

# INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract:** *The current state and prospects for the teaching foreign languages the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated is academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well defined assessment system.*

**Key words:** *Pragmatic, Pedagogical Features, Higher Education, Methods Of Teaching Foreign languages, Modern Teaching Requirements, Assignments, Speaking Competence.*

**Annotatsiya:** *Xorijiy tillarni o'qitishning hozirgi holati va istiqbollari Oliy filologiya ta'lim yo'nalishi talabalarining og'zaki nutqi kompetensiyasini rivojlantirish, ilg'or xorijiy tajribaga asoslangan universitetlarning kredit-modul tizimi tamoyillari, o'quv natijalarini e'tirof etish. Akademik harakatchanlik, baholarning to'planishi, o'qituvchilar va talabalarning fanga qiziqishi, shuningdek, aniq belgilangan baholash tizimining joriy etilishi asoslanadi.*

**Tayanch so'zlar:** *Pragmatik, Pedagogik xususiyatlar, Oliy ta'lim, Chet tillarini o'qitish metodikasi, O'qitishning zamonaviy talablari, Topshiriqlar, Nutq kompetensiyasi.*

The methodology of teaching the native language in linguistics is based on a didactic, pragmatic approach, the development of linguistic competencies in the course of the lesson is intended to lead to the development of linguo-didactical competencies. Skills (listening comprehension), (speaking), (reading) and (writing) are developed through specific requirements for language learning based on international experience. We think it is a good idea to use this approach a little more creatively in mother tongue teaching. This is because students come to the

university as speakers of the language with certain speaking skills and abilities. Students develop only some skills in their native language (because they are native speakers), mainly to improve their linguo-didactical skills, especially teachers of Uzbek language and literature can understand and read a text or conversation in their native language, can speak and write. In this case, the didactic task of mother tongue teaching methods is to improve students' ability to understand what they hear, to speak fluently and logically in literary language, to read and understand the text, and to write correctly and meaningfully.

In the study of the activities of universities ranked high in international rankings, the development of curricula in line with modern and world requirements, the introduction of modern information and communication technologies in higher philological education, the essence of the credit-modular system of education. 1. Availability of a database to be reflected in the catalog of the educational program. 2. Creating a science catalog. 3. Monitoring of information to be reflected in the agreement on education. 4. Statistical analysis, which should be reflected in the reference book on education. Looking at the analysis of the current situation, the compatibility of each educational direction and specialty with the curriculum, science program, textbooks and literature with modern requirements and international standards was studied. In the QS Rankings and THE rankings on the basis of 24 directions and 28 specialties, the TOP 300 universities were compared with the disciplines in the corresponding fields. As a result of the study, it was found that some disciplines overlap in content, do not meet modern requirements and international standards. It was found that old textbooks and textbooks were used in the teaching of some subjects. In order to solve the problems, the ECTS system was studied, the experience of local and foreign universities in the credit-module system was studied, and the ECTS (European Credit Transfer System) system was chosen. "El-Yurt Umidi Foundation", in cooperation with the Republican Higher Education Council, organizes several seminars on the ECTS credit-module system in philological

higher education institutions of the Republic of Uzbekistan, master classes on the system were held. The methodology of language teaching in developed countries is explained by a number of achievements in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, language as a means of communication affects the development of all areas, so the issue of its linguo-didactic teaching is always relevant. Today, most countries are making good use of the achievements of English language teaching, which is a model for world language teaching methods.

Observations show that the development of speaking skills in international language teaching methods is a key issue, and its implementation depends more on the quality of teaching tasks. It is known from international experience that the modular-credit system has a number of advantages. In this case, the fact that teaching a student, directing him to work independently, is very much in line with modern requirements. The independent, learning assignments used in practice are developed based on pre-defined criteria. Why switch to a credit-module system? Although several articles have been published on the purpose, nature and benefits, and how the Credit Module system facilitates student service or “registrar office opportunities”, we still face this problem because we do not know the traditional. Because we are accustomed to the process. The problem of literature is the formation of a list of foreign literature for new science programs (syllabuses) and the gradual acquisition of foreign literature. This responsible task can, of course, be accomplished through improved learning assignments. In this sense, the issue of improving the linguistic and didactic basis of the credit-module system in the development of educational tasks, independent of the native language in philological education is very important. Thus, the work on the creation of textbooks and manuals in the native language methodology on the basis of foreign literature in the creditmodule system, the establishment of English groups for first-year students in the 2020-2021 academic year, Voluntary admission of students with IELTS, TOEFL, CEFR, etc. who have sufficient knowledge of English to

English groups is an opportunity created by the New Uzbekistan for young people. As of 2022, the total number of first-year undergraduate students is 1,803, of whom 394 have been found eligible to study in the English group and have been approved. This is 22% of the total number of students. It is important to provide students with new literature for their study, as well as to create conditions for students to work independently, to create opportunities for online access to foreign libraries. Expanding the capacity of lecture halls. It is required to abolish the restrictions on student participation in lectures, in particular, the ability of students to listen to the lectures of the desired professor, an additional increase in the monthly salary of a professor, the computerization of the educational process.

In conclusion, it should be noted that the basis of the lesson, which nurtures creative thinking, are the learning tasks that focus on thinking. The general requirements that such a modern course must meet are: 1. To organize the educational process on the basis of questions and answers, using the latest scientific achievements, the best pedagogical practices. 2. Organize the lesson with appropriate and purposeful use of learning tasks. 3. Create all the necessary conditions for students' learning activities, develop assignments on the text or topic, taking into account their interests, inclinations and needs. 4. Consider interdisciplinary connections when creating questions and assignments. Grammar is not a rule, it is a transition to working with a text in the native language, creating a system of questions and assignments that lead to understanding the meaning, pronunciation and spelling of words in the text, what the author actually means, the love of literature sees the height of the mother tongue. Grammar theories are stereotypes that the mother tongue does not fit. We need to show the speech potential of a language, which is not measured by grammar. This means that each lesson aims to achieve three goals: teaching, educating, and developing. Mother tongue education is mainly concerned with the development of grammatical knowledge. We have turned language learning into a complex process, such as skills are a separate issue, why the knowledge of mother tongue teachers is

underestimated because we are measuring incorrectly. A university teacher is not required to have the knowledge and skills of a linguist in science, in fact, scientists know only a small area of linguistics. Requires the teacher to know the methodological field of linguistics.

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