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## Modern Innovative Technologies in Teaching Foreign Languages

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### ANNOTATION

This article considers an innovative technology that reflects the specifics of the subject such as openness, interactivity, and consistency, visual presentation of the materials, multidimensionality and redundancy of all components of the environment. Thus, innovative technologies significantly enrich and diversify the teaching of foreign languages where monotonous tasks have been replaced by intellectual creative tasks by students.

**KEYWORDS:** innovative technologies, foreign language, forms and methods of teaching, interactive environment, creativity, motivation.

### Introduction

Today, in the context of the renewal of higher language education, it is necessary to organize effective teaching of foreign languages using new generation educational technologies that create a new system of language training aimed at achieving new benchmarks. One of the most significant grounds for updating language education is the competence-based approach, which focuses on the ability to use the knowledge gained by students and develops their ability to solve professional problems of varying complexity. This contributes to the simultaneous intensification of the process of teaching a foreign language and increasing the motivation for learning a language. Through the use of information and communication learning technologies (ICT), potentially higher opportunities are created for transferring knowledge and experience from an educational situation to a situation of professional activity, creating a creative learning environment and shaping a focus on creative professional activity. Thus, the introduction of new technologies changes the nature of educational work from reproductive to productive and creative.

### Materials and Methods

The integration of ICT into the educational process provides many opportunities for:

- students' entry into live communication with native speakers both in real time and with a delay in time;
- active involvement of students in the learning process and immersion in the language environment, which helps to overcome the language barrier;

- students' creative activity and the growth of their initiative in future practical activities;
- improvement of communicative and intercultural competencies, without which it is impossible to master one's profession at the level of international standards;
- increasing the motivation of students to study a foreign language and culture in their inseparable unity (Ibrahim, 2010).

The use of ICT in teaching a foreign language today involves automated knowledge testing and training, which greatly facilitates teaching work and allows you to entrust the computer with all routine work. In this case, the teacher has more time for the conceptual component of the educational process. In the new system of language training for future specialists in the field of intercultural communications, a model of the culture of the people of the country of the language they study have been created and facilitated by modeling in the occupation of cultural space. The professional development of students involves the solution of the problem tasks set by the teacher in the classroom in a foreign language, the widespread use of the Internet, active teaching methods (projects, role-playing, business games, analysis of business situations, etc.), flexible variation of which within the classroom and extracurricular work provides an individual educational trajectory for students. It seems that modern teaching technologies stimulate the renewal of the content of teaching foreign languages, contributing to the development of new generation technologies in the field of education.

When organizing classes in a foreign language, traditional frontal and individual forms of education are replaced by collective and group forms. Working in pairs, in triplets, in small groups allows you to significantly diversify the lesson and make it more attractive to students. This helps, in turn, to teach the culture of speech behavior characteristic of the people of the country of the language being studied. Training of a competitive specialist who is fluent in a foreign language and his profession at the level of international standards involves participation in professional business international cooperation. At the present stage of development of society, students are supposed to acquire professional and communicative competence in the context of a particular specialization within the framework of international cooperation. In the context of the modernization of the modern education system, the problem of informatization of educational activities is currently coming to the fore, and first of all, the development of distance learning in education. Now a new pedagogy is being created, a characteristic feature of which is innovation - the ability to update, openness to the new. It is known that the innovation process is a complex activity for the creation, assimilation, use and dissemination of innovations. A significant role in the humanization of higher education, the formation of a specialist of a new formation belongs to foreign language education. Leading experts in the field of language and intercultural communication consider language education as an important reserve of social and economic transformations in the country; factor of cultural and intellectual development and upbringing of a personality with a general planetary thinking; note the need to bring the language policy to the new realities of society, the importance of developing a new educational technology (Samandarov, 2020). In this regard, the problem of improving the quality of teaching a foreign language in the educational system of a higher technical school is of particular interest. In order to arouse students' interest in learning a foreign language, teachers should look for new, interesting and effective forms and methods of teaching:

- students have a desire for creative, productive work;

- students become active, relaxed, trying to succeed, while not disturbing the behavior in the group.

The specificity of a foreign language as an academic subject lies in the fact that communication is not only the ultimate goal of learning, but also a means to achieve it. It is the teacher who does everything possible and impossible for this. Since speech remains the only universal basis for thinking, knowledge of a foreign language should be considered from the point of view of improving intellectual abilities (memory, imagination, critical, logical, creative thinking). Creativity is the highest manifestation of the development of the human mind. Creativity is the ability to be surprised and learn, the ability to find solutions in non-standard situations, it is a focus on discovering something new and the ability to deeply understand one's experience. Thanks to creative activity, the student develops the ability to independently realize his abilities, self-realization leads to personal growth. The implementation of this idea is impossible without the development and implementation of appropriate learning technologies. This can be achieved through innovative approach, creating an interactive environment (Ahmad, 2012). Today, higher education in Uzbekistan trains qualified specialists for various spheres of public life and sectors of the economy - scientific, economic, and technical and others. The educational process systematizes knowledge and acquired skills, orienting students towards solving theoretical and practical problems in the vector of the chosen specialization with the creative use of the achievements of modern scientific thought and technology (Samandarov, 2020). Of course, an important role in the development of communication skills is played by the organizational role of the teacher: his own freedom of movement, imagination, enthusiasm, energy. Modern communicative methodology offers a wide introduction of active non-standard methods and forms of work into the educational process for better conscious assimilation of the material. In practice, such forms of work turned out to be quite effective: individual, pair, group and team-work, role-playing games. The effectiveness of role-playing games depends, firstly, on their systematic use, and secondly, on the purposefulness of the game program in combination with conventional exercises. The success of practical knowledge of a foreign language also depends largely on how motivated it is in the eyes of students. An important role in teaching a foreign language is played by natural motivation, in which the language is not so much the goal of learning, but the means by which it provides understanding between representatives of different cultures. It should be emphasized that role-playing communication increases the motivation to learn a foreign language and significantly increases the effectiveness of a foreign language lesson, but it does not exhaust its possibilities. In role-playing communication, there is always a problem, which in some cases can stimulate not role-playing, but debatable communication. The use of discussion communication means that the involvement of students in a problematic discussion today is considered an indispensable component of the process of teaching a foreign language, without which the lesson loses a significant part of its effectiveness. The task of this work is to identify the possibilities of innovative forms of education, to increase the effectiveness of training, to develop the creative abilities of students, create a favorable microclimate in the classroom of a foreign language. Students should be involved in active cognitive activity when conditions are created for the discussions.

### Conclusion

To conclude, teachers need have a creative search to improve the organization of the work of students in the educational process, which implies the student's awareness of the purpose of work, the ability to choose rational means and techniques, i.e. the ability to independently acquire knowledge and work creatively with information.

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