INNOVATIVE TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES TO FUTURE TEACHERS

Quvanov Azamat Ziyadulla o`g`li
Scientific supervisor: Jizzakh state pedagogical university
Associate Professor,

Jabbarova Anora Javliyevna
2nd course of master degree in the department of foreign languages
Jizzakh state pedagogical university

Abstract:
Our article will consider modern methods of teaching foreign languages, first of all, the use of innovative technologies, methods and forms in the organization of educational activities, as well as innovative technologies for teaching foreign languages. As practice shows, Internet resources, multimedia technologies, competency-modular technologies, sensory-semantic methods, immersion methods, collaborative learning, project-based methods, etc. are used, which usually contribute to the differentiation and individualization of student knowledge, taking learning status and skills into account.

Keywords: innovative technologies, education, prestigious, communication, tourism, politics, professional competence, empirical method.

The processes of economic globalization and the integration of sciences taking place in the modern world require a high level of training on the part of specialists. The most important factor in their professional growth in such conditions is their knowledge of foreign languages. The importance of a foreign language in the current world conditions is obvious, since through, for example, English, you can get a decent education at any university and even outside the state, since the document received after training is quoted in all countries. Also, as an example, a diploma from the University of London provides an opportunity for a graduate to get a decent and prestigious job anywhere.

It is important to note that young people with knowledge of foreign languages are in great demand at the moment. Most often such specialists are needed in the fields of science and education, communication, tourism, politics, and many others.

A foreign language is still one of the most important subjects in non-linguistic universities today, and its possession has become an integral part of the professional competence of a graduate of a higher educational institution. The possession of a foreign language as a means of business communication becomes an integral component of the bachelor's professional competence. This makes it possible not only to receive the necessary professional information but also contributes to the process of forming the ability to make independent decisions within the framework of the task. Regarding the competence of the master's degree, it should be noted that the Federal State Educational Standards provide for foreign language proficiency regardless of the direction of training. At the same time, masters of non-linguistic specialties should show not only practical knowledge of a foreign language but also use the acquired knowledge in scientific activities.

The purpose of the study: the introduction of the most effective teaching methods of the above series in the framework of higher education reform.

Materials and methods of research

When researching the topic, the method of experiment and design technology, as well as the empirical method were used.

Research results and their discussion

Modern methods of teaching foreign languages primarily involve the use of innovative technologies, methods, and forms in the process of organizing educational activities. This, as practice shows, is the use of Internet resources, multimedia technologies, competence-modular technologies, emotional-semantic methods, immersion method, collaborative learning, project technology method, etc., which generally contributes to the differentiation and individualization of students' learning, taking into account their level of learning and abilities.

So, among the most actively used technologies today, we can name the language portfolio "European Language Portfolio" (European Language Portfolio), which is presented in the form of a group of documents that students compile and present in

Proceedings of International Conference on Educational Discoveries and Humanities
Hosted online from Plano, Texas, USA.
Date: 1ˢᵗ March, 2023
ISSN: 2835-3196   **Website:** econferenceseries.com

a formalized and systematized form proof of their qualifications, achievements, and experience in learning foreign languages, including samples own independent work. According to several foreign researchers, Portfolio is an alternative form of evaluating students' activities, as well as their progress in learning [1]. As practice shows, the formation of a portfolio begins with the first semester of study. First of all, this is an analysis of the initial knowledge and skills of students, as well as the skills they acquired in the form of "CAN DO statements". The CEFR scale (Common European Framework of Reference) can be used here. Depending on the faculty and the university, the portfolios vary, but even in the absence of a clear standard for the content, number, and types of work, a competently compiled student's language portfolio usually includes an analysis of achievements and acquired knowledge, a scoring sheet, presentations and project work on the specialty, the results of grammar tests and their analysis, dictionary maps, articles for participation in scientific conferences for bachelors and masters, glossaries, translations, annotations, and reviews, participation in the essay and essay contest.

It should be noted that the introduction of information technologies in the process of teaching a foreign language allows modern students to receive and process extensive information in a short time. Today, the Internet is an indispensable base for the independent search of material in the framework of working with a portfolio. To eliminate possible gaps in knowledge, university students, as a rule, use educational Internet sites. Authentic audio/video texts play an important role in the process of improving the speech perception skills of native speakers. In this case, the main task of the teacher is the correct selection of audio and video materials, which will contribute to the formation of students' cognitive interest, and the growth of motivation to learn a foreign language. With the help of online resources, students can acquire cultural knowledge, replenish their vocabulary, and get acquainted with the speech etiquette of the people of the language being studied. In this regard, the BBC World Service project is interesting, it includes podcasts in the form of audio or video recordings made in the style of a radio program on the topics of science, economics, and culture. Educational programs about discoveries in various fields of science for the advanced stage of education.

One of the most common methods of using Internet resources is interactive teaching methods, as a result of which the efforts of the communicative goal and the result are complemented by speech means [2]. According to T.P. Frolova, these methods

Proceedings of International Conference on Educational Discoveries and Humanities
Hosted online from Plano, Texas, USA.
Date: 1st March, 2023
ISSN: 2835-3196   **Website:** econferenceseries.com

help students to form a professional position. The author highlights the structure of the case: an introduction, including the statement of the problem, the names, and positions of the characters, the problem, and materials for solving it. In the process of learning, etc. Frolova offers two types of cases: practical (containing training in situations that students may face in their future professional activities); educational (based on educational and educational tasks) [3].

Competence-based modular technologies are the most important component in the bachelor's training process. Thus, E.A. Danilina argues that the competence-modular approach represents free access to information resources, self-study, and distance and network learning. The author refers to the main components of the module: the objectives of its study; materials and auxiliary tools; related educational materials; the content of the training module; learning technologies; verification of achievements [4].

Currently, one of the main goals of a teacher in the learning process is to develop student's skills and abilities to independently obtain the necessary information and information, as well as to be able to apply them in practice. A positive role in this process is played by the Web Quest technology, which is actively used today in university practice. A web quest is understood as a didactic structure in which a student independently searches for information on the Internet [5].

The methodology of web quests was developed by American B. Dodge and the Australian T. March in the mid-1990s. In the course of his activity, Dodge created a classification of the types of tasks that are presented in the web quest:

1. Retelling Task.
2. Compilation Task.
3. The task of finding a solution (Mystery Task).
4. Journalistic investigation (Journalistic Task).
5. Situational task with specified conditions (Design Task).
6. Creative task (Creative Product Task).
7. The task of finding a compromise (Consensus Building Task) and several others.

This work consists, as a rule, of working out communicative and speech skills, that is, searching for the necessary information, summarizing what has been read, the ability to form conclusions, and expressing and arguing their thoughts and points of view.

Based on world practice, it can be said that at present information and communication technologies play one of the most important roles in the process of effective teaching of a foreign language to undergraduates. This process in the master's program is considered the final stage in the training of this discipline. As a rule, in non-linguistic universities, the master's degree program has a limited number of hours that are allocated to the study of foreign languages. In this regard, the main task of the teacher is the properly organized work of undergraduates.

Taking into account the knowledge already acquired, the emphasis is on the independent work of undergraduates, where they should make the most of the possibilities of the Internet. So, it is advisable to use the creation of the already mentioned web quests in the magistracy. The teacher should also pay attention to the preparation of the speech of undergraduates for self-presentation to employers. In the work on vocabulary, the emphasis is on the specifics of the lexical means of business and professional languages. Practice shows that proficiency in a foreign language at a professional level allows you to independently draw up business documents, read business correspondence, have the skills to write letters in a foreign language, the ability to conduct business negotiations.

When performing tasks, future specialists should be able to use electronic scientific journals, electronic libraries, databases, and various search engines. Studying for a master's degree involves completing several practical tasks, such as applications for a scientific conference, and the ability to compose a resume and a cover letter to it. In the classroom, undergraduates get acquainted with the rules of conduct at the interview and consolidate them in role-playing games.

As one of the areas of independent work of a master's student, it is necessary to highlight the development of presentation material within the scope of his scientific work in English, relying on information technology, in other words, having completed everything in the PowerPoint program. The task of undergraduates is to compile a glossary on the subject of the specialty using computer programs. The result of the work should be a computer presentation of a scientific project in a foreign language.

Improving the skills of independent work with foreign literature in their specialty is the most important task in the process of training undergraduates. The ability to work with professional literature in a foreign language and extract the necessary information increases the competitiveness of the graduate in the labor market.

Proceedings of International Conference on Educational Discoveries and Humanities
Hosted online from Plano, Texas, USA.
Date: 1st March, 2023
ISSN: 2835-3196   **Website:** econferenceseries.com

Thus, at the exit, the graduate student must acquire a set of skills and abilities that will allow them not only to independently work through a large volume of specialized literature but also to be able to isolate a meaningful basis from the material read.

Now several universities use the method of project technology. This method is not new in world practice. Having appeared at the beginning of the twentieth century, thanks to the works of the American educator and psychologist J. Dewey, together with the activities of his followers W.H. Kilpatrick and E.W. Collings, he successfully transformed into the methodology of teaching a foreign language, which is actively used at present. The main task of project-based learning is to find ways to ensure the development of independent thinking among students. At the same time, the main purpose of this method is not only to teach students to reproduce the acquired knowledge in the learning process but also to apply it in practice. The project method is based on establishing a direct relationship between the material that is studied in the curriculum and the life experience available to students. Here, creative and cognitive joint activities are carried out within the framework of practical tasks, that is, a project, in the course of solving a certain problem. Doctor of Pedagogical Sciences, E.S. Polat considered this method as an organizational search and research activity of students (both individually and as a group), which is no longer aimed at achieving a certain result, but at organizing the process itself [6]. Polat also held the idea that the project method can be used at any stage of training if it meets the following requirements:

– there must be problems or tasks in the research or creative plan that require integrated knowledge and research in their solution;
– present the practical, theoretical, and cognitive significance of the expected results;
– students' activities should be carried out both individually and in a group (in pairs) within the framework of training sessions and outside them;
– the content part of the project should be structured, where the step-by-step results and the distribution of roles will be indicated.

It is also worth noting that it is necessary to use research methods, which consist in determining the problem and the research tasks arising from it, hypothesizing, discussing research methods, drawing up the final results, analyzing the identified information, summing up the final results, correcting and conclusions.

Proceedings of International Conference on Educational Discoveries and Humanities
Hosted online from Plano, Texas, USA.
Date: 1st March, 2023
ISSN: 2835-3196   **Website:** econferenceseries.com

The Doctor of Pedagogical Sciences proposed an extensive typology of projects, which included the following elements:

– the dominant method: research, creative, role-playing, introductory, and indicative;

– subject-content area: a single project (within one area of knowledge) or an interdisciplinary project;

– the nature of project coordination: direct (rigid, flexible), hidden (implicit, imitating a project participant);

– the nature of contacts (among participants of the same school, class, city, region, country, different countries of the world);

– number of project participants;

– duration of the project (short-term, long-term).

In practice, when working on projects, it is necessary to remember that each of them has several stages. It all starts with the preparatory stage, which consists of goal setting and planning, then comes the main one, that is, the study itself, a computer presentation, and the final one – evaluation. As part of the preparatory stage, students independently choose a topic, then there is a discussion and formulation of the main goal, the tasks arising from it, and the definition of the content of the future project. During the main stage, students conduct research based on the analysis of the studied materials [7]. As a rule, research can include not only collecting information on Internet resources but also questionnaires and surveys. In the course of the study, communication with representatives of English-speaking countries on similar research issues is welcome. To achieve this goal, students can attend various forums and take part in online conferences. This practice creates conditions for the use of the language being studied in situations of real intercultural communication. In addition, students have the opportunity to test their proficiency in a foreign language at a professional level.

By the end of their studies, undergraduates develop the ability to independently acquire and use new knowledge, expand their professional horizons, improve the quality of text translation and increase the speed of reading, and improve oral and written speech. In the process of preparing the project, undergraduates can already use the acquired knowledge in related and special disciplines in practice.

Conclusion

In conclusion, it can be said that global processes in the context of globalization and economic integration form the demand for specialists in various fields. However, the fact of the demand for specialists with knowledge of foreign languages remains unchanged in the market. Such an environment acts as a motivational incentive for students to study this discipline. In addition, thanks to the knowledge of foreign languages, it is possible to communicate with foreign colleagues, in this regard, the language is not only an object of study but also a means of improving the professional competence of the individual.

References

1) Suzanne F. Peregoy, Owen F. Boyle Reading, Writing, and Learningin ESL: A Resourse Book for K-12 Teachers. Second Edition. Longman. 1997. P. 334–335, 224–227.

2) Popova T.P. Rol innovatsionnix texnologiy v obuchenii inostrannim yazikam v vuze // Vestnik Voronejskogo gosudarstvennogo universiteta. Seriya: Lingvistika i mejkulturnaya kommunikatsiya. 2016. № 1. S. 128–133.

3) Frolova T.P. Keys-metod kak sredstvo obucheniya studentov yuristov professionalno-oriyentirovannomu общeniyu (na primere angliyskogo yazika) // Yazik i mir izuchayemogo yazika: sbornik nauchnix trudov. Saratov: TEU, 2011. S. 180–185.

4) Danilina YE.A. Kompetentnostno-modulniy podxod k obucheniyu angliyskomu yaziku v sisteme bakalavriata Mejdunarodniy nauchno-issledovatelskiy jurnal. Vipusk avgust 2012 g. Pedagogicheskiye nauki. [Elektronniy resurs]. URL: http://research journal.org/pedagogy/kompetentnostnomodulnyj-podxod-k-o/ (data обращeniya: 11.03.2019).

5) Soliyeva M.N. Rol innovatsionnix texnologiy v obuchenii inostrannix yaziku v vuze // Molodoy ucheniy. 2016. № 14. S. 668–669.

6) Polat YE.S. Novie pedagogicheskiye i informatsionnie texnologii v sisteme obrazovaniya: uchebnoye posobiye dlya studentov pedagogicheskix vuzov i sistemi povisheniya kvalifikatsii pedagogicheskix kadrov. M.: Akademiya, 1999. S. 82.

7) Rostova M.L. Proyektnaya metodika v obuchenii angliyskom yazike v pedagogicheskom vuze Vestnik Kemerovskogo gosudarstvennogo universiteta. 2012. № 4–4 (52). S. 279–282.