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Doctor of Philosophy (PhD)
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INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

Abstract: *The application of international standards in teaching foreign languages, the modernization of the content of education, specific issues of the use of modern technologies in vocational education, the need to use advanced foreign experience in the development of professional competencies of teachers have intensified. In Europe, it is important to conduct research on the development of professional competencies in foreign languages, the integration of competencies, the formation of harmony between standard requirements and curricula, the development of criteria and the harmonization of strategies used in the study of other foreign languages. Interactive technology is a complex that updates the professional activity of a professor and guarantees the final result in training, as well as carries out the educational process using technical means, computers and the Internet. This requires the creation of state centers for educational technologies, the rapid introduction of educational technologies into the educational process.*

Key words: *technology, competence, interactive, standard, education, foreign language, professional.*

Language: *English*

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Introduction

Application of international standards in teaching foreign languages in the world, modernization of the content of education, specific issues of using modern technologies in vocational education, the need to use advanced foreign experience in the development of professional competencies of teachers. In Europe, it is important to conduct research on the development of professional competencies in foreign languages, the integration of competencies, the formation of harmony between standard requirements and curricula, the development of criteria and the harmonization of strategies used in the study of other foreign languages.

The analysis of the emergence, formation and development of the concept of educational technology is expressed as a set of different views, ideas, opinions, ranging from "information about the use of technical means in the educational process" to "the doctrine of systematicity and consistency." organization of the educational process. "presents [1].

Research to improve the system of learning, teaching and assessing foreign languages will be carried out in relevant EU agencies and institutions, leading universities in the world, research centers such as UNESCO, including the development of English, teaching and learning strategies, the status of English as a global language and issues, related to its study for academic, professional and communication purposes, Australian International Organization for Professional Development (Australia), University of Cambridge (UK), British Council (UK), British Association of Teachers of English for Academic Purposes (UK), European Association for Quality Language Services (Great Britain), National Council for Accreditation of Teacher Education (USA), Massachusetts Institute of Technology (USA), University of Virginia (USA), Moscow State Linguistic University (Russian Federation) and other world famous and leading ones are studied in universities [2].

As a result of world research on the development of the regulatory and methodological foundations of

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teaching foreign languages, the following scientific results have been obtained: - The principles of the international classification of educational standards (UNESCO) have been developed;

- Examinations of the University of Cambridge on the stratification of knowledge and skills of the English language adapted to the **CEFR** levels (University of Cambridge, British Council, UK);

- Research to improve testing and professional development of English teachers (British Association of Teachers of English for Academic Purposes; Great Britain), International Organization for the Development of Professional Competencies of English Teachers (Australia);

- The Association for Language Tests in Europe (UK) has developed principles for the creation, systematization and adaptation of internationally recognized tests for all language skills, taking into account the descriptors of each stage and a unified system of competency requirements for teachers of English at different levels. Education (National Accreditation Council of the Normal University of Massachusetts (USA)); description of language skills (Moscow State Linguistic University) (Russia).

Based on CEFR, work is underway to stratify knowledge and skills in foreign languages [3].

In addition, a number of leading research centers and universities around the world are working in the following priority areas:

- study of theoretical and practical problems of creating a regulatory and methodological framework for foreign language education;

- using the CEFR criteria when creating a regulatory and methodological framework for teaching foreign languages;

- Improving the system of studying, teaching and assessing foreign languages (European Union; University of Massachusetts; University of Virginia).

It is advisable to use innovative technologies in teaching foreign languages. According to V.P. Bepalko, educational technology is a practical project of a certain pedagogical system, which emphasizes that the pedagogical system serves as the basis for the development of new educational technologies. The main attention is paid to the concepts of educational and pedagogical “didactic problem” and “teaching technology”.

The need to use pedagogical technologies in the educational process:

- Due to the fact that the traditional teaching system is based on written and oral speech, the teacher's activity has become not only an organizer of the educational process, but also a source of authoritative knowledge;

- Due to the rapid development of science and technology, there is a sharp increase in information and limited time to inform young people;

- At this stage of its development, human society is moving from thinking based on theoretical and

empirical knowledge to technical thinking based on concrete results, which brings ever more useful results;

- The need to ideally prepare young people for life requires the use of the principle of a systematic approach to an objective being, which is the most advanced method of their upbringing.

B.L. Farberman [4] presented the concept of pedagogical technology as "a new approach to pedagogical technology-educational process, which is an expression of social engineering consciousness in pedagogy." This is a social phenomenon associated with the standardization of the pedagogical process based on the technical capabilities and technical thinking of a person and the development of its optimal design.

Studying the experience of introducing pedagogical technology and a creative approach to it, humanizing the educational process will play an important role in ensuring the transformation of the educational process from a passive object into an active one.

The use of various didactic structures created within the framework of pedagogical technology allows a rational and creative approach to the organization of the educational process, in which the teacher has the freedom to self-assess the effectiveness of various forms, methods and means used in the educational process. lesson. It should be noted that adherence to the principles and rules of pedagogical technology ensures that the content of the educational process is conducted in accordance with the student's personality, interests, aspirations, age characteristics and individual learning rates. When teaching in an interactive style, pay attention to the following: students will be notified of the expected result of the lesson; the student learns to work with each other in exercises for the types of language activities; given enough time to find and answer questions by type of speaking and writing; most of the students are actively engaged in foreign research; students learn to analyze and compare different speech products; students work together to solve various problems related to language acquisition; learners learn to speak, listen and understand, and work in pairs and small groups as they learn.

Didactic (content-procedural) laws of teaching foreign languages using innovative technologies: 1. The results of teaching a foreign language using advanced educational technologies are directly proportional to the duration of training.

2. The effectiveness of a certain amount of knowledge and skills acquired by a student of a foreign language is inversely proportional to the amount of material taught and the number of actions required.

3. The level of assimilation of a given amount of knowledge and skills by a student or students studying a foreign language is inversely proportional to the

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level of complexity of the material being studied and the level of complexity and complexity of the skills formed.

4. The results achieved in teaching foreign languages using advanced educational technologies are directly proportional to the level of understanding of the goal set by the student or students involved in the process of learning a foreign language.

5. The results of teaching foreign languages with the help of advanced educational technologies are directly proportional to the level of mastering by students of the learning content.

6. The results of teaching a foreign language are directly proportional to the way students are involved in the learning process.

7. The results of teaching a foreign language are directly proportional to the number of methods used.

8. The results of learning a foreign language are directly proportional to the size and effectiveness of the tools used.

9. The effectiveness of mastering a certain amount of knowledge and skills is directly proportional to the effectiveness of the learning situation created by the teacher.

Epistemological patterns of teaching foreign languages based on innovative technologies:

1. The results of learning foreign languages based on new technologies are directly proportional to the students' reading skills.

2. The effectiveness of the process of teaching foreign languages on the basis of new technologies is directly proportional to the volume of educational activities.

3. The efficiency of acquiring knowledge and skills is directly proportional to the volume of

practical application of the acquired knowledge and skills.

4. Correctly proportional to the assimilation of knowledge, skills and experience of creative activity, which are interconnected in the intellectual development of students.

5. Learning outcomes are directly proportional to the quality of the complex relationships between interrelated subjects that exist in the subject being studied.

6. Learning outcomes are directly proportional to the regular and systematic completion of homework by students.

7. The efficiency of acquiring knowledge and skills is directly proportional to the student's learning needs.

8. The effectiveness of students' creative thinking is directly proportional to the number of stages of training. The effectiveness of verbal memorization of knowledge is directly proportional to the fact that the volume of the material is determined by the adapted fragments.

9. The productivity of students' assimilation of the material is directly proportional to the complexity of teaching, the degree of adaptation of students to themselves and the degree of their involvement in solving educational problems.

A systematic analysis of the differences between traditional teaching and modern pedagogical technologies shows that in both cases, ie, in traditional teaching, the effective organization of training in "innovative technologies" depends on the degree of organization of the regulatory and methodological base of education.

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