Innovative Technologies Used to Increase the Effectiveness of Foreign Language Teaching

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Abstract: This article focuses on the desire of teachers for innovation, their search, application in education, the development of skills, competencies, the ability to continuously work on themselves, innovation, advanced pedagogical technologies, an interactive environment, it is believed that students become the driving force behind the learning process, which, ensures the quality and efficiency of education.

Keywords: Communicative-oriented approach, person-centered approach, integrated approach, Communicative competence, Creative thinking.

Introduction. Organizing lessons in foreign language classes using innovative technologies is a topical issue and is very convenient for making lessons interesting. Because the main purpose of educational technologies is to intensify the learning process, to achieve a high level of mastery of the learning material by students and to teach them to think independently and express themselves. The main way to understand educational technology today is to focus on clearly defined goals, to establish regular interactions with the learner, to teach through the learner’s behavior, which is the philosophical basis of pedagogical technology. Interaction should form the basis of pedagogical technology and fully cover the learning process.

The introduction of pedagogical technologies in the process of teaching foreign languages allows updating the content, taking into account the specifics of the subject, to form and improve practical skills and competencies on the basis of providing students with in-depth theoretical knowledge of its basics. Foreign languages are one of the main subjects for students in higher education. [1]

In recent years, our country has introduced advanced methods of teaching languages using modern pedagogical and information and communication technologies. Sufficient conditions have been created for the radical improvement of the system of training specialists who are fluent in foreign languages, as well as for them to use the achievements of world civilization and the world's information resources, and to develop international cooperation.

At the same time, at a time when our country's place in the world community is growing and cultural and economic ties between other countries are developing, it is important to teach young people foreign languages and communicate with foreigners. One of the most important tasks today is to teach students to discuss issues of common interest, the culture of our people, our achievements, to communicate orally or in writing.

It should be noted that this issue is one of the most pressing issues in the world, and a number of countries are currently working on it. In particular, the document of the Council of Europe "Pan-European competencies in foreign language learning: learning, teaching and assessment" is one of the generally recognized international standards. In the process of developing draft State educational standards for the study of foreign languages in the system of additional education of the country “On Education” and “On the National Personnel Training Program”, the requirements of the laws of the Republic of Uzbekistan were taken into account, the positive experience of the developed countries of the world and the system of “Common European Competences in Foreign languages." The importance of state educational standards for teaching
foreign languages in the system of continuous education lies in the fact that one of the most important tasks is to develop the ability of students to communicate freely in foreign languages.

**Discussion and result.** Most importantly, the draft State Education Standard is based on communicative and person-centered, integrative and competent approaches to foreign language learning. [2]

The communicative-oriented approach has developmental, functional and communicative features of education, aimed at increasing cognitive activity in the learning process and developing fluency in a foreign language. This approach develops students' independent thinking and action skills based on:

- integrating of knowledge in philological-humanitarian, natural, social-humanitarian, artistic-aesthetic, technical fields at all stages of education;
- organizing of foreign language education as intercultural communication;
- transforming teacher-student cooperation into equal participants in education;
- introducing of interactive forms of education;
- ensuring that students are able to work independently in the acquisition of new language skills and socio-cultural knowledge, practical skills;

The person-centered approach in foreign language education is not only the transfer of scientific knowledge, but also the educational process based on active forms of interaction of participants in the educational process (students, teachers, parents). This approach promotes the study of the student's character and direction of development, the creation of favorable conditions for the formation of communication skills in foreign languages, based on their abilities, the dynamics of student development by comparing it with its previous state. [3]

An integrated approach to foreign language teaching is the use of materials from different areas of activity of the learner (personal, intellectual and professional) in the educational process in equal proportions. it is intended to formulate the level of requirements for the level of speech preparation in a coherent and interrelated manner.

Communicative competence represents a set of knowledge, skills and personal qualities that allow participants to effectively perform a variety of actions aimed at specific goals. Taking into account the specific requirements for the teaching of foreign languages in the system of secondary special and higher education, mainly "Professional-oriented foreign languages" is used.

Communicative competence of a foreign language - “To develop the ability and readiness to communicate in a foreign language with native speakers, as well as to acquaint students with the culture of the countries where the language is studied, to express the culture of their country in communication implies The main tasks of studying a foreign language are to develop the following competencies in students:

- Linguistic competence refers to the knowledge of the language (phonetics, vocabulary, grammar) and the types of speech activities (listening, speaking, reading and writing) in order to communicate with the learners.
- Socio-linguistic (speech) competence allows the speaker to choose the appropriate linguistic form, method of expression, based on a particular speech situation, communicative purpose and desire.
- Discursive competence (discourse is an oral and written text) refers to the knowledge of the linguistic, stylistic and structural features of oral and written texts in order to correctly interpret and compose the text, as well as to choose the appropriate type of oral communication holds.
Strategic (compensatory) competence refers to the ability to overcome problems in the experience of speech and social communication in a foreign language environment through some verbal and nonverbal means, to repeatedly ask when misunderstandings arise in a communicative situation, and so on.

Socio-cultural competence refers to the ability to present the national characteristics of authentic speech: the customs, values, rituals and other national and cultural features of the country in which one lives and to compare the language with the country of study.

Social Competence The concept of the importance of learning a foreign language in learners in today's multicultural world; to communicate in a foreign language, to understand, to work independently, to cultivate civic position and patriotism.

Cognitive competence is a set of competencies of a student in the process of independent learning in the process of learning foreign languages, which includes elements of logical, methodological, educational activities associated with the use of modern educational technologies. [4]

The most commonly used interactive teaching methods in the classroom today are:

 Tasks for independent work, methods of exercise: After the teacher introduces a rule of German grammar to the students, he gives various assignments to reinforce it. They can be in writing or orally.

The name of the word game and "Repeat and add the word" This game is based on a specific topic. For example: “Meine Familie”, “Meine Schule”, “Meine Stadt” One student says a word on this topic in German and the other student repeats the word and adds another word.

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"Know how to write a word” The student says the Uzbek translation of a word and one of the students writes it on the board in German. The student who writes the word correctly continues the game.

"Find the word" is taken out as one of the students - The student who can continue the game wins. “Know how to write a word” The student says the Uzbek translation of a word and one of the students writes it on the board in German. The student who writes the word correctly continues the game.

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Creative thinking is now a way of shaping responses. In a German class, a variety of word games are used. The goal is to enrich students' vocabulary and broaden their horizons. These games are short-lived and encourage students to practice in groups. These methods include German language games, picture cards, solving crossword puzzles, fun competitions, and more. The regular use of games in the classroom significantly facilitates the teaching of German from element to stage and encourages students to think independently.

Ways to compete, express ideas and explain. Such methods include "Conference", "Competition", "Competition", "Test", "Face to face". For example, when using the Test method, students are given test cards. These cards are only for the topic studied, and the tests should be structured from simple to complex. Through such tests, students' ability to think freely and their
interest in English increase. The educational features of interactive methods are divided into: In this case, interactive methods represent the subject-object activity in education.

- Management of student learning activities: The class is divided into small groups and taught through group communication, discussion.

- Interactive methods are learner-centered, that is, person-centered. This feature of the interactive method represents the interaction of students individually and in groups. This activity reflects the diversity of students.

- Features of research, creative activity, interaction. Students will work individually and in groups to analyze the results of their research. This increases the student's activity in the classroom, stimulates research, invention, and the desire to prove its correctness through mutual reflection.

- The ability to form personality traits. Interactive methods increase students' interest in learning, as well as their desire for knowledge and ingenuity. This will help to improve the intellectual activity of the student, the quality of learning activities, mental research.

- Interactive methods teach the student to be polite, orderly, to think of each idea and to express it on the basis of evidence. [6]

Examples of grammar games and their role in the development of children's speech. The process of language acquisition should not be organized as a boring activity for children, but as part of an exciting game. The development of children's speech and, in particular, the involvement of children with incomplete speech in games will help them overcome grammatical defects in speech and learn the Uzbek language naturally without feeling retarded.

Often, children misuse verb tenses, conjunctions, singular and plural forms in horses, and are unable to accurately and clearly express the relationship of objects to time and space. Children with speech impediments need the help of a speech therapist, at least from their parents or adults. In view of the foregoing, a number of grammar games have been developed that can serve as a practical guide in the development of speech and speech development in children with delayed speech development. Recommended games are staging and didactic games, they help children easily and firmly master the grammatical material they are mastering, strengthens children physically, and refreshes them mentally.

Game assignments, in turn, are varied, such as “Duck and Hunters” with the participation of the ball, and “Help the Doll!”, “What word did you remember?”, "In the store", "Help to dress your doll!", "Find toys and tell them their location". While these grammar games are fun for kids, they are essentially grammatically oriented, so their duration should be limited so that kids don’t get bored of the game. Most importantly, during play, children need to be more motivated and inspired by their own achievements. The teacher must know the components of the educational content and the ways in which they can be mastered by the students in order to carry out the main tasks of education, to achieve the effectiveness of teaching and to organize and manage the learning activities of the students.

The pedagogical technologies that have been successfully used in the education system of the developed countries of the world and developed in didactics are person-centered, the organization and management of students' learning activities, the attitude to the individual, the dominance of the modern education system. Traditional education is classified according to its focus on updating the content and radically changing the organization of the educational process.

**Conclusion and recommendation.** In conclusion, it should be noted that the use of interactive methods and innovative pedagogical technologies in the classroom to ensure that the subject is fully understood by the teacher, greatly contributes to the further effectiveness of teaching. One of the important requirements for the use of educational technologies in foreign language classes is to achieve high results in a short time without excessive mental and physical effort. In a short period of time, the delivery of certain theoretical knowledge to students, the formation of skills
and competencies in certain activities, as well as monitoring the activities of students, assessment of the level of knowledge, skills and abilities acquired by them requires skill and a new approach to the educational process. The goal cannot be achieved through the forced use of innovative educational technologies. On the contrary, it is advisable to develop them creatively, using advanced technologies based on or used by experienced professionals. Any technology developed in didactics and used in foreign language classes serves to activate students’ learning activities and increase the effectiveness of education, but in the following technologies, this issue is the main idea: didactic games, problem-based learning, modular learning, collaborative learning, design technologies and interactive methods. Foreign language classes use more problem-based learning, modular learning, collaborative learning, design technologies, and interactive methods.

From the above considerations, the following conclusions can be drawn:

- The use of new pedagogical technologies in the teaching process in order to increase the effectiveness of foreign language teaching, the formation of strong theoretical knowledge, activities, skills and abilities of students, to ensure their transformation into professional skills is a matter of urgency and social necessity is being put.
- The introduction of new pedagogical technologies in foreign languages will provide a qualitative change in the content of the overall process of training.
- The educational process, organized on the basis of the ideas of the theory of new pedagogical technologies, leads to a qualitative indicator of the state of fulfillment of the social order for the education of a harmoniously developed person and a qualified specialist.
- The activities of harmoniously developed individuals and qualified specialists in the process of social production and their effectiveness lead to the acceleration of social development.

**Used Literatures**

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