

INNOVATIVE APPROACHES AND WORLD EXPERIENCE IN TEACHING A FOREIGN LANGUAGE

Rustamova Gulnoza Baxtiyor qizi

O'zbekiston davlat jahon tillari universiteti

Annotatsiya. Ushbu maqolada xorijiyt illarni o'rgatishning innovatsion yondashuvlari va jahon tajribasida qo'llaniladigan ta'lim usullari haqida so'z boradi. Jamiyatda ro'yberayotgan bunyodkorlik o'zgarishlari tizimidagi ustuvor vazifalardan biri chet tillarini mukammal o'rganish natijasida o'zining ijtimoiy va lingvistik harakatchanligidan foydalana oladigan, barkamol var aqobatbardosh bitiruvchilarni yetishtirish maqsadida oliy ta'lim muassasalarining o'quv dasturlarini modernizatsiya qilishdan iborat. Binobarin, bunday sharoitda o'quvchilarning o'qitishning ijodiy shakllari va usullarini qo'llash orqali chet tillarini samarali egallashlari alohida ahamiyat kasb etadi. Bunday vaziyatda sinfda ham an'anaviy, ham innovatsion o'qitish usullaridan foydalanish ayniqsa muhimdir, chunki ular o'quvchilarning ijodiy qobiliyatini rivojlantiradi, ularni tanqidiy fikrlashga o'rgatadi, o'z-o'zidan shubhalanishni yengishga yordam beradi, o'z-o'zini tasdiqlashni rag'batlantiradi, o'qishni qiziqarli qiladi va eng muhimi, ularni professional muloqot uchun ishlatiladigan chet tilida suhbatlashishga undaydi.

Kalit so'zlar: innovatsion, ustuvorliklar, modernizatsiya, til, moslashuvchanlik, foydalanish, multimedia, adaptiv, internet, trening.

Аннотация. В данной статье рассматриваются инновационные подходы к преподаванию иностранного языка и методы обучения, используемые в мировом опыте. Одним из важнейших приоритетов в системе творческих перемен, происходящих в обществе, является модернизация учебной программы высшего образования для подготовки компетентных и конкурентоспособных выпускников, которые в результате отличного обучения иностранным языкам смогут использовать свою социальную и языковую мобильность. В межкультурном общении и сотрудничестве. В результате в этих условиях особенно важно, чтобы студенты эффективно овладевали иностранными языками посредством использования творческих форматов и методов обучения. В этой ситуации особенно важно использовать на уроках как традиционные, так и инновационные методы обучения, поскольку они способствуют развитию творческих способностей учащихся, учат их критическому мышлению, помогают преодолеть неуверенность в себе, поощряют самоутверждение, делают обучение увлекательным и увлекательным. и, что наиболее важно, побуждают их общаться на иностранном языке, используемом в профессиональном общении.



Ключевые слова: инновации, приоритеты, модернизация, язык, гибкость, использование, мультимедиа, адаптивность, интернет, обучение.

Annotation. *This article discusses innovative approaches to foreign language teaching and educational methods used in world experience. One of the top priorities in the system of creative changes occurring in society is modernizing the curriculum of higher education to produce competent and competitive graduates who, as a result of receiving excellent instruction in foreign languages, will be able to use their social and linguistic mobility in cross-cultural communication and collaboration. As a result, under these conditions, it is especially crucial that students acquire foreign languages effectively through the employment of creative teaching formats and techniques. In this situation, it is especially crucial to use both traditional and innovative teaching methods in the classroom because they foster students' creativity, teach them to think critically, assist them in overcoming self-doubt, encourage self-affirmation, make learning fun and engaging, and – most importantly – encourage them to converse in a foreign language used for professional communication.*

Key words: innovative, priorities, modernizing, language, flexibility, utilizing, multimedia, adaptive, internet, training.

Nowadays computers, electronic resources, and internet connectivity are all supplied to universities and schools. In the process of teaching and learning, this helps to bring new pedagogical technologies. One major indicator of the benefits of creative activity – namely, pupils' greater motivation – is the integration of cutting-edge technologies into English language instruction. Teachers of English language classrooms who use computer, information, and communication technologies, or who work on projects including Power Point multimedia presentations, should be aware that all educational technology must adhere to the following methodological standards: conceptuality: a scientific idea that provides psychological and socio-pedagogical support for attaining learning objectives; – systemic: the existence of all systemic indicators (process logic, component relationships, integrity).

– Efficient: guaranteeing learning objectives are met. Flexibility: the ability to change the material to guarantee that students and teachers are comfortable and free to interact, while taking into consideration the unique circumstances of pedagogical reality. Dynamism: the capacity to advance or modify the technology employed. Reproducibility: the potential for other educators here at this school or in other Computer training programs have become a mainstay in the educational arena and are undoubtedly beneficial for teachers. They point the learner in the direction of independent learning and their own unique rationale. With a promise of moving to a higher level, knowledge control is implemented right away. The intention of the people who designed these training courses seems to have been accomplished: the learner can function without the guidance of an instructor.

It is simple to explain this method of teaching. But in actuality, things are far more intricate. The use of computer-based instructional tools in a public school demonstrates the continued importance of the teaching profession. Even though computers have many advantages over other technical and visual teaching methods, teachers are still the ones who can guarantee that their lessons are structured and of high quality. The teacher serves as a director in the context of education's digitization, directing the flow of information to facilitate the most efficient instruction. When it comes to using computers in the classroom, teachers should adopt a practical attitude and view them as superior tools than traditional teaching resources rather than as competitors. In English classrooms, the following computer-based learning technologies are most frequently utilized to address various issues:

- Utilizing online resources: You may frequently locate engaging students and educators with excellent visual content by searching the internet. The Internet's resources facilitate the creation of instructional materials and encourage students to learn on their own.

- Multi-media demonstration PowerPoint: Once a teacher has mastered the application, they can use project-based learning technology to address any kind of educational issue when teaching English. It is feasible to arrange the autonomous design of the learning assignments for the students at the level of creative application of knowledge.

- Utilizing instructional computer programs: The use of computer programs in teaching English, in no way, hinders the solution of the communicative task but on the contrary, increases its effectiveness, since the teacher can construct a lesson that could most effectively achieve the set learning goal. It is much more effective to demonstrate a small fragment, rather than show a fully educational video film, designed for a whole lesson, and sometimes more. The teacher can perform a unique installation of a multimedia lesson, and calculate it to within a second, taking into account the characteristics of a particular class and each student individually.

With the help of a projector and modern multimedia production, you can duplicate some of the content, display a specific section on a wide screen, and use the required music or video for an English lesson. Because of this, the creative approach enables the teacher to utilize the wealth of resources provided by contemporary computer-based instructional technology to their fullest potential. utilizing computer education programs in a practical way in my opinion, computer educational programs should be used in English language classes in a way that is appropriate for the objectives and subject matter covered. The control of the assimilation of the program learning material with the aid of a training device is regarded to be programmed learning. The notion of structured learning demands that instructional materials be presented in manageable chunks following a specific order. Following every bit of knowledge, you are given a control task to do right away. These tasks take the shape of questions or exercises.



Students get a fresh batch of training material if their homework is completed correctly. The training gadget also carries out the monitoring function. Programmatic training is separated into three categories based on the type of work done on it, how it is presented, and how learning is managed: Linear learning involves progressively changing small blocks of educational information paired with a control task. Branched learning is different from linear learning in that the student receives additional information to help them complete the task in the event of an incorrect answer. Adaptive learning allows the learner to select the degree of complexity of the new teaching material; Combined learning combines elements of linear, branched, and adaptive learning. Block and modular training follow as a result. Block – is based on an adaptable curriculum that gives students the chance to engage in a range of cognitive processes, including applying newly acquired knowledge to the resolution of learning challenges. The way that the learning process is structured, using a curriculum made up of modules, is called modular education. Consequently, learning with the aid of a training tool – a computer, the Internet, a television, etc. – is referred to as programmed learning. Students develop a model to address a dilemma and defend it. Pupils attempt to solve the problem by making educated guesses or applying logical reasoning based on prior information.

While searching independently in textbooks for new information, they create a mental picture of the steps they will take to solve the problem. Individual acts in line with the developed model, solution improvement and correction. an examination of the action taken and confirmation that the problem's solution is accurate. analysis of one's own thoughts while acting. By challenging conventional thinking and rejecting preconceived notions and thought patterns, the study of mental activity analysis fosters the growth of intellectual capacity. In addition to imparting new knowledge, active training helps you hone your intellectual faculties and gain expertise in problem-solving and creative thinking. E.V. Volodina (2018), V.V. Vonog (2018), E.V. Ignatova (2015), A.O. Klimenko (2017), V.V. Kotenko (2020), L.P. Khalyapina (2012), and other authors' works are evidence of the university's investigation of creative methods in foreign language instruction.

The examination of scientific literature, however, reveals that there are significant inconsistencies between the necessity and expediency of flawless foreign language acquisition at the university and the inadequate actualization of this issue in the educational sphere, as well as between the existence of novel forms and methods of foreign language mastery and the inadequate degree of their implementation in higher education practice.

All things considered, we believe that promoting and supporting new trends in higher education will be a great stimulus for interaction between experts involved in the process of improving teaching and learning programs in universities so young people after getting a degree can succeed not only in their personal life but in a career as well. And from this viewpoint it is necessary that a more comprehensive study of new methods of teaching foreign languages should be performed.

References:

1. Alger M., Eyckmans J. I took physical lessons for granted": A case study exploring students' interpersonal interactions in online synchronous lessons during the outbreak. System. 2022;105 doi: 10.1016/j.system.2021.102716.
2. Абдуганиева, Д. (2022). ВЛИЯНИЕ КУЛЬТУРНЫХ ОСОБЕННОСТЕЙ НА ПЕРЕВОД. in Library, 20(4). извлечено от <https://inlibrary.uz/index.php/archive/article/view/11693>
3. Ashton K. Language teacher agency in emergency online teaching. System. 2022;105 doi: 10.1016/j.system.2021.102713.
4. ArtyomZubkov, Increasing Effectiveness of Foreign Language Teaching of Transport University Students in Process of Online Learn, Research Gate, March 2022.
5. Back M., Golembeski K., Gutiérrez A., Macko T., Miller S., Pelletier D.L. We were told that the content we delivered was not as important:" disconnect and disparities in world language student teaching during COVID-19. System. 2021;103 doi: 10.1016/j.system.2021.102679.
6. Lela Ivanovska, Ph.D, Milena Kasaposka-Chadlovskaa, SilvanaKolevska-Neshkovska, ONLINE FOREIGN LANGUAGE TEACHING, IAI Academic Conference Proceedings Virtual Conference, 20 May 2020
7. S. A. Aminova, J. Umida, THE USE OF METHODS OF TEACHING FOREIGN LANGUAGE PROCESS, ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 4 | 2021, ISSN: 2181-1385, Scientific Journal Impact Factor (SJIF) 2021: 5.723.
8. Рахмонов, Азизхон Боситхонович. "Внедрение виртуальной реальности в образовательный процесс: достоинства и недостатки." European science 5 (54) (2020): 39-41.
9. Bositkhonovich, Rakhmonov Azizkhon. "The role of the competence approach in pedagogical education." European Journal of Research and Reflection in Educational Sciences 2019 (2019).
10. Рахмонов, Азизхон Боситхонович. "Современные подходы в подготовке будущих педагогов." Universum: психология и образование 2 (80) (2021): 22-24.
11. Абдуганиева, Джамиля. "Some aspects of online interpreting: current state and prospects for the future." Переводоведение: проблемы, решения и перспективы 1 (2022): 16-20.
12. Абдуганиева, Джамиля. "РОЛЬ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В РАБОТЕ ПЕРЕВОДЧИКА." in Library 21.1 (2021).
13. Абдуганиева, Джамиля. "ПРИМЕНЕНИЕ ИКТ В ОБУЧЕНИИ ПЕРЕВОДЧИКОВ." in Library 21.2 (2021).