

5-10-2019

MODERN METHODS AND INNOVATION TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES IN THE HIGHER EDUCATION

Sayyora Muzaffarovna Xaytmuratova

teacher Tashkent State Technical University named after Islam Karimov

Follow this and additional works at: <https://uzjournals.edu.uz/namdu>



Part of the [Education Commons](#)

Recommended Citation

Xaytmuratova, Sayyora Muzaffarovna (2019) "MODERN METHODS AND INNOVATION TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES IN THE HIGHER EDUCATION," *Scientific Bulletin of Namangan State University*. Vol. 1 : Iss. 5 , Article 63.

Available at: <https://uzjournals.edu.uz/namdu/vol1/iss5/63>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific Bulletin of Namangan State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact brownman91@mail.ru.

MODERN METHODS AND INNOVATION TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES IN THE HIGHER EDUCATION

Cover Page Footnote

???????

Erratum

???????

MODERN METHODS AND INNOVATION TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES IN THE HIGHER EDUCATION

Хайтмуратова Сайёра Музаффаровна, teacher
Tashkent State Technical University named after Islam Karimov

Abstract: *The article highlights the importance of modern teaching technologies in the learning process, in particular the use of interactive teaching methods in teaching foreign languages and the use of innovative educational technologies.*

Key Words: *innovation, teaching methods, modern teaching technologies, learning process, foreign language.*

СОВРЕМЕННЫЕ МЕТОДЫ И ИННОВАЦИОННЫХ ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ВУЗЕ

Хайтмуратова Сайёра Музаффаровна, преподаватель
Ташкентский государственный технический университет

Аннотация: *В статье подчеркивается важность современных технологий обучения в учебном процессе, в частности использование интерактивных методов обучения при обучении иностранным языкам и использование инновационных образовательных технологий.*

Ключевые слова: *инновации, методы обучения, современные технологии обучения, учебный процесс, иностранный язык.*

OLIY TA'LIMDA XORIJIY TILLARNI O'QITISHDA ZAMONAVIY METOD VA TEKNOLOGIYALAR

Хайтмуратова Сайёра Музаффаровна, o'qituvchi
Islom Karimov nomidagi Toshkent davlat texnika universiteti

Annotatsiya: *Maqolada zamonaviy ta'lim texnologiyalarining o'quv jarayonidagi ahamiyati, xususan, xorijiy tillarni o'qitishda interfaol ta'lim metodlari va innovatsion ta'lim texnologiyalaridan foydalanish kabi masalalar yoritib berilgan.*

Kalitso'zlar: *innovatsiya, ta'lim metodlari, zamonaviy ta'lim texnologiyalari, o'quv jarayoni, xorijiy til.*

The needs of our state for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, professionals who speak a foreign language at a professional level, are reflected in the working curricula of universities in the country. Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages.

It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because “pedagogy is a science and art at the same time, therefore the approach to the choice of teaching methods should be based on the creativity of the teacher” [1]. The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. What do scientists invest in the concept of “method”?

The teaching methods are “ordered ways of the activity of the teacher and students, aimed at the effective development of the obligations of the educational tasks”. The teaching method is “an instrument of a teacher’s activity for the fulfillment of a leading function - learning” The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques. “Teaching techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a specific method.” Unfortunately, foreign language teachers often use time-tested standard teaching methods in teaching practice. Sometimes the process of language teaching, sadly, continues to be a “somewhat modernized version” of the grammar-translation method. The requirements for a lesson in a foreign language change over time, and new teaching methods are being developed. At the present stage of development of science in Uzbekistan, one can definitely say that the times when the ability to translate from a foreign language and, conversely, adapted, inauthentic texts had already been sufficient proof of the development of a language.

Today, the educational process in Uzbekistan’s higher education institutions is being reformed in accordance with European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education institution. education and training in master's programs abroad. In the context of higher education reform, the educational technologies of teaching foreign languages should also change. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages [2]. All this puts new requirements for teaching and foreign language teachers in universities. The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that the culturological or intercultural approach to learning in the framework of the concept of “dialogue of cultures” continues to develop in the future, with the aim of forming students' polymer literacy. So, in my opinion, in a

modern university there should not be a place for such processes as memorization, mindless memorization of texts in a foreign language that have no practical value for future students' life activity.

Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages now will continue to remain one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing high-quality students with a complex of language knowledge and skills, this requires, first of all, the educational institution to systematically create conditions for the professional development of their teaching staff, to provide the institution with an adequate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies[3].

Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods.

Communicative method. Learning objective: mastering communicative competence. Learning content: texts should show conflicts that encourage the student to express their own opinions. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: exercises of the communicative direction. Students learn "communication in the process of communication itself. Therefore, all the exercises and tasks must be communicatively justified by a lack of information, choice and reaction".

Advantages of the method: students improve their speaking skills, overcome the fear of mistakes. Disadvantages of the method: not enough attention is paid to the quality of the language, communicative competence quickly reaches its limits.

Constructivist method. Learning objective: the method is based on the actual active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Educational content: proximity to reality of students, students are encouraged to independently construct their knowledge (for example, in the framework of project activities). Language plane: as wide as possible. Exercises: language production is at the heart of learning.

Advantages of the method: preparing students for real life, real life situations. Disadvantages of the method: at the present stage has not yet appeared quite clearly. An example of a constructivist method is project training. The method distinguishes traditional and alternative teaching methods. Under the concept of alternative methods is

grouped a number of different approaches, techniques, methods of language transmission. There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, the group method. Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion)[4].

Script Method (story line method). This method is based on a combination of planned learning meanings – for example, shopping-goods-sales – with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students make their contribution to the creation of history. This method does without textbooks. It is about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and role-playing. The teacher sets the framework for action and presents individual episodes. Pupils put their questions and find answers to them themselves.

The following basic phases of the project are traditionally distinguished:

1. Initiating - invention of the idea for the project
2. Start of the project
3. Project management
4. Presentation of project results
5. Evaluation (reflection) of the project

The method of learning stations. Training equipment in which students perform work on educational material, which is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When learning by station, students have a choice of timing, task sequence, and social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-assessment, analyze their own educational success, plan and conduct work stages. Work on the stations allows differentiation according to the abilities, interests of students, and the degree of difficulty of the task.

Simulation method. Especially in the teaching of a foreign language to students of economic specialties of universities, one can successfully apply the method of simulations. In cybernetics, this term is used to model and simulate reality. The training deals with various simulation business games that provide students with the opportunity to develop their skills, apply knowledge to solve a particular problem in the so-called "safe environment" that imitates real situations, for example, in business, in work in a company. The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve a profit growth of the company, to conclude an agreement, to sell the company's shares, and so on. Simulations are characterized by a high degree of interest of the participants, the game is completely immersed, embodied in its role, and is sick of the result of the work,

because the overall result of the game depends on the team spirit and speed of decision making. Thanks to the simulation, the skills of strategic planning of students are formed, the ability to work in a team, to negotiate, to convince a business partner is developed. Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in their future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, maps.

Role play method. Role-playing is an active method of learning, a means of developing a student's communication skills. Role-playing game is associated with the interests of students, it is a means of emotional interest, motivation of learning activities. Role-playing is an active way of learning practical knowledge of a foreign language. Role-playing game helps to overcome the language barriers of students, significantly increases the amount of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. For example, you can use the role-playing game "At the interview", where students take on the role of employer and employee. From all the above, it should be concluded that for the teacher today it is important to constantly improve their knowledge of foreign language teaching methods, introduce the latest educational concepts into their teaching practice, and keep up with the times.

References:

- 1.Volkova N.P. Pedagogy: Textbook. - M.: Academy, 2007. –P.616.
- 2.Kuzminsky A.I., Omelyanenko V.L. Pedagogy: Textbook. - M.: Knowledge-Press, 2008. - – P.447.
3. Methods of teaching foreign languages in secondary schools: Textbook. authors under the guidance. S.Y.Nikolaeva. - M.: Lenvit, 1999. – P.320.