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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES

CHET TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR

ИННОВАЦИОННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ

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Abstract. Teaching foreign languages is a process that requires a special method. This article discusses some of these methods.

Key words: foreign language, method, teaching, technology, education.

Annotatsiya. Chet tillarini o'rgatish maxsus uslubni talab qiladigan jarayondir. Ushbu maqolada shunday usullarning ba'zilari muhokama qilinadi.

Kalit so'zlar: chet tili, metodologiya, o'qitish, texnologiya, ta'lim.

Аннотация. Обучение иностранным языкам – процесс, требующий особого метода. В этой статье рассматриваются некоторые из этих методов.

Ключевые слова: иностранный язык, методика, обучение, технология, образование.

INTRODUCTION

The creation of a pan-European higher education space and the integration of our country into it lead to significant changes in the structure, content and technologies of educational activities in higher education.

The preparation of future university graduates in modern conditions of internationalization and modernization of education requires an innovative approach.

MATERIALS AND METHODS

The word "innovatio" is translated from Latin: "in – inside", "novatio – renewal, change". In English, the verb "innovate" means "to introduce innovation", "to update".

Based on the foregoing, we can state that an innovative approach to the organization of educational and cognitive activities of students during the period of change in the educational paradigm is associated with transformations in the

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psychological and pedagogical process, the introduction of active teaching methods and multimedia technologies.

RESULTS AND DISCUSSION

A foreign language, in the context of a competency-based approach, becomes a discipline in the process of studying which simultaneously forms basic competencies and the ability to communicate in different spheres of life, and expand professional knowledge from authentic literature.

As we previously established, of the ten key competencies identified by I.A.Zimnyaya, individual components of seven of them can be developed by means of a foreign language (Zimnyaya, 2016). Moreover, the basic competencies with the components included in them are grouped according to the scheme: person – society – activity:

a) Man as a person, subject of communication and work:

Life values, culture, science, religion, production;

Knowledge of the symbols of your state, the rights and responsibilities of its citizen;

Knowledge of the culture of your native language;

b) Social interaction: person and social sphere:

Constructive communication in different life situations, cooperation, tolerance, respect for representatives of other religions and nations;

Communication in dialogue, monologue, written and oral form; Business Etiquette; familiarization with the traditions and customs of one's people and the country whose language is being studied;

c) Person and activity:

Cognitive activity related to solving problem situations, intellectual and research-oriented tasks;

An activity, the methods of implementation of which are represented by modeling, planning, forecasting, in a game form.

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The competency-based approach to learning activities is an innovation, therefore its implementation requires the introduction of potentially new ones into the educational process, i.e. innovative methods. At the same time, methods that have proven their effectiveness in practice should not be ignored.

Innovative methods recommended in educational and cognitive activities of students include (Kovtun, 2019):

Case method: educational material is presented in the form of a problem or problems (cases), students independently collect the necessary material, analyze the information received, put forward hypotheses, formulate conclusions and present a creative solution to the problem;

Portfolio: "complexes of individual educational achievements" of students, which include written compositions, essays, abstracts and other educational works; the content of the portfolio reflects not only the amount of knowledge acquired, but also how to achieve it;

The method of developing cooperation: its peculiarity is that the assigned cognitive tasks can only be solved collectively - by groups of students, each of which consists of a leader, a generator of ideas, a functionary, an opponent, a researcher; group members plan upcoming activities, search for up-to-date information, select the necessary educational material, think through a game form for presenting a solution to the problem; The work ends with a demonstration of the results obtained; this method has not yet been used in the practice of teaching foreign languages, however, we consider its implementation in the educational process interesting and promising;

Project method: it has already received recognition and is successfully implemented in the study of foreign languages, in particular, its effective use when working on material on topics in regional studies;

Business game: this method is widely used in the educational process, as learning approaches reality and activity, students learn to work in a team, they are active and proactive; Gradually, business games are organically included in

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educational activities for mastering a foreign language - business games related to their future profession are of particular interest to students.

CONCLUSION

Of course, the potential capabilities of innovative methods are fully revealed with the targeted and adequate use of modern multimedia tools. At the same time, as noted by S.E. Melchagova, "the learning process is sociologized," as it goes beyond the scope of work in the classroom (Melchagova, 2013).

Innovative transformations characteristic of higher education are making significant changes in the language training of students. The efforts of linguist teachers are aimed at achieving by students a level of foreign language proficiency that meets the requirements laid down in the specialist's competency model.

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