

## **THE USE OF MODERN INNOVATIVE TECHNOLOGIES AND METHODS IN TEACHING A FOREIGN LANGUAGE AND THEIR EFFECTIVENESS**

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<i><b>A B S T R A C T</b></i>	<i><b>KEYWORDS</b></i>
This article discusses innovative technologies in teaching foreign languages and their role in the field of Education.	communication, successful career, knowledge, experience, international relations.

English is the language of business around the world. This is a means of communication, without which neither international relations, nor the conclusion of multimillion-dollar deals, nor the success of the company are impossible. Today there is a lot of talk about the secrets of success and ways to advance in the business world. Knowledge, experience, organizational skills — all this is extremely important for a manager. However, a prerequisite for a successful career is correct and convincing speech. "Your words are a passport to your financial, career and social well-being. The right words in the right form and at the right time can open the right doors and force others to do the actions you need... A presentation is an opportunity to bring the people you need together and encourage them to take the actions you need."

Today, business presentations in the form of PowerPoint are getting everything greater value. Projects, annual reports, budgets are presented through presentations. Students, future managers, should learn how to make presentations. PowerPoint presentation is an active form of public speech, one of the tools for building a successful career.

During the preparation of the presentation on the discipline of business English, pedagogical conditions are created for the formation of creative independence of students by means of a foreign language, students are involved in independent creative activity. Teachers of business English, organizing educational and cognitive activity of students with the help of specially created problem tasks, language situations, contribute to the realization of creative activity of students, as a result of which students develop creative thinking abilities, abilities for creative activity.

It is impossible to imagine a modern foreign language lesson without using the latest computer technologies. Thanks to them the classroom becomes an "open learning workshop" in which conditions are created for the successful organization of autonomous teaching. At the same time, creativity and the ability to work in a team, in terms of cooperation with others develop. This "open learning workshop" becomes a place that opens the doors wide to the culture of the language being studied, a

place where students open up new perspectives of language contact and opportunities for applying the acquired knowledge of a foreign language. Autonomy, cooperation and creativity are the undoubted advantages of using innovative technologies. The use of the latest information technologies in foreign language lessons increases the motivation and cognitive activity of students, allows the use of personality-oriented interactive educational technology, helps to overcome the psychological barrier in using a foreign language as a means of communication, makes it possible to avoid subjective evaluation and increases the effectiveness of learning and the quality of education. The use of multimedia technologies is well combined with the technology of developmental learning, as well as with problem-based and differentiated learning. When working with computer technologies, the role of a teacher is changing, whose main task is to support and guide the development of students' personality, their creative search. Relationships with students are based on the principles of cooperation and joint creativity.

Priority directions in teaching foreign languages are: They are communicativeness, interactivity, authenticity, language learning in a cultural context, which develop intercultural competence. The ultimate goal of teaching foreign languages is free orientation in a foreign language environment, and this is greatly facilitated by multimedia innovations — "information technologies of learning that integrate audiovisual information of any form (text, graphics, animation, etc.), implementing an interactive user dialogue with the system and a variety of forms of independent information processing activities."

In the process of teaching a foreign language, various digital educational resources are used: PowerPoint presentations, On-line tests, training programs, electronic textbooks, educational Internet resources that motivate and target students for successful results. The advantages of using information technologies in comparison with traditional methods are expressed in a combination of audio and video visibility, the possibility of using an interactive whiteboard, ensuring the effectiveness of perception and memorization of educational material, saving educational time.

The main purpose of learning a foreign language is the formation of communicative competence. Educational, educational, developmental goals are realized in the process of implementing this main goal.

The communicative approach involves teaching communication and the formation of the ability to intercultural interaction, which is the basis of the functioning of the Internet. Internet technologies play a positive role in the formation of foreign language communication the competence of students, since effective foreign language learning is based on working with authentic audio, video and printed materials. When teaching, one of the most relevant modern technologies is used — the project method. This method, combining elements of problem-based learning and learning in collaboration, allows you to achieve the highest level of mastery of any subject, in particular a foreign language. The project method forms students' communication skills, communication culture, the ability to formulate thoughts briefly and easily, tolerates the opinion of partners by communication, develops the ability to extract information from various sources, process it with the help of modern computer technologies, creates a language environment that promotes the emergence of a natural need to communicate in a foreign language. Game technologies (business games and role-playing games) are successfully used, without which it is impossible to master the skills and abilities of foreign language communication and behavior. When talking about technology, they mean a system of actions that leads to the expected

result. In the system of teaching foreign languages, methods have long been created that claim the status of technologies, i.e. having a high degree of reliability, stability and reproducibility of results. This includes first of all a personality-oriented approach to teaching a foreign language, including the project method, collaborative learning, role -playing games, contextual learning, intensive learning and multi -level learning.

The use of innovative forms of learning, in contrast to traditional methods, assigns the main role to the student on the way to mastering knowledge, in which the teacher is an active assistant, organizes, directs and stimulates educational activities. In his activity, a teacher should solve not only educational tasks, but also create conditions for students to independently search for creativity, encourage them to research activities, develop orientation skills in a huge information space and make independent decisions. And as a necessary condition in the solution the implementation of innovative technologies in the educational process is considered. The constantly developing information support system in combination with technical support ensures the quality of the educational process.

A foreign language is still one of the most important subjects in non-linguistic universities today, and its possession has become an integral part of the professional competence of a graduate of a higher educational institution. The possession of a foreign language as a means of business communication becomes an integral component of the bachelor's professional competence. This makes it possible not only to receive the necessary professional information, but also contributes to the process of forming the ability to make independent decisions within the framework of the task. Regarding the competence of the master, it should be noted that the Federal State Educational Standards provide for the possession of a foreign language regardless of the direction of training. At the same time, masters of non-linguistic specialties should show not only practical knowledge of a foreign language, but also use the acquired knowledge in scientific activities.

The purpose of the study: the introduction of the most effective teaching methods of the above series in the framework of higher education reform.

#### Materials and methods of research

In the study of the topic, the method of experiment and design technology, as well as the empirical method were used.

Modern methods of teaching foreign languages primarily involve the use of innovative technologies, methods and forms in the process of organizing educational activities. This, as practice shows, is the use of Internet resources, multimedia technologies, competence-modular technologies, emotional-semantic method, immersion method, collaborative learning, project technology method, etc., which generally contributes to the differentiation and individualization of students' learning, taking into account their level of learning and abilities.

According to a number of foreign researchers, Portfolio is an alternative form of assessing students' activities, as well as their progress in learning [1]. As practice shows, the formation of a portfolio begins with the first semester of study. First of all, this is an analysis of the initial knowledge and skills of students, as well as the skills they acquired in the form of "CAN DO statements". The CEFR (Common European Framework of Reference) scale can be used here. Depending on the faculty and the university, the portfolios vary, but even in the absence of a clear standard for the content, number and types of work, a competently compiled student's language portfolio usually includes: an analysis of achievements and acquired knowledge, a scoring sheet, presentations and project work on the specialty, the results of grammar tests and their analysis, dictionary maps, articles for participation

in scientific conferences for bachelors and masters, glossaries, translations, annotations and reviews, participation in the essay and essay contest.

It should be noted that the introduction of information technologies in the process of teaching a foreign language allows modern students to receive and process extensive information in a short time. Today, the Internet is an indispensable base for independent search of material in the framework of working with a portfolio. In order to eliminate possible gaps in knowledge, university students, as a rule, use educational Internet sites. Authentic audio/video texts play an important role in the process of improving the speech perception skills of native speakers. In this case, the main task of the teacher is the correct selection of audio and video materials, which will contribute to the formation of students' cognitive interest, the growth of motivation to learn a foreign language. With the help of online resources, students can acquire cultural knowledge, replenish vocabulary, get acquainted with the speech etiquette of the people of the language being studied. In this regard, the BBC World Service project is interesting, it includes podcasts in the form of audio or video recordings made in the style of a radio program on the topics of science, economics and culture. Educational programs about discoveries in various fields of science for the advanced stage of education.

One of the most common methods of using Internet resources are interactive teaching methods, as a result of which the efforts of the communicative goal and the result are complemented by speech means. According to T.P. Frolova, these methods help students to form a professional position. The author highlights in the structure of the case: an introduction, including the statement of the problem, the names and positions of the characters, the problem and materials for solving. In the process of learning, etc. Frolova offers two types of cases: practical (contain training in situations that students may face in their future professional activities); educational (based on educational and educational tasks).

Competence-based modular technologies are the most important component in the bachelor's training process. Thus, E.A. Danilina argues that the competence-modular approach represents free access to information resources, self-study, distance and network learning. The author refers to the main components of the module: the objectives of its study; materials and auxiliary tools; related educational materials; the content of the training module; learning technologies; verification of achievements.

Currently, one of the main goals of a teacher in the learning process is to develop students' skills and abilities to independently obtain the necessary information and information, as well as to be able to apply them in practice. A positive role in this process is played by the WebQuest technology, which is actively used today in university practice. A web quest is understood as a didactic structure in which a student independently searches for information on the Internet [5].

The methodology of web quests was developed by American B. Dodge and the Australian T. March in the mid-1990s. In the course of his activity, Dodge created a classification of the types of tasks that are presented in the web quest:

1. Retelling Task.
2. Compilation Task.
3. The task of finding a solution (Mystery Task).
4. Journalistic investigation (Journalistic Task).
5. Situational task with specified conditions (Design Task).

6. Creative task (Creative Product Task).

7. The task of finding a compromise (Consensus Building Task) and a number of others.

This work consists, as a rule, in working out communicative and speech skills, that is, searching for the necessary information, summarizing what has been read, the ability to form conclusions, expressing and arguing their thoughts and points of view.

Based on world practice, it can be said that at present information and communication technologies play one of the most important roles in the process of effective teaching of a foreign language to undergraduates. This process in the master's program is considered as the final stage in the training of this discipline. As a rule, in non-linguistic universities, the master's degree program has a limited number of hours that are allocated to the study of foreign languages. In this regard, the main task of the teacher is the properly organized work of undergraduates. Taking into account the knowledge already acquired, the emphasis is on the independent work of undergraduates, where they should make the most of the possibilities of the Internet. So, it is advisable to use the creation of the already mentioned web quests in the magistracy. The teacher should also pay attention to the preparation of the speech of undergraduates for self-presentation to employers. In the work on vocabulary, the emphasis is on the specifics of the lexical means of business and professional languages. Practice shows that proficiency in a foreign language at a professional level allows you to independently draw up business documents, read business correspondence, have the skills to write letters in a foreign language, the ability to conduct business negotiations.

When performing tasks, future specialists should be able to use electronic scientific journals, electronic libraries, databases and various search engines. Studying for a master's degree involves performing a number of practical tasks, such as applications for a scientific conference, the ability to compose a resume and a cover letter to it. In the classroom, undergraduates get acquainted with the rules of conduct at the interview and consolidate them in role-playing games.

As one of the areas of independent work of a master's student, it is necessary to highlight the development of presentation material within the scope of his scientific work in English, relying on information technology, in other words, having completed everything in the Power Point program. The task of undergraduates is to compile a glossary on the subject of the specialty using computer programs. The result of the work should be a computer presentation of a scientific project in a foreign language.

Improving the skills of independent work with foreign literature in their specialty is the most important task in the process of training undergraduates. The ability to work with professional literature in a foreign language and extract the necessary information increases the competitiveness of graduates in the labor market.

In conclusion, it can be said that global processes in the context of globalization and economic integration form the demand for specialists in various fields. However, the fact of the demand for specialists with knowledge of foreign languages remains unchanged in the market. Such an environment acts as a motivational incentive for students to study this discipline. In addition, thanks to the knowledge of foreign languages, it is possible to communicate with foreign colleagues, in this regard, the language is not only an object of study, but also a means of improving the professional competence of the individual.

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