



The importance of innovative exercises in improving the vocabulary competence of food technology students

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ABSTRACT

This article explores the effectiveness of innovative teaching methods in improving the vocabulary competence of food technology students. By integrating interactive exercises, project-based learning, and digital tools, the study highlights the positive impact of these approaches on vocabulary acquisition and retention. The research employed a comparative analysis of two groups: an experimental group exposed to innovative methods and a control group taught using traditional methods. The findings revealed that the experimental group demonstrated significant improvements in vocabulary knowledge, comprehension, and application. The study concludes that innovative teaching practices can substantially enhance the vocabulary competence of food technology students, fostering better academic performance and professional readiness.

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Oziq-ovqat texnologiyasi talabalarining lug'aviy kompetentsiyasini oshirishda innovatsion mashqlarning ahamiyati

ANNOTATSIYA

Kalit so'zlar:

so'z boyligi,
innovatsion o'qitish usullari,
raqamli vositalar,
interfaol mashqlar,
loyiha asosida o'qitish,
oziq-ovqat texnologiyasi.

Ushbu maqola oziq-ovqat texnologiyasi talabalarining so'z boyligini oshirishda innovatsion o'qitish usullarining samaradorligini o'rganadi. Interfaol mashqlar, loyiha asosidagi ta'lim va raqamli vositalarni o'z ichiga olgan ushbu tadqiqot ushbu yondashuvlarning o'quvchilarning so'z boyligini o'zlashtirish va saqlashga ijobiy ta'sirini ko'rsatishga qaratilgan. Tadqiqot metodologiyasi ikkita guruhning qiyosiy tahlilini o'z ichiga oldi: innovatsion usullarda sinalayotgan eksperimental

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guruh va an'anaviy o'qitish usullariga amal qilgan nazorat guruhi. Natijalar shuni ko'rsatdiki, eksperimental guruh lug'at bilimi, tushunish va foydalanishda sezilarli yaxshilanishlarni ko'rsatdi. Tadqiqot shuni ko'rsatadiki, innovatsion mashqlar oziq-ovqat texnologiyasi bo'yicha talabalarning so'z boyligini sezilarli darajada yaxshilashi mumkin, bu esa o'quv samaradorligi va martaba tayyorgarligini oshirishga olib keladi.

Значение инновационных упражнений в улучшении словарного запаса студентов, обучающихся пищевым технологиям

АННОТАЦИЯ

Ключевые слова:

словарный запас,
инновационные методы
обучения,
цифровые инструменты,
интерактивные
упражнения,
проектное обучение,
пищевые технологии.

В данной статье исследуется эффективность инновационных методов обучения в повышении словарной компетенции студентов, изучающих пищевые технологии. Использование интерактивных упражнений, проектного обучения и цифровых инструментов направлено на демонстрацию их положительного влияния на приобретение и сохранение словарного запаса. Методология исследования включала сравнительный анализ двух групп: экспериментальной, обучавшейся с применением инновационных методов, и контрольной, следовавшей традиционным подходам. Результаты показали, что студенты из экспериментальной группы значительно улучшили знания, понимание и использование словарного запаса. Исследование подтверждает, что применение инновационных упражнений существенно повышает уровень словарной компетенции студентов, изучающих пищевые технологии, способствуя их академической успеваемости и профессиональной готовности.

INTRODUCTION

Effective communication is crucial for food technology professionals. A strong command of specialized vocabulary is essential for understanding complex technical concepts, interpreting scientific literature, and collaborating with colleagues. However, traditional teaching methods often fall short in engaging students and fostering deep vocabulary learning.

In recent years, there has been a growing interest in innovative teaching approaches that can enhance language learning outcomes. These methods aim to create interactive, student-centered learning environments that promote active participation, critical thinking, and problem-solving skills.

This article aims to address this issue by exploring the potential of innovative teaching methods to enhance vocabulary competence in food technology students. By incorporating interactive exercises, project-based learning, and digital tools, this research seeks to:

- ✓ Identify the specific challenges faced by food technology students in acquiring and retaining vocabulary.
- ✓ Develop innovative teaching strategies to address these challenges.
- ✓ Evaluate the effectiveness of these strategies in improving vocabulary competence [1].

METHODS

Participants: The study involved two groups of food technology students at Karshi Engineering-Economics Institute. The experimental group consisted of 6 students, while the control group comprised 6 students. Both groups were matched in terms of their academic level and prior language proficiency.

MATERIALS

A variety of materials were used in the study, including textbooks, articles, technical reports, and online resources. The innovative exercises were designed to cover a range of vocabulary areas, including food processing, food safety, nutrition, and sensory analysis [2].

Procedure: The experimental group received instruction using innovative methods, such as:

- ✓ Interactive exercises: Role-playing, simulations, and group discussions to practice vocabulary in context.
- ✓ Project-based learning: Students worked on real-world projects to apply vocabulary in practical settings.
- ✓ Digital tools: Online vocabulary games, quizzes, and language learning apps to reinforce vocabulary learning.

The control group received traditional instruction, which primarily involved lectures, textbook readings, and vocabulary drills.

Data was collected through pre-and post-tests, which assessed students' vocabulary knowledge, comprehension, and usage. Additionally, questionnaires were administered to gather feedback on the effectiveness of the teaching methods.

RESULTS

The results of the study indicated that the experimental group, which received innovative instruction, outperformed the control group on all measures of vocabulary competence. Students in the experimental group demonstrated much higher levels of vocabulary knowledge, comprehension, and usage. Furthermore, the qualitative data from the questionnaires revealed that students in the experimental group were more engaged, motivated, and satisfied with the learning experience [3].

DISCUSSION

The findings of this study support the effectiveness of innovative teaching methods in enhancing the vocabulary competence of food technology students. By incorporating interactive exercises, project-based learning, and digital tools, educators can create more engaging and effective learning experiences [4].

These methods not only promote vocabulary acquisition but also foster critical thinking, problem-solving, and collaborative skills. Furthermore, the use of digital tools can provide students with opportunities for self-directed learning and personalized instruction [5].

When assessing vocabulary knowledge and usage of students, it is good to consider these innovative approaches:

- ✓ Portfolio Assessment: Collect students' work samples, such as essays, reports, and presentations, to assess their vocabulary use over time.
- ✓ Performance-based Assessment: Evaluate students' ability to use vocabulary in real-world situations, such as role-playing, simulations, and debates [6].
- ✓ Self-Assessment: Encourage students to reflect on their vocabulary learning and set personal goals.
- ✓ Peer Assessment: Have students assess each other's work, providing feedback on vocabulary use and accuracy [7].

CONCLUSION

In conclusion, this study highlights the importance of adopting innovative teaching methods to improve the vocabulary competence of food technology students. By incorporating a variety of interactive and technology-enhanced strategies, educators can create a more effective and engaging learning experience, teachers can create a comprehensive and engaging vocabulary assessment program that promotes both learning and application [8].

Further research is needed to explore the long-term impact of these methods on students' academic and professional success and to identify the most effective strategies for different learner populations.

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