

INNOVATIVE AND CREATIVE TEACHING TECHNOLOGIES IN FOREIGN LANGUAGE CLASSES

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Abstract

This article examines innovative and creative teaching technologies used in foreign language classes. It highlights modern pedagogical approaches, digital tools, and interactive methods that enhance learners' communicative competence, motivation, and critical thinking skills. The study emphasizes learner-centered instruction, the integration of information and communication technologies, and the role of creativity in developing effective language learning environments. The application of these technologies contributes to improving the quality and effectiveness of foreign language education.

Keywords: Innovative technologies, creative teaching, foreign language education, interactive methods, digital tools, learner-centered approach, communicative competence.

Introduction

Modern realities require changes in all spheres of human life. Education is no exception. The development of the education system necessitates the study and implementation of new teaching methods. General societal processes and global problems are all connected with the need for innovations. The relevance of studying this topic is determined by the modernization of education, where one of the most important directions is the quality of knowledge.

A modern foreign language lesson requires the use of innovative technologies that increase the efficiency of the learning process and ensure the achievement of planned educational outcomes. Interactive learning is a special form of organizing cognitive activity, which involves constant active interaction and is based on dialogue, situation modeling, and free exchange of opinions. It is mutual learning in which both students and the teacher are equal participants in the educational

process, with the distinction that the teacher becomes a true leader of the student group and the organizer of the learning process.

A creative teacher has broad opportunities and an unlimited field for innovative activity, as they can experiment in practice, evaluate the effectiveness of various teaching methods, adjust them, carry out detailed structuring of the educational and upbringing process, and propose new technologies and teaching methods.

LITERATURE REVIEW AND METHODS

The teacher's innovative potential is a combination of the socio-cultural and creative characteristics of the teacher's personality, demonstrating a readiness to improve pedagogical activity and the presence of internal means and methods capable of ensuring this readiness (D.S. Mazokha, N.I. Opanasenko).

The specificity of a foreign language as a subject lies in the fact that communication is not only the ultimate goal of learning but also a means to achieve it. The teacher does everything possible and impossible to make this happen [1].

Since language remains the only universal basis of thinking, knowledge of a foreign language should be considered in terms of improving intellectual abilities (memory, imagination, critical, logical, and creative thinking).

Interactive learning is dialogue-based learning, during which participants in the educational process interact to achieve mutual understanding, jointly solve learning tasks, and develop students' personal qualities.

Learning material is absorbed more easily and retained longer in memory when the learner does not passively perceive what the teacher says but actively engages with the material.

It should be noted that high-quality student preparation would be impossible without the use of modern educational technologies. Innovative foreign language teaching methods, which focus on personal development, self-improvement, and revealing creative potential, create the prerequisites for effectively improving the learning process in higher education institutions. These technologies help implement a learner-centered approach, ensuring individualization and differentiation of instruction according to students' abilities and knowledge levels [2].

DISCUSSION AND RESULTS

Scientific innovations that have driven progress forward cover all areas of human knowledge. They can be categorized as socio-economic, organizational-managerial, and technical-technological innovations. One type of social innovation is pedagogical innovation.

A pedagogical innovation is a novelty in the field of pedagogy, a purposeful progressive change that introduces stable elements (novelties) improving the characteristics of individual components or the educational system as a whole.

Pedagogical innovations can be implemented using the educational system's own resources (intensive development path) or by attracting additional resources (investments) – new tools, equipment, technologies, capital investments, etc. (extensive development path) [3].

The combination of intensive and extensive development paths allows for so-called "integrated innovations," which are built from various, multi-level pedagogical subsystems and components. Integrated innovations usually do not appear artificial or purely "external" measures but are conscious transformations arising from the deep needs of the system.

The main directions and objects of innovative changes in pedagogy are:

Development of concepts and strategies for educational institutions;

Updating the content of education; development of new teaching and upbringing technologies;

Improvement of the management system of educational institutions and education as a whole;

Enhancement of teacher training and professional development;

Designing new models of the educational process;

Ensuring students' psychological and ecological safety; development of health-preserving learning technologies;

Ensuring learning achievement, monitoring student development and progress;

Development of new-generation textbooks and teaching materials, and others.

Innovations can be implemented at different levels. The highest level includes innovations that permeate the entire pedagogical system [4].

Progressive innovations emerge on a scientific basis and contribute significantly to the advancement of educational practice. In pedagogical science, a fundamentally new and essential direction has developed—the theory of innovations and

innovative processes. Regarding the novelty of reforms in education, a system of innovations has been established, aimed at fundamentally transforming and enhancing the functioning, development, and self-development of educational institutions and their management systems.

In the context of educational reforms, innovative activity has gained particular significance in professional education, focusing on the introduction of various pedagogical innovations. These innovations cover all aspects of the didactic process, including lesson formats, content, teaching technologies, and educational-cognitive activities.

Innovative teaching technologies encompass interactive learning technologies, project-based learning, and computer-assisted teaching methods. Innovative approaches to foreign language teaching aim at personal development, self-improvement, and the realization of learners' latent potential and creative abilities [5].

To achieve communicative competence—that is, communication skills formed on the basis of language knowledge and abilities—the latest teaching methods combining communicative and cognitive goals are applied. These methods focus on personal growth, self-development, and the unfolding of learners' creative and intellectual potential.

The main principles of modern teaching methods include moving from the whole to the parts, conducting learner-centered lessons, maintaining goal-oriented and meaningful instruction, and fostering social interaction, all while relying on the teacher's belief in students' success [3].

Within interactive learning, cooperative methodology emphasizes several key principles:

Positive interdependence: The group succeeds when each student effectively completes their tasks.

Individual accountability: Each student performs a unique task distinct from those of others.

Equal participation: Each student is provided with an equal opportunity to engage in discussion or complete tasks.

Simultaneous interaction: All students actively participate in the learning activity. Through interactive communication, students develop essential skills, including the ability to:

Solve complex problems by analyzing circumstances and relevant information;
Express alternative viewpoints;
Make informed decisions;
Communicate effectively with diverse individuals;
Participate constructively in discussions [2].

Thus, the latest methods of teaching foreign languages contribute to the simultaneous resolution of communicative, cognitive, and educational tasks.

An analysis of English language teaching practices at higher education institutions has shown that the textbooks and methodological materials currently used do not sufficiently consider the role and significance of students' motivational sphere, nor the nature of the relationship between motivational readiness and knowledge acquisition. Therefore, a pressing issue is the study of students' motivational sphere, as well as the development of strategies and methods for its correction and enhancement.

The primary motives for studying English as a professional discipline among university students are related to professional self-improvement and personal development. The innovative status of a foreign language teacher within a developmental education system grants them freedom in methodological and didactic activities.

Consequently, it can be concluded that the effectiveness of communicatively oriented foreign language teaching in higher education institutions largely depends on the willingness and ability of teachers to utilize the positive experiences of domestic and foreign scholars and practitioners in applying a humanistic approach to teaching. Methods of teaching foreign languages based on a humanistic approach help to reveal students' creative potential and contribute to the development and self-improvement of the educational and communicative process.

CONCLUSION

In the modern educational context, innovative and creative teaching technologies play a crucial role in enhancing the effectiveness of foreign language instruction. The integration of interactive methods, project-based learning, computer technologies, and learner-centered approaches allows educators to simultaneously address communicative, cognitive, and personal development goals.

The analysis of teaching practices demonstrates that motivating students and fostering their intrinsic interest in learning is essential for achieving high educational outcomes. Innovative methods that focus on personal development and the humanistic approach empower teachers to create an engaging and effective learning environment, while also revealing students' latent creative potential.

Ultimately, the effectiveness of foreign language teaching in higher education institutions depends on the teacher's innovative potential, methodological freedom, and ability to apply the best practices of domestic and international pedagogy. By combining modern technologies, motivational strategies, and humanistic principles, educators can ensure the development of students' communicative competence, critical thinking, and overall personal growth, thereby contributing to the modernization and improvement of the educational process.

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