise to a new direction of innovative pedagogy. “Innovative” translated from English means the introduction (dissemination) of innovation, which implies a departure from previous patterns, the use of new approaches and ways of thinking. The socio-psychological aspect of innovation was developed by the American Researcher E. Rogers.

He studied the classification of participants in the innovation process and their attitude towards innovation. The concepts of novelty and innovation differ mutually in scientific fields. According to some scientists, “innovation” means a tool, a new method, methodology, technology [4, p. 35]. “Innovation” is a process that develops in accordance with certain

stages of education. World science is evolving day by day, advanced innovative technologies and ways of understanding the world and transferring knowledge are emerging. It will not be wrong to say that the widespread use of advanced, modern innovative technologies in the field of education has opened the door to many opportunities in the study of foreign languages.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, that is, in the family, among the public or in an organized manner. The meaning of innovative learning in teaching a foreign language is to organize the educational process in such a way as to involve all students in the process of cognition and development of reflection. Innovative training is aimed at developing communicative competencies, establishing emotional contacts of the group, developing soft-skills in teamwork and solving language problems.

Considering that learning a foreign language differs from learning a native language in many aspects, teaching a foreign language is also sharply different from teaching a native one. This, in turn, requires the use of appropriate techniques and technologies. By carefully mastering the achievements of methodological science, a foreign language teacher will be able to clearly know the level of the student's language experience and improve it in the future. [7].

According to L. M. Kalilets, "the education system has also become involved in the process of universal computerization, since the use of new technical and technological means and methods allows one to effectively solve various educational problems, including in the field of methods of teaching a foreign language" [5, p. 306]. Today, the process of informatization is an important mechanism for improving the education system, while it is aimed at improving the quality of education, its accessibility and efficiency. Information culture acts as a key factor in social development, and innovative technologies in the study of a foreign language make it possible to develop the individual abilities of students, enhance the activity of cognition, and also create a culture of an innovative nature. To solve existing problems, various types of innovative technologies are used (technology for complete assimilation of knowledge, multi-level training, technology of an adaptive learning system, modular training, etc.), without which modern education cannot be imagined [3].

Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages largely depends on the theoretical development of issues of methodology for teaching foreign languages and the creative application of theory in practice. These include innovative forms of education that allow solving both educational

and educational issues: the project method, case studies, role-playing games, information and communication technologies, the method of critical thinking, etc. At the same time, there is an individualization of education and a shift in emphasis in side of the personality-oriented approach, building an individual trajectory of personality education. In these conditions, innovative teachers in teaching foreign languages actively use computer technologies and Internet resources, which allows them to increase the motivation of students, the quality of teaching and the development of communicative competencies. The facts at the disposal of methodologists, data from experimental training and experiments allow us to sufficiently assess the capabilities and effectiveness of computer training.

It should be noted that if at the initial stage of computerization of teaching foreign languages, the use of a computer as a means of training language material came to the fore, then recently the scope of use of computers in the educational process seems to be much wider. Today, as practice shows, the most effective learning factor is the resources and means of communication provided by the Internet. A foreign language teacher is faced with the task of comprehending and incorporating into the educational process this powerful means of increasing motivation and modeling the language environment. The basic concepts of computer teaching technology and the knowledge and skills associated with them are gradually entering the sphere of professional competence of the teacher [9, p. 374].

RESULTS AND DISCUSSION

Studying foreign languages is not only a means of intellectual education, but also a process of personality formation by becoming familiar with the educational resources and values of a foreign culture and applying them in one's own cultural life. E. R. Latypova in her article focuses on the process of developing professionally significant communication skills. Innovative education uses a competency-based approach, the goal of which is "to provide, if possible, such a universal tool for cognition and interaction with the surrounding reality, using which you can improve your competencies, based on the knowledge already acquired, existing knowledge, adding and stringing on it what is necessary, which will allow you to react and to the challenges of the present and future" [6, p. 67]. It is also advisable to use the best practices of leading institutes and universities, both Russian and foreign, to actively include YouTube language learning material, special resources, news sites, authentic online newspapers and films into the educational process.

In our opinion, the emergence of digital learning in the world occurred under the influence of four objective factors:

- the successes of cognitive sciences, which claim that the mechanisms of information processing by the human brain and the computer are identical (“computer metaphor”);
- inheritance of the technological approach to managing the learning process (1960-1970s) to the now forgotten programmed learning - the predecessor of digital learning;
- the emergence of the personal computer industry, a wide variety of digital devices and the equipment necessary for their operation;
- business pressure: all these products need to be sold, and the education system
- an inexhaustible market. It seems that the psychological and pedagogical theory of contextual education, developed in a scientific school under the leadership of A.A. Verbitsky, can serve as a scientific basis to which digital learning can be “tied”. [10, p. 7]

Definition of contextual education: training and education, in which, in the language of science and through the entire system of pedagogical technologies, traditional and new, including digital, the subject-technological, social and moral content of socio-practical (schoolchild) or professional (student) activity is consistently modeled in educational activities.

Contextual education is an integrative unity of three sources: - activity theory of assimilation of social experience;

- theoretical generalization from its perspective of the diverse experience of pedagogical innovations;
- category “context” (personal, subject-technological, social, moral); reflected in the consciousness of the student the content and conditions of the upcoming socio-practical professional educational activity.

The main idea of contextual education: to superimpose students' acquisition of theoretical knowledge, skills and abilities onto upcoming socio-practical and professional activities through sequential modeling. The main goal of contextual education: to form a holistic socio-practical and professional activity, a harmoniously developed personality of the future specialist. The sources of contextual education content are:

- didactically adapted content of sciences about nature, society, man and technology;
- models of the upcoming practical activities of a school, university, IPC student, containing systems of their main functions, problems, tasks, competencies;
- the moral and ethical content of the educational activity itself, life, practical or professional activity.

The use of new information technologies in the educational process makes it possible to present information in English in audio, graphic, and animated form, which makes it possible to master a foreign language at a higher level, use authentic material, develop

sociocultural competence and form the information culture of students. Conditions are created for practicing speaking skills in real communication situations and developing intercultural competence in general. D. S. Bulanov in his scientific publication determines that the use of Internet resources, as well as other innovative technologies, creates a motivational component of educational activities, the purpose of which is to encourage students to learn a foreign language through the accumulation of experience and knowledge, as well as their expansion.

At the same time, all of them must be ready to use a foreign language for communication outside the classroom (for example, when visiting a foreign country, in the process of correspondence and in other cases). However, the concept of communicability should not be perceived in a narrow sense and only from a pragmatic point of view [4, p. 8].

CONCLUSION

Thus, the use of innovative technologies makes it possible to develop the ability for foreign language communication as a form of intercultural interaction at a fairly high level. They contribute to the development of communicative and sociocultural competencies, the development of soft-skills and hard-skills, the development of empathy and cultural sensitivity.

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