



INNOVATIVE TEACHING TECHNOLOGIES IN "FOREIGN LANGUAGE" CLASSES

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Abstract

The article considers the problem of study and implementation of new teaching methods. The article considers the need for modernization of education through key areas connected with improving the effectiveness of training in subject disciplines. The article emphasizes the possibility of using innovative methods of teaching foreign languages, based on an innovative approach, aimed at the development and self-improvement of the individual, at the disclosure of its reserve capabilities and creative potential.

Keywords: Foreign language teaching, innovative and creative technologies, directions of pedagogical innovations, educational and communicative process.

Introduction

Modern realities require changes in all spheres of human life. Education is no exception. The development of the education system requires the study and implementation of new teaching methods. General processes in society, global problems - all this is associated with the need to introduce innovations. The relevance of the study of this topic is due to the modernization of education, where one of the most important areas is the quality of knowledge.

A modern foreign language lesson requires the use of innovative technologies that ensure increased efficiency of the educational process, guaranteeing the achievement of the planned learning outcomes. Interactive learning is a special form of organizing cognitive activity, which consists in ensuring constant active interaction and is based on dialogue, modeling the situation of the product, and a free exchange of opinions. This is mutual learning, in which both students and the teacher are equal subjects of learning, with the only difference being that the



teacher becomes a real leader of the student body, the organizer of the learning process.

A creative teacher has broad opportunities and an unlimited field for innovative activity, since in practice he can experiment and verify the effectiveness of various teaching methods, adjust them, carry out detailed structuring of research into the educational process, and propose new technologies and teaching methods. The main condition for such activity is the innovative potential of the teacher.

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

The specificity of a foreign language as an academic subject is that communication is not only the ultimate goal of learning, but also a means of achieving it. It is the teacher who does everything possible and impossible for this. Since language remains the only universal basis for thinking, knowledge of a foreign language should be considered from the point of view of improving intellectual abilities (memory, imagination, critical, logical, creative thinking).

Interactive learning is learning in a dialogue mode, during which the participants of the pedagogical process interact with each other for the purpose of mutual understanding, joint solution of educational problems, development of personal qualities of students. Educational material is more easily assimilated and is stored in memory for the longest time in the case when the student does not passively perceive what the teacher says, but actively acts in studying the material.

It should be noted that high-quality training of students would be impossible without the use of modern educational technologies. Innovative methods of teaching foreign languages, which are based on the direction and development and self-improvement of the individual, on the disclosure of his creative potential, create prerequisites for the effective improvement of the educational process in higher educational institutions. These technologies help to implement a personality-oriented approach to teaching, provide individualization and differentiation of teaching taking into account the abilities of children, their level of knowledge.



1. The nature, classification and directions of pedagogical innovations.

Scientific innovations that have advanced progress cover all areas of human knowledge. There are socio-economic, organizational, managerial, technical and technological innovations. One of the types of social innovations is pedagogical innovation.

Pedagogical innovation is an innovation in the field of pedagogy, a targeted progressive change that introduces stable elements (innovations) into the environment that improve the characteristics of both its individual components and the educational system as a whole. Pedagogical innovations can be implemented at the expense of the educational system's own resources (intensive development path) and by attracting additional capacities (investments) — new funds, equipment, technologies, capital investments, etc. (extensive development path).

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

- development of concepts and strategies for development in educational institutions;
- updating the content of education; development of new technologies for teaching and upbringing;
- improvement of the management system of educational institutions and education in general;
- improvement of training of teaching staff, advanced training;
- design of new models of the educational process;
- ensuring psychological and environmental safety of students, development of health-saving teaching technologies;
- ensuring academic performance in teaching and upbringing, monitoring the process of creation and development of students;
- development of new generation textbooks and teaching aids, etc.

Innovations can be implemented at different levels. The highest level includes innovations that permeate the entire pedagogical system. Progressive innovations arise on a scientific basis and contribute to the advancement of practice. A fundamentally new and most important direction has emerged in pedagogical science - the theory of innovations and innovation processes. Regarding the novelty of reforms in education, there is a system of innovations aimed at the radical transformation and improvement of the functioning, development and self-development of educational institutions and their management system.



2. Modern innovative technologies and methods of pedagogy.

In the context of educational reforms, innovative activities aimed at introducing various pedagogical innovations have acquired special significance in professional education. They covered all aspects of the didactic process: forms of the cell, content and technologies of teaching, educational and cognitive activities.

Innovative teaching technologies include: interactive teaching technologies, project-based learning technology and computer technologies. Innovative methods of teaching foreign languages, based on an innovative approach, are aimed at the development and self-improvement of the individual, at revealing his or her reserve capabilities and creative potential.

To achieve communicative competence – communicative skills formed on the basis of language knowledge, skills and abilities – I use the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching foreign languages, based on an innovative approach, are aimed at the development and self-improvement of the individual, at revealing his/her reserve capabilities and creative potential.

The main principles of modern methods are the movement from the whole to the individual, orientation of classes to the student (learners-centered lessons), purposefulness and meaningfulness of classes, their focus on achieving social interaction with the presence of faith in the teacher in the success of his/her students.

The interactive learning system highlights the following basic principles of the collaboration methodology:

- positive interdependence – the group achieves success if each student completes the tasks well;
- individual responsibility – when working in a group, each student completes his or her own task, different from the others;
- equal participation – each student is given the same amount of time to conduct a conversation or complete a task;
- simultaneous interaction – when all students are involved in the work.

In the process of communication, students learn to:

- solve complex problems based on an analysis of circumstances and relevant information;
- express alternative opinions;



- make informed decisions;
- communicate with different people;
- take part in discussions.

3. Classification of innovative teaching technologies.

Interactive teaching technologies are considered as ways of acquiring knowledge, developing skills and abilities in the process of learning a foreign language and interaction between the teacher and students as subjects of educational activity.

By level of application:

- general pedagogical
- subject
- local
- modular

By leading factor of mental development:

- biogenic
- sociogenic
- psychogenic

By concept of assimilation:

- associative-developmental
- suggestible
- reflex

In relation to the child:

- authoritarian
- didactic-centric
- personality-oriented

By type of organization and management of cognitive activity:

- Game and training technologies
- Integration technologies
- Computer technologies
- Dialogue technologies

By organizational forms:

- Class-lesson
- Academic
- Individual



- Group
- Club
- Alternative

One of the first new technologies of education was the development of distance learning. The technology of distance education initially assumed only the presentation of educational materials and distance learning. Distance courses were considered as analogs of teaching aids of the traditional form of education, but with a change in the emphasis of the teaching methodology from general to individual. The development of distance technology was influenced by different forms of education. Some researchers consider the first historical form of distance learning to be learning by mail, which appeared at the beginning of the 20th century. This form of self-education was introduced and was more convenient for the development of correspondence courses for people who became students in adulthood.

Significant changes occurred with the creation of an open distance education system, i.e. education that would have feedback with the educational environment. Effective educational work required high-quality didactic support for various types of meaningful educational information on various media (paper and electronic), developed taking into account the requirements of pedagogy, psychology and other sciences. In distance learning, in addition to traditional ones, they began to use educational electronic publications, computer training systems, audio and video materials, the global Internet, etc.

The process of reforming modern education involves ensuring high-quality subject training of specialists in the context of reducing the classroom load and increasing information. One of the ways to solve this problem is to introduce new, more effective methods and technologies for teaching. These include e-learning, distance learning technologies. В условиях развивающего обучения необходимо добиться максимальной активности студентов, что обеспечивается интерактивными методами обучения. В отличие от активных методов интерактивные ориентированы на более широкое взаимодействие студентов не только с преподавателем, между собой и на доминировании активности студентов в процессе обучения.

To solve educational tasks, the teacher uses the following interactive forms:

- case technologies;



- "round table";
- debates;
- business games;
- case-study;
- trainings;
- video conferences;
- "brainstorming";
- focus groups;
- role-playing games;
- group discussions;
- project method.

Modern communicative methodology offers wide implementation of active non-standard methods and forms of work in the educational process for better conscious assimilation of the material. As practice shows, such forms of work are very effective: individual, paired, group and teamwork.

Among the certain advantages of interactive learning, the following should be highlighted:

- establishment of a friendly atmosphere and relationships between participants in communication;
- students can be more independent and self-confident;
- the teacher encourages students to cooperate, encourages them, they are not afraid to make mistakes;
- students get the opportunity to overcome the fear of the language barrier;
- the teacher does not dominate;
- each student is involved in the work; has a specific task;
- weak students can get help from stronger ones;
- students can use their knowledge and experience acquired earlier.

Conclusions

Thus, the latest methods of teaching foreign languages contribute to the simultaneous solution of problems of communicative, cognitive and educational nature.

The analysis of the practice of teaching English in higher education institutions showed that textbooks and methodological developments used in the learning



process do not sufficiently take into account the role and importance of the motivational sphere of students and the nature of the relationship between motivational readiness to acquire knowledge. Therefore, the current problem is the study of the motivational sphere of students, the development of ways and methods for its correction and development.

The leading motives for studying English as a professional discipline by students of higher education institutions are the motives for professional development of the individual. The innovative status of a foreign language teacher in the system of developmental education gives him freedom of action in methodological and didactic activities.

Thus, it can be concluded that the effectiveness of communicatively oriented teaching of foreign languages in higher education institutions will depend on the desire and ability of teachers to use the positive experience of domestic and foreign scientists and practitioners in the humanistic approach to teaching. Methods of teaching foreign languages that are based on the humanistic approach help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process.

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