

## INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES

### CHET TILLARINI O‘QITISHNING INNOVATSION

#### YONDASHUVLARI

### ИННОВАЦИОННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ

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**Abstract.** The article discusses one of the creative approaches to teaching a foreign language for special purposes - the “case method”, the essence of which is the independent foreign language activity of students in an artificially created professional environment. It is noted that the cases are extremely rich in content and have the potential to take into account the knowledge already acquired by the student to study the language of the specialty and develop management skills. According to the results of applied research conducted by the authors, it has been established that this method can be used as extremely effective in achieving the goals of teaching a professional foreign language and intercultural adaptation.

**Keywords:** methods of teaching foreign languages, case method, innovative technology, case study.

**Annotatsiya.** Maqolada chet tilini maxsus maqsadlarda o'rgatishning ijodiy yondoshuvlaridan biri - "keys usuli" ko'rib chiqiladi, uning mohiyati o'quvchilarning mustaqil chet tilidagi faoliyatidir. Ta'kidlanganidek, holatlar mazmunan nihoyatda boy va talabning mutaxassislik tilini o'rganish va boshqaruv ko'nikmalarini rivojlantirish uchun olgan bilimlarini hisobga olish imkoniyatiga ega. Mualliflar tomonidan olib borilgan amaliy tadqiqotlar natijalariga ko'ra, ushbu usuldan chet tilini o'qitish va madaniyatlararo moslashish maqsadlariga erishishda juda samarali foydalanish mumkinligi aniqlandi.

**Kalit so'zlar:** chet tillarini o'qitish metodikasi, keys metodi, innovatsion texnologiya, keys study.

**Аннотация.** В статье рассматривается один из творческих подходов к обучению иностранному языку для специальных целей - «кейс-метод», суть которого заключается в самостоятельной иноязычной деятельности учащихся в искусственно созданной профессиональной среде. Отмечается, что кейсы чрезвычайно содержательны и обладают потенциалом учета уже полученных студентом знаний для изучения языка специальности и развития управленческих навыков. По результатам прикладных исследований, проведенных авторами, установлено, что данный метод может быть использован как чрезвычайно эффективный при достижении целей обучения профессиональному иностранному языку и межкультурной адаптации.

**Ключевые слова:** методика преподавания иностранных языков, кейс-метод, инновационная технология, кейс-стади.

## **INTRODUCTION**

The transition to a multi-level training system at the present stage dictates the need to change approaches to the content of the educational process, create new forms of its methodological support, as well as understand the role of the teacher in the innovative paradigm of student-oriented, creative learning.

The variety of methods and methods of mastering a foreign language in a higher educational institution leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which implies the need to generalize knowledge about the methods and techniques of organizing foreign language communication. Currently, intensive teaching of foreign languages is implemented in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of teaching a foreign language to different groups of students, as well as the variety of learning conditions.

## **MATERIALS AND METHODS**

The formation of a certain level of foreign language professional communicative competence is a relevant and effective basis for further foreign language professionally oriented communication among university graduates.

However, it must be taken into account that when teaching a professional foreign language, various functions of speech and methods of its use cannot be of equal value. Along with instrumental (simple transmission of information), regulatory (regulation of activities), personal-emotional and artistic (role-playing games, imagery of speech), the greatest value is heuristic (expressing one's understanding), social (communication outside one's narrow circle) and information-scientific, analytical, reference (Galustov, 2012).

The case method, which has gained a leading position in modern practice of studying abroad, by developing mastery of these speech functions, makes it possible to master knowledge of a specialty in a foreign language, increase the level of one's professional competence and self-esteem. At the same time, the learning goals previously defined in the methodology: communicative setting, language goal, mental and educational goals, etc., remain relevant. The leading role in the theoretical development of the method and its practical application belongs to P. Duff, S. Faltis and J. Heap (Zakharova, 2021).

## **RESULTS AND DISCUSSION**

The use of the case method in English classes in a professional environment pursues two complementary goals, namely: further improvement of communicative competence (linguistic and sociocultural) and the formation of professional qualities of students. Acquaintance with the case (reading a professionally directed text in which a task in the specialty is formulated, in the original or with minor abbreviations and minor adaptation, and subsequent translation), independent search for a solution (internal monologue speech in English), the process of analyzing the situation during the lesson (monologue and dialogic speech, prepared and spontaneous, also in English) are all examples of communicative tasks.

Classroom communication associated with work on a case, which is characterized by argument, discussion, argumentation, description, comparison, persuasion and other speech acts, trains the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of English-language

communication. Students' comments on the content of the case are assessed by the teacher for the following skills: analytical, managerial, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexico-grammatical aspect). Therefore, the case method simultaneously includes a special type of educational material and special ways of using it in the educational practice of the English language.

The *case method* in foreign language classes is recommended to be used in groups that have a certain amount of knowledge in the specialty and a sufficient level of proficiency in a foreign language. In addition, being a complex and effective teaching method, the case method is not universal and is effective only in combination with other methods of teaching foreign languages, because in itself does not lay down the mandatory normative knowledge of the language. Nevertheless, the use of the case method in learning a foreign language increases the level of knowledge of a foreign language in general.

The method develops *creative thinking; develops presentation skills; develops the ability to conduct a discussion and give reasons for answers; improves professional reading skills in a foreign language and information processing; teaches you to work in a team and develop a collective solution*. In the conditions of interactive learning, students gain a stronger sense of personal involvement in the educational process and develop responsibility for their own educational results. Discussion, analysis of real situations, brainstorming, business games, project assignments lead to the creation of a favorable psychological atmosphere in the classroom, to strengthening the speech and intellectual activity of students, increasing their sense of self-confidence and creating a semantic context for communications.

## CONCLUSION

The pedagogical potential of the case method is much greater than the pedagogical potential of traditional teaching methods. The case method is an extremely effective tool that allows you to apply theoretical knowledge to solve practical problems. The problem of introducing the case method into the practice of

higher professional education is currently very relevant, which is due to the general orientation of the development of education, the focus not so much on obtaining specific knowledge, but on the formation of professional competence, abilities and skills of mental activity, and the development of individual abilities.

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