



## THEORETICAL BASICS OF SCIENTIFIC-INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES

**Dusbaeva Nazira Narimanovna**

*Jizzakh Polytechnic Institute, Senior teacher of the Department of Foreign Languages, Faculty of Transport, Uzbekistan*

### ABOUT ARTICLE

**Key words:** Innovative method, technology, competence, higher education, information technologies, foreign languages, scientific approach.

**Received:** 16.02.2024

**Accepted:** 21.02.2024

**Published:** 26.02.2024

**Abstract:** This article describes the reasons why the use of advanced technologies in teaching foreign languages increases the quality of the educational process. In addition, the use of special techniques in teaching new content of foreign language students is used to stimulate actions, to develop the ability to act independently, and at the same time to activate creative thinking and improve the demonstration of creative abilities.

### INTRODUCTION

At the moment, innovative technologies are used to the maximum extent in the educational process in higher educational institutions of our country. From time to time, seminars, trainings and conferences on the introduction of innovative technologies are held. The participation of higher vocational education specialists, school teachers, university teachers from foreign countries has been introduced. The goal of higher education in the modern information society is to form a well-developed person, to bring out the abilities of active creative people in social and professional spheres, and in this regard, there is a need to urgently implement fundamental changes in the educational process in higher education institutions. Today there is a large selection of forms and teaching methods are very effective. Modern society requires the search and use of more advanced methods and technologies. Innovative teaching methods bring the educational process to a higher level

A modern English language class cannot be imagined without educational technologies, and the effectiveness of the use of technology has been proven to be very high. Any technology must be understandable by teachers and students for use in various educational settings. At the current stage, the transition to a multi-level educational system involves changing approaches to the content of the educational process, creating new forms of methodological support for it, as well as the teacher's role in the innovative paradigm of individual-oriented, creative education. requires the need to understand the role.

The variety of methods and methods of learning a foreign language at a higher educational institution leads to the need for a rational choice of one of them or an optimal combination of methods and technologies that complement each other, which means that the methods and methods of organizing communication in a foreign language are correct leads to the need to generalize knowledge about Currently, intensive teaching of foreign languages is carried out in various developing, newly established and functioning methodological systems. This is due to the variety of specific goals of teaching a foreign language to different contingents of students, as well as the variety of teaching conditions.

Linguistic-social-cultural approach is characteristic of almost all foreign language schools. British and American language schools Bell International, OISE, St. Giles International, Rennert Bilingual, NESE. The intensive method is intended for business people who undertake to acquire certain language skills in a short period of time. Often, an intensive course is enough to use the language in a professional field.

The "direct" method is called the Berlitz method, the main principle is to completely exclude the student's native language from the educational process, the goal is to teach the student to think in a foreign language. The activity approach includes learning a foreign language together with communication practice in the professional field.

In the era of rapid development, the most effective technologies for bringing out the abilities of students are defined as:

- information technologies;
- project technology;
- technology of critical thinking;
- problematic educational technology;
- case technology [4, p. 336].

The following are some innovative approaches to teaching foreign languages:

Interactive teaching method:

In this method, the student takes interactive lessons in the mastered international sections. By using virtual platforms, connecting with online teachers, and through online questions and tasks, interactivity is created for students in studying foreign languages.

Final projects and practical exercises:

In teaching students, it will be useful to organize projects and practical activities to support their interest in foreign languages, articles, news, partnerships and other practical activities [5, p. 28].

International cooperation:

Search for advanced teaching methods in teaching foreign languages by establishing international cooperation between teachers and students, by establishing relations with schools, teachers, youth and higher education institutions in other countries. and can be implemented.

Self-assessment system:

Self-assessment systems are established to motivate and master students. In these systems, students can identify and support new appropriate teaching methods and materials by self-assessing their learning outcomes and learning processes.

Use of technologies:

Using technology through online dictionaries, articles, online lessons, presentations, and interactive teaching tools is one of several useful ways to enhance learning in foreign language teaching to students. These methods are innovative methods used in a number of variations. Teachers and students can help to get the results that are most suitable for them [2, 40-b].

There are also some methodological ways to promote the use of technology in English and they are: STEM and STEAM education: STEM (Science, Technology, Engineering, and Mathematics) or STEAM (STEM + Arts) educational methods are used to support the transfer of theoretical knowledge to practice for students. In this way, opportunities are created for students to develop their skills in these areas by participating in technology consumption, visualization, design, and other hands-on activities.

Adaptive Learning Platforms: Technology-enabled learning platforms can help create lessons and adapt learning processes that fit each student's unique learning path. These platforms can be used to improve the quality of education by allowing students to create personalized programmed learning plans based on their data.

Blended Learning: Blended learning is a combination of traditional teaching methods and online education. This method enables students to learn through a combination of interactive classes, online resources, virtual labs, and traditional classes.

Flipped Classroom Model: The flipped classroom model reverses traditional teaching, with students working on exercises and practices while studying their own learning materials during class. They prepare themselves through online videos and discuss important questions with their teachers during class.

Collaborative Learning: Technology-enhanced learning can help students learn more collaboratively and improve their discussion. Students exchange opinions and work with each other through forums, chats, and communities on online platforms.

Assessment Technologies: The use of new assessment technologies, such as online tests, automated assessments, and personalized assessment tools, can help students assess their own knowledge and identify personalized learning directions.

Formation of a certain level of professional communicative competence in a foreign language is a relevant and effective basis for students' professional communication in a foreign language. At the same time, it should be remembered that different functions of speech and methods of its use are not of equal value in professional foreign language teaching. In addition to instrumental (simple transmission of information), regulatory (regulation of activity), personally emotional and artistic (role-playing games), the figurativeness of speech is of the greatest importance, heuristic (expression of one's own understanding), social (beyond a narrow communication) and information-scientific, analytical, reference.

The method of cases, which takes the leading place in the modern practice of teaching a foreign language, develops the mastery of these speech functions, allows to master the specialized knowledge of a foreign language, to increase the level of professional competence and self-esteem. At the same time, the educational goals identified earlier in the methodology: communicative attitude, language goal, intellectual and educational goals, etc., are still relevant. P. Duff, S. Foltis, J. Heap) in the theoretical development of the method and its practical application [1; 2; 3].

E. N. Zakharova believes that "competency-oriented professional education is aimed at mastering activities that provide readiness to solve problems and problems based on knowledge, professional and life experience, values and other internal and external resources" [6, p. 33].

The application of the working method in English language classes in the professional environment has two complementary goals, namely: further improvement of communicative competence (linguistic and socio-cultural) and formation of professional qualities of students. Acquaintance with the work (reading a vocationally oriented text, in which the task is formulated according to the specialty, in the original or with small reductions and small adaptations and subsequent translation), independent

solution search (internal monologue in English), during the lesson the process of analyzing the situation (monological and dialogical speech, prepared and spontaneous, as well as in English) - all these are examples of communicative tasks.

Classroom communication related to the work of discussion, argumentation, description, comparison, persuasion and other speech acts, teaches the skill of developing the correct strategy of speech behavior, observing the norms and rules of communication in English. . Students' comments on the content of the work are evaluated by the teacher according to the following skills: analytical, management, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexical and grammatical aspects). . Therefore, the method of cases includes at the same time a special type of educational material and special methods of its application in the teaching practice of the English language.

According to the results of practical studies, it was found that the working method can be used very effectively to achieve the goals of professional foreign language teaching and intercultural adaptation. However, the use of this method in teaching a foreign language should be methodologically justified and ensured. This is necessary both at the level of organizing the educational process according to the curriculum as a whole, and at the level of planning it by an individual teacher. Disadvantages of using this method of educational organization include the difficulty of guaranteeing the independence of all tasks for individual students.

The pedagogical potential of the work method is much greater than the pedagogical potential of traditional teaching methods. The work method is a very effective tool that allows you to apply theoretical knowledge to solving practical problems. The problem of introducing the case method into the practice of higher education is very relevant today, it is a general direction of education development, not to acquire specific knowledge, but to form professional competence, mental activity skills and abilities, personal abilities related to development orientation.

These methodological methods help to improve the quality of education using technology, make learning processes more efficient, and create opportunities for students to learn innovative ideas.

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