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# Innovative Technologies in the Teaching Foreign Language

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**Abstract:** In this article highlights application of innovative technologies and methods of foreign language teaching of students in the higher education institutes and explained by the traditional methods and practice of organizational forms of teaching a foreign language, insufficient school preparation of students and others.

**Keywords:** Innovative technologies, foreign language, teaching, education, intercultural communication.

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In the process of integrating Uzbekistan into a single educational space, English-speaking students of a technical university are given particular importance. The main task is to develop competencies in intercultural communication in the context of their professional and scientific activities. There is no doubt that the English-language component of the training program for a specialist who is able to independently search for and analyze authentic information in the field of professional communication plays a significant role. However, in practice, the English-language training of a graduate of a technical university, carried out within the framework of the traditional system of education, is not enough to solve pedagogical problems in modern conditions. The difficulties are explained by the traditional methods and practice of organizational forms of teaching a foreign language, insufficient school preparation of students and others.

In recent years, most technical universities have faced a serious problem: how to prepare competent specialists who speak a high-level professional communication language. Along with other humanities, a foreign language is not a major subject in engineering universities. Consequently, for these disciplines, as a rule, the minimum number of classroom hours is allocated. However, the professional future of a modern graduate of an engineering university often depends on the level of proficiency in a

foreign language. One of the ways to overcome the existing difficulties is the way of introducing new educational pedagogical technologies into educational activities, namely information and communication technologies in teaching foreign languages to students of technical specialties. Innovative methods in the educational system are innovations that are designed to find new solutions to problem situations and to optimize the learning process along with the organization of favorable conditions for learning and improving the quality of education.

Innovative activity in education is characterized, at a minimum, by the development and introduction of fundamentally new images of content and learning technologies, as well as by the presence of carriers that provide this activity and carry out this activity. Thus, innovation activity is the purposeful introduction of innovations (innovations) into educational systems of various levels in order to improve the quality of education.

Currently, much attention is paid to the teaching of a foreign language in higher education. The conditions of the modern world are such that modern specialists from different countries are forced to communicate with each other for learning, sharing experiences, working together and, as a result, improving the products of their activities. In this regard, knowledge of a foreign language is one of the main requirements for a professional.

In this article, we consider only some of the innovative technologies that can be successfully applied in foreign language classes for engineering students.

1. Project technology and technology training in collaboration. The use of project technology allows you to more effectively organize the learning process, as well as increase motivation and interest in learning a foreign language from engineering students. The project technology itself is a kind of development of the concept of learning in cooperation. Accordingly, they assume not only individual, but also collective responsibility for the result of the activity. Within the framework of project technology, students by group efforts implement a project that is evaluated by the teacher and other students. Thus, the creation of the project becomes personally significant and motivating for students.

Let us give an example of a task within the framework of project technology for students of transport specialties: a list of several vehicle safety functions, such as a pedestrian recognition system, a voice application “virtual passenger”, etc., is presented on cards or a blackboard. Students, when organizing work in a group, should consider Pros and cons of each of the functions and decide which of them they consider reasonable to add when re-issuing the model. After that, they prepare and present a presentation of this innovation in a foreign language, justifying their choice.

2. Case-study. One of the most effective technologies for teaching a professionally-oriented foreign language is case-study. The essence of this technology lies in the fact that students are offered some problem situations (cases), most likely occurring in real life, and which require specific knowledge, skills and abilities. Students deal with these problem situations in groups, taking into account all possible conditions and factors, and then arrive at a result. Thus, when solving case studies, students are not only in a situation of foreign language communication, but also actualize their professional knowledge. In addition, each of the situations does not have the only right decision, therefore, students do not master ready-made

knowledge, but they themselves “produce” it, which contributes to its better assimilation and increases motivation.

3. Technologies of active learning. These technologies imply the direct activity of students in the cognitive process: each student has his own role, or everyone is responsible for one collective action. This technology is aimed at the inclusion of each student in learning activities and directly in the cognitive process, stimulating it, which increases the motivation and interest in the studied subject, and also provides practical knowledge and skills. To active learning technologies that can be applied to foreign language classes at the university include debates, discussions, role-playing and business games, brainstorming, etc. Let us give an example of a small role-playing game for students of the automotive specialty. Before this game, students have previously studied vocabulary in a foreign language, naming various types and models of cars.

4. Information and communication technology (ICT). The use of ICT in teaching a foreign language is a requirement of the modern world based on computer technologies. In addition, the involvement of these resources in teaching students not only simplifies many learning processes, but also opens up access to a huge amount of useful and accessible information that is important for effective learning. In addition, the use of modern computer technology increases the motivation of the student, since teaching the subject using ICT becomes more unusual, creative and interesting, especially for the modern generation of students. Many resources can be used in teaching a foreign language to engineering students. Here are some examples:

1) Internet resources that are not intended for direct education, for example, social networks (creating specialized groups, to which you can add various materials, tasks, discussions), Skype (video conferencing, video chats, etc.), e-mail (informing students, and receiving assignments from them), etc.;

2) various professional-oriented sites. Speaking of engineering students, you can list some sites with texts of different directions: How Stuff

Works website [www.howstuffworks.com](http://www.howstuffworks.com) (information in English about the principles of operation of some mechanisms and devices); Wise Geek website [www.wisegeek.com](http://www.wisegeek.com) (general information on some phenomena in various scientific fields); TED website [www.ted.com](http://www.ted.com) (video lectures and articles of various topics and scientific fields), etc.;

3) e-learning courses (EOC). EOC is a resource containing a complex of teaching and learning materials implemented in an information training system. This means that the teacher has the opportunity to create for students their own full-fledged training course in the form of an online resource. The use of EOC has a number of undoubted advantages: firstly, it allows for the implementation of effective distance and distance learning, as well as enhancing the motivation of full-time students through unusual and creative work; secondly, work with EOC can be carried out at any time convenient for the teacher and student; thirdly, with the help of various EOC tools it is possible to develop practically any skills and skills of foreign language communication (knowledge of grammar and vocabulary, reading, writing, listening skills, etc.), with the exception of speaking, which cannot be fully developed.

Thus, innovative technologies of teaching a foreign language are extremely important to apply in classes in high school. They not only increase students' motivation and improve their results, but also aim at imitating real professional communication situations and solving problems related to future work, which undoubtedly contributes to the development of students as specialists.

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