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INNOVATIVE APPROACHES IN THE METHOD OF TEACHING FOREIGN LANGUAGES IN UNIVERSITIES

Abstract: This article discusses innovative approaches to teaching a foreign language in special educational institutions. The "case method" was chosen as the main method, the essence of which is the independent activity of students in a foreign language in an artificially created professional environment. According to the results of applied research conducted by the authors, it was found that this method can be used as extremely effective for achieving the goals of teaching a professional foreign language and intercultural adaptation. The author stated that there are various methods of teaching English, teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. The conclusion substantiates that, using innovative methods, one can easily learn to speak English and improve in this.

Key words: English, foreign language teaching methodology, case study, case studies, philology.

Language: English

Citation: Khalikova, L. U. (2019). Innovative approaches in the method of teaching foreign languages in universities. *ISJ Theoretical & Applied Science, 11 (79),* 654-657.

Soi: http://s-o-i.org/1.1/TAS-11-79-133   *Doi*: crossref https://dx.doi.org/10.15863/TAS.2019.11.79.133

Scopus ASCC: 1203.

Introduction

The needs of our state in highly qualified specialists, capable of establishing business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in the work curricula of the country's universities. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education.

Methods of studying

In most universities in the country, students master at least two foreign languages. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose a particular teaching method in accordance with the level of knowledge, needs and interests of students. After all,

teaching methods are not what simple "algorithmized units", their rational and motivated use in foreign language lessons requires a creative approach from the teacher, because "pedagogy is science and art at the same time, therefore, the approach to the choice of teaching methods should be based on the creativity of the teacher ". The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. What do scientists put into the concept of "method"? Teaching methods are "ordered ways of teacher and student activity aimed at the effective development of the obligations of educational tasks". The teaching method acts as a "tool for the teacher's activities to fulfill the leadership function - training." The implementation of the training method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Learning techniques - a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a particular method." Unfortunately, in teaching practice, foreign language

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teachers often apply time-tested standard teaching methods. Sometimes the process of teaching a language, regrettably, continues to be a "somewhat modernized version" of the grammar-translation method. The requirements for a foreign language lesson change over time, the latest teaching methods are developed. At the present stage of the development of science in Uzbekistan, we can definitely say that the times when the ability to translate from a foreign language and vice versa adapted, unauthentic texts have already been sufficient proof of language acquisition. Today, the educational process is being reformed in universities of Uzbekistan in accordance with the pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of higher educational institutions cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and training in master's programs abroad. In the context of the reform of higher education, educational technologies for teaching foreign languages should also change. Language education itself is also gradually being modernized through the introduction of a modular-rating system for teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations that make up teaching foreign languages. All this poses new requirements for teaching and teaching a foreign language at universities. The goal of teaching a foreign language at a higher school at the present stage is to master students' communicative competencies, which will allow them to realize their knowledge, skills and abilities to solve specific communicative problems in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that in education the cultural or intercultural approach to teaching continues to develop in the framework of the concept of "dialogue of cultures", with the aim of forming polymer literacy of students. So, in my opinion, in a modern university there should not be a place for such processes as memorization, thoughtless memorization of texts in a foreign language, which have no practical value for the future life of students. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. Indeed, a good knowledge of foreign languages now and will continue to remain in the future one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing the students with a quality complex of language knowledge, skills, this requires, first of all, the educational institution to systematically create conditions for the advanced training of its pedagogical staff, and to provide the institution with the appropriate material and technical base.

Modern technologies in learning English

High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, teaching a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank diagnostic materials for the course of the subject "Foreign Language" for computer testing in order to control students 'ZUN). At this stage in the development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods. The communicative method. Learning goal: mastery of communicative competence. Learning Content: The texts should show conflicts that encourage the student to express their own opinions. Learning management is not carried out through grammar, but is guided by communicative intentions (intentions). The student is in the center of training. Linguistic plane: the dominance of linguistic development over linguistic correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: communicative exercises. Students learn "communication in the process of communication itself. Therefore, all exercises and tasks should be communicatively justified by a lack of information, choice and reaction. " Advantages of the method: students improve their speaking skills, the fear of mistakes is overcome. The disadvantages of the method: not given due attention to the quality of the language, communicative competence quickly reaches its limits. Constructivist method. Learning goal: the method is based on actually active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Training content: proximity to the reality of students, students are encouraged to independently construct their knowledge (for example, as part of project activities). Linguistic plane: as wide as possible. Exercises: language production is at the center of learning. Advantages of the method: preparing students for real life, real life situations. The disadvantages of the method: at the present stage have not yet manifested themselves quite clearly. An example of a constructivist method is project training. The method distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods, a number of different

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approaches, techniques, methods of language transmission are grouped.

There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, and the group method. Innovative teaching methods include: computer-assisted learning (CALL), script line method (story line method), simulation method, carousel method, station learning method, group puzzle method, role-playing method, Case Study method (work over problem situations, students consider the problem, analyze the situation, present their ideas and solutions to the problem during the discussion).

Script line method This method is based on a combination of planned educational meanings - for example, shops-goods-sales - with the interests and ideas of students. Receiving "impulses" from the teacher (the so-called key questions), the students contribute to the creation of history. This method does without textbooks. We are talking about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and role-playing. The teacher sets the scope for action and presents individual episodes. Pupils pose their questions and find the answers themselves.

Project training.

Organization of the lesson as work on the project. Signs of the project method: - Action orientation - Teamwork - Student self-organization - Situational orientation, correlation with real life - Interdisciplinarity (intersubject projects) - Integrity - the project is considered as a whole - Product orientation, result. The following main phases of the project are traditionally distinguished: Initiation - invention of an idea for the project Start of the project Implementation of the project Presentation of the project results Assessment (reflection) of the project Training method for stations. An educational technique in which students perform work on educational material that is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When studying at stations, students have the opportunity to choose the time distribution, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-esteem, analyze their own academic success, plan and conduct work stages. Work at the stations allows differentiation according to the abilities, interests of students, and the degree of complexity of the task. Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, it is possible to successfully apply the simulation method. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games

that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment" that simulates real situations, for example, in business, in a company . The simulation provides an opportunity for students to try themselves in a certain role - the leader, president of the company, and provides an opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve a gain in the company's profit, conclude an agreement, profitably sell the company's shares and the like. Simulations are characterized by a high degree of interest of the participants, they are completely immersed in the game, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and decision-making speed. Thanks to the simulation, the students develop strategic planning skills, develop the ability to work in a team, negotiate, and convince a business partner. Simulations streamline students' knowledge and prepare them for the need for quick and motivated business decisions in future activities. There are computer simulations where participants work with a computer program, manage an imaginary company and desktop simulations where participants, companies, enterprises "exist" in the form of chips, cards.

The role-playing method.

Role play is an active method of learning, a means of developing a student's communication skills. Role play is associated with the interests of students, is a means of emotional interest, motivation for learning activities. Role play is an active way of teaching practical knowledge of a foreign language. Role-playing game helps to overcome students' language barriers, significantly increases the volume of their speech practice. This is training in action. There are a large number of forms, types of role-playing games in foreign language lessons. So, for example, you can use the role-playing game "At an interview", where students take on the role of employer and employee. From all of the above, it should be concluded that for the teacher today it is important to constantly improve their knowledge of methods of teaching foreign languages, introduce the latest educational concepts into their teaching practice, and keep up with the times.

Conclusions

Modern methods develop creative thinking; develops presentation skills; develops the ability to lead a discussion, to argue answers; improves the skills of professional reading in a foreign language and information processing; teaches you to work in a team and develop a collective solution. In the context of interactive learning, students have a greater sense of personal involvement in the educational process and responsibility is formed for their own educational

results. Discussion, analysis of real situations, brainstorming, business game, project assignment lead to the creation of a favorable psychological atmosphere in the classroom, to strengthen the speech and intellectual activity of students, increase their sense of self-confidence and create a semantic context of communication.

The pedagogical potential of the case study method is much greater than the pedagogical potential of traditional teaching methods. The case study method is an extremely effective tool for applying theoretical knowledge to solving practical problems. The problem of introducing the case study method into the practice of higher vocational education is currently very urgent, which is due to the general orientation of the development of education, the orientation not so much on obtaining specific knowledge, but on the formation of professional competence, skills and mental activity, the development of personality abilities.

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