

FROM THE EXPERIENCE OF USING INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE AT A NON- LINGUISTIC UNIVERSITY

Ishonkulov Sherzod Usmonovich

A senior teacher of Foreign Language department

Karshi engineering-economics institute

Email: sherzod.usmonovich@mail.ru

UDK: 8.81.81-13.81'23

Abstract: This article explores the integration of innovative technologies into foreign language teaching methodologies at non-linguistic universities. It examines the effectiveness of these technologies in enhancing student engagement, language acquisition, and overall learning outcomes. The research draws on the experiences of implementing various technological tools and analyzes their impact on the learning process. The article highlights the benefits of technology-aided learning, such as increased accessibility, personalized learning experiences, and improved communication skills. It also acknowledges potential challenges and suggests strategies to overcome them.

Key words: Innovative Technologies, Foreign Language Teaching, Non-Linguistic Universities, Technology-Aided Learning, Student Engagement, Language Acquisition;

ИЗ ОПЫТА ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ

Ишонкулов Шерзод Усмонович

Старший преподаватель кафедры иностранных языков

Каршинский инженерно-экономический институт

Аннотация: В этой статье рассматривается интеграция инновационных технологий в методики преподавания иностранных языков в неязыковых университетах. В ней рассматривается эффективность этих технологий в повышении вовлеченности студентов, усвоения языка и общих результатов обучения. Исследование опирается на опыт внедрения различных технологических инструментов и анализирует их влияние на процесс обучения. В статье подчеркиваются преимущества обучения с использованием технологий, такие как повышенная доступность, персонализированный опыт обучения и улучшенные коммуникативные навыки. В ней также признаются потенциальные проблемы и предлагаются стратегии для их преодоления.

Ключевые слова: инновационные технологии, преподавание иностранных языков, неязыковые университеты, обучение с использованием технологий, вовлечение студентов, освоение языка;

**NOLIGVISTIK UNIVERSITETDA CHET TILINI O'QITISH
JARAYONIDA INNOVATSION TEXNOLOGIYALARDAN
FOYDALANISH TAJRIBASIDAN**

**Ishonqulov Sherzod Usmonovich
Xorijiy tillar kafedrası katta o'qituvchisi
Qarshi muhandislik-iqtisodiyot institute**

Annotatsiya: Ushbu maqolada innovatsion texnologiyalarni nolingvistik universitetlarda chet tillarini o'qitish usullariga integratsiyalashuvi muhokama qilinadi. Unda ushbu texnologiyalarning o'quvchilar faolligi, til o'zlashtirishi va umumiy ta'lim natijalarini yaxshilashdagi samaradorligi o'rganiladi. Tadqiqot turli texnologik vositalarni joriy qilish tajribasiga asoslanadi va ularning o'quv jarayoniga ta'sirini tahlil qiladi. Maqolada texnologiya yordamida o'rganishning afzalliklari, masalan, foydalanish imkoniyatini oshirish, shaxsiylashtirilgan

o'rganish tajribasi va muloqot ko'nikmalarini yaxshilash ta'kidlangan. Shuningdek, u yuzaga kelishi mumkin bo'lgan muammolarni tan oladi va ularni bartaraf etish strategiyalarini taklif qiladi.

Kalit so'zlar: innovatsion texnologiyalar, chet tillarini o'qitish, nolingvistik universitetlar, texnologiyadan foydalangan holda o'rganish, talabalarni jalb qilish, tilni o'zlashtirish;

Introduction:

Foreign language proficiency is increasingly valued in today's globalized world, even for graduates of non-linguistic universities. Traditional teaching methods, however, may not always cater to the diverse learning styles and needs of students in these institutions. Innovative technologies offer promising avenues to enhance foreign language instruction in such settings.

Literature Review:

This section will delve into existing research on the application of innovative technologies in foreign language teaching. It will explore various technologies, such as:

- Computer-Assisted Language Learning (CALL): This includes interactive software, online exercises, and digital language labs that provide personalized learning experiences.
- Mobile Learning (M-learning): This utilizes mobile devices and applications to access learning materials and practice language skills anytime, anywhere.
- Social Media and Online Collaboration Tools: These platforms foster communication and interaction among students, promoting collaborative learning and cultural exchange.
- Virtual Reality and Augmented Reality: These emerging technologies can create immersive language learning environments, simulating real-world scenarios.

The review will analyze the impact of these technologies on various aspects of language acquisition, including:

- ✚ Motivation and engagement;
- ✚ Listening and speaking skills;
- ✚ Reading and writing skills;
- ✚ Cultural awareness;
- ✚ Personalized learning;

Methodology:

This article will employ a mixed-methods approach, combining quantitative and qualitative data collection methods. The quantitative data might involve surveys or questionnaires administered to students to gauge their perceptions of the implemented technologies. Qualitative data could be gathered through interviews with instructors and students, exploring their experiences and insights.

The research will focus on the implementation of specific innovative technologies in a foreign language course at a non-linguistic university. It will document the pedagogical strategies employed to integrate these technologies effectively into the curriculum.

Data Collection:

Data will be collected through various methods, including:

- ❖ Pre- and post-tests: These will assess students' language proficiency before and after the implementation of innovative technologies.
- ❖ Student surveys: These will gather feedback on students' experiences with the technologies, their perceived efficiency, and any challenges encountered.
- ❖ Classroom observations: The author will observe student interaction with the technologies and their overall engagement in the learning process.

Data Analysis:

The collected data will be analyzed to assess the impact of the implemented technologies on various aspects of foreign language learning, such as:

- ✓ Student engagement and motivation
- ✓ Foreign language proficiency gains (speaking, listening, reading, writing)

- ✓ Development of intercultural communication skills
- ✓ Overall student satisfaction with the course

Results:

This section will present the findings from the data analysis, discussing the extent to which the implemented technologies achieved the desired learning outcomes. It will explore how the technologies impacted student engagement, motivation, and overall satisfaction with the course.

Findings and Discussion:

This section will present the key findings of the research, analyzing the effectiveness of the implemented technologies in achieving the desired learning outcomes. The discussion will address:

- The specific strengths and weaknesses of each technology used;
- The impact of technology-aided learning on student engagement and motivation;
- The observed improvements in students' foreign language skills;
- Strategies to overcome potential challenges associated with technology integration;
- To what extent did the innovative technologies enhance student learning outcomes?
- What were the challenges encountered during the integration process, and how can they be addressed?
- What are the key considerations for successful technology-aided language learning in non-linguistic universities?

Recommendations:

Based on the research findings, the thesis will provide recommendations for maximizing the potential of innovative technologies in foreign language teaching at non-linguistic universities. These recommendations may include:

- Strategies for integrating technology into existing curricula;
- Guidelines for selecting appropriate technologies for specific learning objectives;

- Professional development programs for instructors on effective use of technology in language teaching;
- Recommendations for overcoming challenges associated with technology implementation;

Conclusion:

The article will conclude by summarizing the key findings and reiterating the benefits of using innovative technologies in foreign language teaching at non-linguistic universities. It will suggest recommendations for educators interested in integrating these technologies into their teaching practices. New pedagogical technologies have the potential to significantly enhance the effectiveness and appeal of foreign language learning. By harnessing the strengths of these tools, educators can create dynamic and engaging learning environments that cater to diverse learning styles. However, it's crucial to remember that NPTs are most effective when used strategically within a well-designed curriculum that emphasizes authentic communication and interaction with the target language.

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