

УДК 378.147:811.111:004

**METHODOLOGY OF TEACHING ENGLISH USING INNOVATIVE
TECHNOLOGIES IN NON-LINGUISTIC HIGHER
EDUCATIONAL INSTITUTIONS**

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The main goal of teaching English to students at non-linguistic universities is to improve their ability to independently read literature in their field and obtain information from various foreign sources related to their profession. The more proficient a student is in their native language, the more motivated they will be to learn more, meaning the more actively they will study the foreign language.

Keywords: English, dialogue, experience, analysis, innovation, lesson, learning, testing, problems, oral speech.

The use of modern innovative technologies in English lessons enhances the cognitive activity of students at non-linguistic universities, particularly in the fields of culture and the arts, and also facilitates a student-centered approach to learning based on the students' abilities and level of preparation.

To strengthen scientific potential and improve the quality of education at all levels, it is essential to pay close attention to regular innovation and the study of innovative technologies in English lessons. The primary goal of learning foreign languages is not only to foster and develop a culture of communication between people but also to familiarize students with foreign cultures and civilizations, comparing them with their national customs and traditions.

The state educational standard for higher education in English at non-linguistic universities requires students to develop not only subject-specific and general competencies, but also professional competencies. In lessons using innovative technologies, students learn the basics of the language, essential professional vocabulary, phrases, and terms most commonly found in specialized literature, as well as read texts with specialized vocabulary and grammar, and master dialogic and monologue speech. The current stage of social development presents the education system and educational institutions with a number of serious challenges, including political and socioeconomic factors, integration into the global scientific and educational space, the creation of modern educational systems, the improvement of social formation, and the strengthening of ties between various levels of the education system. As President of the Republic of Tajikistan Emomali Rahmon emphasized, "There is a need for the nationalization of the language of new technologies in the country to be the focus of the relevant structures and bodies" [4, electronic resource].

Non-linguistic universities have created the necessary educational conditions for improving the education system. Expanding opportunities have necessitated a restructuring of the structure and content of education, which facilitates the training of personnel who are competitive in the labor market, educated, culturally inclined, independent, creative, and hold master's degrees of various qualifications, as well as the resolution of a number of social problems. At the same time, the new higher education system should be a key factor in achieving these goals. It should become the country's main driving force, contribute to improving the quality of education, and ensure competition among students [8, electronic resource]. One of the most effective ways to address these issues is the introduction of innovative technologies into the country's education system and their integration into the educational process of non-linguistic universities, particularly in the teaching of English. The emergence of innovative technologies, coupled with the development of technical means and access to global networks, has enabled the creation of a qualitatively new interactive and learning environment as a foundation for the development and improvement of the education system [2, pp. 28–30].

The goal of introducing innovative technologies into the country's education system is the practical implementation of effective education. Achieving good results, spending less time, and enriching material and intellectual resources are among the advantages of introducing innovative technologies into the educational process. The primary goal of using innovative technologies in the educational process is to develop and improve a system for training specialists to meet the demands of the labor market in the field of

innovation and various professions, as well as to organize information systems and international cooperation in the field of innovation [7, electronic resource].

The advantage of using innovative technologies in the educational process is the qualitative change in the student's personality, both in terms of knowledge and in terms of their personality development, compared to the traditional system. The implementation of this initiative will enable the implementation of previously unimplemented educational and didactic programs, offering solutions to the pedagogical crisis. The foundation of these innovative technologies is systems implemented using computer programs, information resources, and hardware and software that enable the storage, processing, and transmission of data from one location to another [1, pp. 33-36].

Without the use of information and communication technologies (ICT), higher education institutions cannot be recognized as innovators in the education system. These same institutions are innovators, introducing organizational, didactic, technical, and methodological innovations into the educational process and, on this basis, achieving a real increase in the volume and speed of learning and an improvement in the quality of instruction [9, electronic resource].

Innovative tools are already installed in the classrooms of higher education institutions (especially non-linguistic and industry-specific higher education institutions). Foreign language teaching conditions meet modern requirements. The proper use of connected equipment requires a high level of responsibility and professionalism from teachers. Despite the diversity of teaching methods, including didactic, computer-based, problem-solving, modular, and others, the primary pedagogical functions are assigned to the teacher. With the introduction of innovative technologies into the educational process, teachers are increasingly assuming positions as consultants, advisors, and tutors. This process requires specialized psychological and pedagogical training, since teachers' professional activities utilize not only specialized subject knowledge but also modern knowledge in computer science, the Internet, pedagogy, psychology, and teaching methods. This underpins a willingness to understand, evaluate, and implement pedagogical innovations [12, pp. 123-125].

The need for an innovative approach to teaching in the current context of social, cultural, and educational development depends on a number of factors. Numerous studies demonstrate that the increasing amount of information used in education must be based on a single source of information and processed in a modern manner. In this context, the education system cannot be effective without the use of modern tools and methods for processing, transmitting, and sharing electronic information [9, electronic resource].

First, socioeconomic changes have required a complete overhaul of the education system, methodology, and technology for organizing the educational process in non-linguistic universities. Innovative activities by teachers and educators, including the creation, development, and use of innovative pedagogical technologies, are a means of renewing educational policy. Secondly, it is necessary to strengthen the humanities aspect of educational content, constantly changing the scope and composition of disciplines, introducing new disciplines, and searching for new forms and new teaching technologies. In this regard, the role and status of pedagogical knowledge in the learning environment are becoming increasingly important.

Thirdly, there is a change in the nature of teachers' attitudes toward the development and implementation of pedagogical innovations. In a context of strictly regulated educational content, teachers are not limited to the independent selection of new programs and textbooks, but also the use of new methods and tools of pedagogical activity.

Fourthly, the introduction of non-linguistic universities in the context of globalization and the creation of new forms of educational institutions, including non-state ones, creates real conditions for their competitiveness [16, pp. 229-232].

Thus, the transition to a multi-level education system is essentially an innovation. By introducing these technologies into innovative teaching, teachers make the learning process more comprehensive, interesting, and meaningful. At the convergence point between individual areas of linguistics and English language teaching methods, this combination for developing a worldview is one of the innovations in the implementation of innovations in the educational process, including interactive whiteboards, the effective use of educational slides, websites, and various forms of testing. The variety of lessons, divided into interactive groups, are innovative projects.

The modern educational paradigm, based on new technologies, is aimed not at imparting knowledge, skills, and academic abilities to students, but at developing their self-study skills. In the new generation of educational standards, professional and communicative competence occupies a special place among students' professional and general educational competencies [14, pp. 80-81].

Undoubtedly, the use of innovative and information technologies in the study of foreign languages, especially English in non-linguistic universities, is used as an effective basis for developing grammatical, lexical, and communicative skills, as well as the ability to assess knowledge.

The first task in achieving a new quality of foreign language education in non-linguistic universities is to bring it into line with modern requirements and the use of innovative technologies. Teachers in educational institutions must possess a new system of knowledge, skills, and abilities, as well as extensive experience in using new methods and technologies. Furthermore, the progress of society, the development of science, technology, and modern technologies require teachers to constantly strive to improve their professionalism and engage in innovative activities. Innovation, on the one hand, is a process of formation, implementation, and introduction, and on the other hand, it is the activity of introducing innovations into specific social activities. Therefore, innovative educational technologies should be viewed as a means of implementing and introducing new teaching methods [15, pp. 189-191].

To study the use of innovative technologies in English language teaching in non-linguistic educational institutions, we conducted a study on this issue. Time savings, understanding and simplification of the learning process, and accessibility of educational technologies are factors associated with the use of innovative technologies in the educational process, which is why we focused on this issue.

It should be noted that today, educators, especially teachers, face a very important task: improving the quality of education, access to the global educational space, training specialists to meet modern requirements, and adapting educational content to modern conditions. Paying special attention to the development of education and the implementation of education reform programs, the President of the Republic of Tajikistan noted that "in this process, one point should be kept in mind: in the modern world, the country is achieving great success in raising the level of education, paying special attention to society and widely introducing new techniques and technologies" [10, electronic resource].

In the modern conditions of economic development and a knowledge-based culture, education is one of the factors of the economic success of the state. The development of society, ensuring the security of society and the state, the quality of life of people,

reaching the global level of the economy, cultural development, the development of new technological opportunities and social development as a whole directly depend on the level of education, the organization of high-quality student education; [9, text].

The results of educational processes have been theoretically and practically expanded through the use of innovative technologies and methods in non-linguistic higher education institutions, such as: the development of new content, new methods and forms of teaching, the introduction and dissemination of rich pedagogical experience, the use of innovative technologies in the process of training and management of educational institutions, conducting pedagogical experiments, etc. [11, pp. 18-19].

Experience and observations show that the use of innovative technologies such as computers, video projectors, language classrooms, technology parks, electronic whiteboards and other innovative equipment makes a valuable contribution to the expansion of English language teaching in non-language higher education institutions in the country. Thanks to innovative technologies, students are taught a wide range of English language learning areas such as multimedia presentations, a variety of fun educational games, interactive lessons, open lessons, quizzes, open and closed tests and much more in the process of learning English [5, p.95-98; 13, p.58]. When teaching English in non-language higher education institutions, it is in the interests of each student if multimedia presentations (multimedia presentations or video lessons, interesting video presentations in English) are organized on each topic. In this way, students study the topic and information and remember it. [6, pp.138-145]. A variety of educational games spark students' interest in the subject, enhance their learning ability, and increase their interest in the learning process [17, pp. 14-17; 3, pp. 29-33].

Analysis shows that if the material is presented in audio format, then... However, it is concerning that, despite the teacher's efforts, the learning process will never yield the desired results if the student is indifferent to the subject being studied. For this reason, the right approach and motivation, using innovative technologies and motivational methods, should, first and foremost, engage the reader's full attention to the learning process [18, pp. 96-99].

In fact, it's no secret that innovative technologies are at the center of our lives today more than anything else, helping us in all aspects of life, health, creativity, science, communication, and social interaction.

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**МЕТОДОЛОГИЯ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА
С ИСПОЛЬЗОВАНИЕМ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ
В НЕЛИНГВИСТИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ**

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Основная цель обучения английскому языку студентов неязыковых вузов - повысить способность самостоятельно читать литературу по своей специальности и получать информацию из различных зарубежных источников, связанных с их профессией. Чем более компетентен студент в своем родном языке, тем больше у него будет мотивации к большему изучению, то есть тем активнее он будет изучать иностранный язык.

Ключевые слова: английский, диалог, опыт, анализ, инновации, урок, обучение, тестирование, проблемы, устное речь.