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Article



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INCORPORATING TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION AT HIGHER EDUCATION INSTITUTIONS: CHALLENGES AND OPPORTUNITIES

Abstract: This article focuses on the utilization of novel models and language-oriented technologies for teaching foreign languages in non-linguistic universities. The author examines the challenges associated with developing communicative competence in foreign language learning among university graduates. The article discusses the characteristics of contemporary teaching methods and technologies, highlighting the potential of incorporating information and communication tools in foreign language instruction at non-linguistic universities. The research aims to demonstrate the unique aspects of integrating innovative educational technologies within the framework of traditional foreign language teaching.

Key words: modern educational technologies, language-oriented educational technologies, foreign language instruction, non-linguistic university, information and communication technologies.

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Introduction

Changes in the country's socio-economic development have given rise to new challenges within the education system. In a market-driven economy with intense competition, professionals are expected to possess a specific set of competencies and demonstrate a continuous commitment to improving their knowledge in order to adapt to evolving professional circumstances.

The inclusion of foreign language study has become mandatory in bachelor's and specialty programs offered by higher education institutions, as stated in the federal state educational standards for various fields of study. Notable linguistic researchers such as N.S. Sakharova and V.V. Tomin propose defining linguistic education in higher education institutions as "the process and outcome of training specialists equipped with the competencies necessary to address theoretical and practical tasks that demand foreign language proficiency" [1].

As we understand it, the processes of learning foreign languages in a linguistic and non-linguistic

university are quite different from each other. This is due to a number of reasons, which include:

- low or very different level of knowledge of a foreign language among school graduates;
- insufficient number of hours allocated by the curriculum for learning a foreign language;
- poor technical equipment of classrooms for working with authentic linguistic and extralinguistic material;
- low level of motivation of students, as a result of misunderstanding of how knowledge of a foreign language is applicable in future professional activity;
- lack of sufficient funding for the purchase of high-quality educational literature;
- insufficient level of training of university teachers, this also includes the use of outdated technologies and methods in the course of teaching a foreign language in non-linguistic universities.

An important problem that reduces the level of motivation of students when learning foreign languages is "the partial or complete absence of its

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practical orientation in the future professional activity of the student" [2].

Teachers often use the means and methods of learning a foreign language aimed at the theoretical study of the material, without taking into account the importance of the applied nature of the knowledge received by students. It is obvious that the applied linguo-educational technologies should form the communicative competencies of future professionals for successful interaction in the international space.

The term "competence" is a systemic and multicomponent concept that is used in pedagogy to define and describe the quality of training and activities of specialists.

The competence approach describes the comprehensive development of knowledge by students and, first of all, their practical application, which contributes to strengthening the orientation of education, taking into account the needs of the student.

For instance, the Uzbekistan State Educational Standard for the "Pharmacy" specialty, as approved by the Ministry of Higher and Secondary Specialized Education, establishes a universal competency for graduates, which involves the proficiency to "utilize modern communication technologies, including foreign language(s), for academic and professional interaction".

Likewise, in the Uzbekistan State Educational Standard for the "Fundamental and Applied Chemistry" specialty, endorsed by the Ministry of Higher and Secondary Specialized Education, the general professional competence of graduates includes the ability to "effectively communicate verbally and in writing in both Uzbek and foreign languages to address professional tasks".

In this regard, teachers of non-linguistic universities are entrusted with a certain share of responsibility that encourages them to look for new forms and methods of teaching foreign languages in order to contribute to the formation of foreign language communicative competence among students of non-linguistic faculties.

In Uzbek pedagogy, the terms "learning technology", "learning model" are often used in the meaning of a certain way of organizing learning with the designation of the methods, forms, means and methods of teaching used. A large number of publications and manuals describe a variety of modern language education technologies. Within the framework of this article, we will not delve into terminology and will accept exactly this semantic meaning of concepts.

Speaking about new teaching methods and modern language-educational technologies, it should be noted that innovative education does not represent any specific model or technology of teaching, but is the principle of competent use and application of existing elements embedded in the educational

process. This principle allows you to build and predict the result of the educational process by comparing it with a given set of specialist competencies.

I.N. Ainutdinova [3] in her research made an attempt to generalize and systematize the available information about innovative technologies of teaching foreign languages at the university, dividing them into three main groups:

- personality-oriented technologies;
- professionally-oriented technologies;
- information and computer technologies.

Personality-oriented technologies of teaching a foreign language are presented.

The professionally-oriented methods of teaching foreign languages include the communicative method, the technology of problem-based learning, the method of cases, the contextual method according to A.A. Verbitsky, the technology of teaching in an imitation-activity form, the technology of forming the skills of scientific and technical translation, and others.

Information and computer technologies represent a whole class of disciplines and fields of activity that are aimed at creating, transforming and managing data.

The modern stage of higher professional education is characterized by the widespread introduction of multimedia, information and communication tools and methods into the practice of teaching. In the process of teaching foreign languages, ICT technologies are also actively used, as they allow to expand the possibilities and increase the efficiency of not only classroom classes, but also independent work of the student.

When learning a foreign language in universities, the following ICT tools and methods are most widely used:

- educational linguistic platforms, which include, for example, Rosetta Stone Advantage, Lingualeo, Duolingo, which allow you to work out language skills and track learning progress;
- electronic textbooks developed both directly by a foreign language teacher and by third-party developers. The advantages of electronic textbooks are their mobility, accessibility and speed of work in them, as well as the possibility of updating them;
- organization of language teaching on a digital platform, for example in the Moodle system, on the basis of which an electronic learning environment is created for continuous interaction between the teacher and students. To create a learning material center and provide interactive interaction between participants of the learning process in LS Moodle, it is enough to have a web browser;
- audiovisual tools for working in the classroom and at home, for example, preparing presentations, watching video tours and videos.

In addition, the following ICT tools can be used in the learning process: e-mail, teleconferences, video conferences and webinars, reference catalogs, search

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engines, messengers and video chats for communicating in a foreign language, creating students' own web pages, podcasts and video blogs. Thanks to the development of Internet technologies, it has become possible to conduct classes, contests, Olympiads, conferences in electronic and remote format.

Thus, a modern teacher, within the framework of the requirements of the Federal State Educational Standard for the training of specialists, refuses ready-

made methodological standards, taking a step towards the use of new methods and technologies that provide the necessary language. The use of modern technologies in pedagogy makes it possible to implement a personality-oriented approach in teaching, providing individualization of learning taking into account the abilities of students and their level of proficiency in a foreign language, gradually overcoming emerging difficulties.

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