



The role of innovative technologies in teaching a foreign language in higher education

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Annotation: *The article examines the role of modern information technologies as necessary components of teaching a foreign language at a university, as well as the role of modern interactive types of communication generated by scientific and technological progress, such as interactive television and the Internet.*

Key words: *foreign language, innovative technologies, learning, Internet, interactivity*

The modern socio-economic situation contributes to the fact that many spheres of human activity, including education are rapidly developing due to the introduction of various innovations which led to a change in educational paradigms from traditional to innovative, which requires higher education to improve the training of a qualified worker of the appropriate level, which necessitates the formation of a foreign language communicative competence which is the leading goal of teaching a foreign language.

Linguistic competence is a complex phenomenon that requires the dismemberment of the entire complex of phenomena included in it into separate components. All teachers should build their work taking into account the real needs, motivation and abilities of students. The use of new information technologies in teaching a foreign language is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process.

The main tasks of the teacher are to create conditions for the practical mastery of the language, the choice of teaching methods that would allow each student to show their activity and their creativity, as well as the activation of the student's cognitive activity in the process of teaching a foreign language.

Modern technologies make it possible to solve a number of pedagogical problems aimed at enhancing educational activities and developing a culture of students' independent work. The need to use innovative technologies is also due to the continuous increase in the amount of information that needs to be studied and processed during training.

The main advantage of using innovative technologies in teaching a foreign language is the shift in emphasis from traditional verbal methods of transmitting information to audiovisual methods.

The latest developments are often presented on the Internet and students have the opportunity to choose them. Information technology removes the problem of replicating and distributing educational material, access to it can be obtained both in an educational institution and at home, at a convenient time for the user. According to the new educational standards, more than 50% of the total number of hours is allocated for independent work of students. At the same time, the role of a personality-oriented approach and individualization of education is growing. The Internet and the networked community play the role of an intermediary between students and cultural objects. It largely determines and also reflects the context of the life of students which allows teachers to design an educational environment, build learning in terms of students' professional interests, life



prospects and abilities. It follows from this that traditional methods of work have rather limited potential in comparison with innovative ones. Modern realities pose the task of using new advanced educational technologies, teaching methods, the potential of which is great and must be effectively used for the teachers of higher education.

Currently, priority is given to communicativeness, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of education. These principles make it possible to develop intercultural competence as a component of communicative ability. New views on learning outcomes contributed to the emergence of new technologies and the abandonment of outdated ones.

Today, new methods using Internet resources are opposed to traditional teaching foreign languages. The concept of "traditional" is associated primarily with learning the rules and performing language exercises, in other words, "talking about language instead of communicating in language." Many teachers are convinced that good vocabulary and proper knowledge, as well as correct use of the grammatical structures of a foreign language, are at the heart of the learning process. However, such a belief cannot be considered absolutely correct, since the need for motivation and an emotional component present in any communication is often not prescribed in the teaching material. In order to teach communication in a foreign language, you need to create real life situations that stimulate the study of the material and develop adequate behavior.

As it is known, what a person learns, he seeks to use in future activities. The use of knowledge, skills and abilities is based on transfer, which depends on the adequacy of the learning conditions for the conditions in which these knowledge, skills and abilities are supposed to be used. Therefore, it is necessary to prepare the student for participation in the process of foreign language communication in the conditions of such communication created in the classroom. This defines the essence of communicative learning, which is that the learning process is a model of the communication process.

The communicative approach is a strategy that simulates communication, the creation of psychological and linguistic readiness for communication, for the conscious comprehension of the material and methods of action with it, as well as for the awareness of the requirements for the effectiveness of the statement. For the user, the implementation of a communicative approach on the Internet is not particularly difficult.

The communication task should offer students a problem or question for discussion, and they should not only share information, but also evaluate it. It is important that such a task allows flexible use of all knowledge and skills. The main criterion that makes it possible to distinguish this approach from other types of educational activity is that students independently choose linguistic units to form their thoughts.

They have the opportunity to express themselves and their experiences through a foreign language. The communicative approach is largely aimed at the learner, which meets the main criterion of modern didactics. The use of the Internet and other innovative technologies in the communicative approach is perfectly motivated: its goal is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience. They should be ready to use the language for real communication outside the classroom, for example, during visits to the country of the target language, during correspondence, etc.

At the same time, the term communicativeness should not be understood narrowly, purely pragmatically. Communication is not reducible only to the establishment of social contacts through speech. This is the introduction of a person to the spiritual values of other cultures - through personal communication and reading books [5]. Communicative language teaching through information technology emphasizes the importance of developing students' ability and



their desire to accurately and rightly use the foreign language being studied for the purposes of effective communication.

Understanding, conveying content and expressing meaning is paramount, and studying the structure and vocabulary of a foreign language serves this purpose. In addition to communication needs, learners need to master the techniques of working with innovative technologies in order to be more responsible for their own learning. They need to develop the ability to cope with a situation when their language resources are not adequate; have good study skills; the ability to assess one's own speech and progress; and the ability to identify and resolve learning problems.

Developing learner independence through the global network is a gradual process that should be constantly encouraged. Perhaps the most important challenge facing educators is finding the best ways to guide learners towards progressively more self-reliant behavior.

One of the new requirements for teaching foreign languages using Internet resources and multimedia equipment is the creation of interaction in the lesson, which is usually called interactivity in the methodology. This principle is not new, but so far it does not have a unified and generally accepted definition. R.P. Milrud defines interactivity as unification, coordination and complementarity of efforts of a communicative goal and result by speech means [4]. According to this definition, it can be concluded that an interactive approach in virtual space serves as one of the means of achieving a communicative goal in the classroom. It differs from the principle of communication by the presence of true cooperation where the main emphasis is on the development of communication skills and group work while for a communicative task this is not an obligatory goal.

Interactivity not only creates real life situations, but also makes you respond appropriately to them through a foreign language. And when it starts to work out, we can talk about language competence even if there are errors. The main ability is to spontaneously, harmoniously respond to the statements of others, expressing their feelings, emotions, adjusting and rebuilding on the go. Thus, we can consider interactivity as a way of self-development via the Internet: the ability to observe and copy the use of language, skills, behavior patterns of partners; to extract new meanings of problems during their joint discussion.

As a result of the widespread use of interactive multimedia tools and Internet technologies in teaching language and intercultural communication, the term Computer-mediated Communication (CMC) appeared in the international scientific literature, denoting the use of the interactive capabilities of a computer and the Internet, as well as differentiating real language discourse from computerized interaction [1].

In conclusion, we would like to note that the potential of using information technology in the field of teaching a foreign language is huge and its capabilities have not yet been fully explored. The development of an innovative methodology for teaching a foreign language at a university is a priority area in modern linguistic and methodological sciences and requires further study.

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