Innovative Technologies, Role And Functions Of The Teacher

Tamara Kavilova[1], Nazira Isanova[2], Tursunoy Ravshanova[3]
[1,2,3]*JSPI., Jizzakh, Uzbekistan.*

Annotation : Technologies that remove the barriers of perception, corresponding to the thinking style of students, are information and communication technologies that teachers need to master in order to make the process of teaching a foreign language the most rational and effective. Information and communication technologies contribute to a qualitatively new level of interaction between teacher and student; change the role and functions of the teacher, who from a source of new knowledge turns into an instructor and consultant; increase the student's activity by including him in various types of information search, knowledge handling and application of acquired knowledge; optimize the educational process; motivate the student to educational activities.

Keywords: *innovative technologies, foreign languages, distance learning, communication.*

I. INTRODUCTION

A knowledge environment is created in universities as a result of the combination of information and communication technologies. The use of mass media and innovative technologies to enhance the teaching activity of the teacher requires a reorganization of education and redefinition of the teacher's role. The center of gravity in the teacher's activities should shift from the transfer of knowledge to the management of the educational process. The innovative technologies used in teaching include computer technologies, gaming technologies, intensive technologies for learning foreign languages. For example, the use of a systematic approach for the development of distance learning allows most accurately, with minimal costs, subject to the specified restrictions, to solve the problems of enhancing the educational process, including normatively managing quality when using distance technologies.

The current state of education dictates the urgent need to change the existing system of psychological and methodological training of future specialists. Therefore, the issue of the implementation of special "technologies for the formation of professionally important skills" in general, and the formation of professional communication in particular, does not lose its relevance. The concept of role play is seen as a form of simulation. The use of role-playing games contributes to the development of the student's individuality, since the emphasis is shifted to the student as a bearer of subjective experience with his individual readiness and preferences for the subject content, type and form of the given knowledge.[3,12]

11815

The quality of teaching foreign languages in higher education at the present stage directly depends on the introduction of new generation technologies, namely information and communication technologies and the use of their didactic potential in the educational process. The concept of information and communication technologies in the educational literature refers to different methods, methods and algorithms for collecting, using, presenting and transmitting information using computer technology and telecommunications.

Technologies that remove barriers of perception, corresponding to the thinking style of students, are information and communication technologies that must be mastered by teachers in order to make the process of teaching a foreign language the most rational and effective. In addition, when using these technologies, the didactic principles of teaching are most deeply and fully implemented:

1) the principle of visibility - when using information and communication technologies, it becomes possible to visually present a variety of concepts and abstract patterns and patterns;

2) the principle of accessibility and feasibility - the technologies under consideration open up fundamentally new opportunities in the implementation of this principle, since modern programs make it possible to generate tasks of increasing difficulty;

3) the principle of individualization of training - modern technologies open up opportunities for each student to build an individual learning route, the advantage of modern technologies and alternative information is that the process of its perception is always individualized, the student can assimilate it at a convenient mode and pace, it presupposes the presence of significant motivation because only what is interesting and attracts attention looks;

4) the principle of conscience - a student with the help of modern technologies can organize his studies in the most optimal way;

5) the principle of activity - the use of innovative technologies is integral to the student's independent activity in searching for the necessary information on the Internet, performing various tasks, etc. It should be agreed that information and communication technologies: contribute to a qualitatively new level of interaction between teacher and student; change the role and functions of the teacher, who from a source of new knowledge turns into an instructor and consultant; increase the student's activity by including him / her in various types of information retrieval activities, operating with knowledge and applying the acquired knowledge; optimize the educational process; motivate the student to educational activities. Today, graduates of higher educational institutions for professional growth and a successful career must have not only a foreign language communicative competence, but also a foreign language information competence. Internet resources are rather diverse and diverse sources.[4, 20]

With adequate and timely formation of skills and abilities that make up a foreign language information competence, practical work with information in a foreign language will increase the motivation to improve knowledge of a foreign language [3].

For the modern digital generation of students, it is necessary to develop technologies that would harmoniously use the advantages of traditional and informational education. This problem fully applies to teaching a foreign language, the process of which should be aimed at improving both the foreign language communicative competence and the foreign language information competence required in the new information society.

11816

In connection with the expansion of international cooperation in all spheres of life, one of the first places in the list of professionally important skills is the knowledge of foreign languages, in this connection, intensive technologies of teaching foreign languages should be widely introduced into the educational process of universities. The use of innovative teaching technologies to enhance the educational process entails changes in its organization. The reality is the deployment of a mass system of high-quality distance learning and education that is not limited by age limits, a system of continuous professional development, which is ensured through distance education. Its strategic goal is to provide citizens with the right to receive education at any level in their place of residence or professional activity. This goal is achieved in line with the global trend of mobile dissemination of knowledge through the exchange of educational resources. It is natural that the means to achieve such a goal should be high-tech and scientifically grounded organizational forms that are remote in nature.

The development of consortia of universities, that is, special associations of a number of traditional universities and other organizations with the aim of developing and providing distance education courses, is making radical changes in university education. The Distance Learning Consortium is a new organizational form in the structure of university education, which is developing on the basis of modern telecommunication technologies.[4,240]

The revolutionary development of information technology and distance learning is becoming the basis on which it seems possible to practically implement the ideas of overcoming the education crisis and creating a new educational system based on the ideas and concepts of lifelong education, lifelong learning.

Each type of professional activity makes its own demands on a person.

Education as a result of the assimilation of systematized knowledge, skills and abilities should provide the necessary literacy of the student in fundamental humanitarian, special and practical knowledge, computer, economic, environmental training and, ultimately, the readiness to solve professional problems and meet the requirements in their future production activities " ... The requirements for the professional qualities of a specialist, imposed by the content of his professional studies, are quite diverse. This is a creative approach to business, independence, professional knowledge, intellectual abilities, efficiency, efficiency, responsibility, perseverance, experience, etc. The training and improvement of personnel in the university should be carried out in such a way as to ensure the formation of these qualities.

Differentiated teaching of students meets the requirements of high activity and intensity of training, the development of motivation and competitiveness in training.

Training of a specialist foresees, first of all, his enhanced humanitarian, economic, managerial, environmental and legal training. Today we need a manager - a person with a business acumen, knowledgeable in marketing, the psychology of industrial relations, able to predict and manage the development of production and at the same time, possessing a high degree of communication.

For example, the training of a researcher provides for a broad fundamental and scientific and methodological training, as well as a narrow specialization in a specific area of knowledge. It should be noted that the process of mastering by a student of special knowledge, enriching his

11817

activities with experience will not give effective results if it is not associated with the development of a wide range of achievement of human culture, spiritual values.

Professional, business qualities of a specialist, with all their vastness, do not include the whole set of personal properties. Personal qualities act as conditions for the development and manifestation of professional talent. Those of the personal qualities that do not directly affect the results of a specialist's creative activity and, it would seem, do not affect the solution of business issues, in fact, are able to play a significant role in the development of his creative potential, the formation of constructive thinking. They should be characterized as within the personal conditions of successful professional activity.

For the formation of most professional qualities, it is necessary that a university graduate has the ability to self-study. This is the first and, from our point of view, the most important skill. The second most important skill that a specialist must possess is the skill of professional communication, knowledge of a foreign language.

At the present stage of development of the higher education system, one of its priority tasks is the training of a specialist with highly developed creative abilities, a willingness to independently pose problems and solve them. Being the basis of professional skill, the skill of self-study can be formed only if it is developed by a future specialist during his student years.

By now, the main regularities have been established in the nature of the assimilation of knowledge by students and their development, depending on the type of organization of educational and cognitive activity; the requirements for the organization of independent work and the conditions that contribute to its greatest efficiency have been determined; revealed the relationship and interdependence of the formation of students' interest in learning, activity and independence in it.

In the process of educational activity, the development of the subject of activity itself occurs. secondly, conditions are created for the holistic development of the individual and the improvement of his essential forces; thirdly, the person is adequately included in the system of social relations, the social formation of the subject based on the formed interests and needs.

Psychologists have established that "at each stage of age-related development, a certain activity (play, study, work) acquires a leading role in the formation of new mental processes and personality traits of the individual." In different age periods, the role of each of the activities is not the same. At different ages, one of the types becomes predominant in the development of personality.

Based on the conclusions made by domestic scientists, we believe that the leading activities for a university student is a combination of educational and professional activities. According to foreign educators, computer technology and the world's telecommunication networks have already begun to change the possibilities of formal classroom learning. Likewise, they influence the individual self-study process. This is especially important for working professionals, for whom training plays a leading role in their work. The use of computer technologies allows to take into account the interests of students to the maximum extent, makes it possible to widely use the best educational resources, providing unlimited educational space for various categories of specialists (5). Currently, in our country, a number of studies have already been carried out that reveal the methodological and technological

aspects of distance learning, However, for the modern use of computer technologies in the system of training specialists, their weak development is characteristic, there is no reliance on a scientifically based theory of the formation of specialists' readiness for professional activity, increased emphasis on solving technical and methodological issues.

A feature of multimedia means, in our opinion, is the establishment of an indirect contact between a student and a teacher through modern means of information and communication technologies. Based on these principles, the main function of educational activity lies in the fact that it is focused not on obtaining any material or other results, but directly on the development of the individual himself. In the process of educational activity, the student is transformed into a subject interested in the measurement itself and capable of it. And as a direct basis for the development of students, educational activity is considered, understood as a special form of an individual's activity, aimed at changing himself as a subject of learning, acquiring professionally important skills.

The use of computer technologies stimulates the use of problem-based learning, which is associated with the formation of motivation for learning in students, the stimulation of cognitive and professional interests, the development of self-learning skills. Learning activity, like any other activity, has its own structure. In the works of psychologists, an attempt was made to determine the structural composition of educational activity. The following components were identified: educational and cognitive motives, educational tasks, educational operations, actions of control and assessment.

In educational activities carried out by means of computer technology, the functions of control and assessment are gradually transferred to the student himself and turn into a form of self-control, which in turn leads to a special kind of student activity, in which the main role is played not only by the active actions of the subject with the studied material, but and independently setting educational tasks for them, i.e. a creative approach to education is carried out, the identification of necessary, individual priorities for training, computer technologies contribute both to the development of the creative qualities of a future specialist and the acquisition of a communicative culture, in particular, mastering a foreign language, which is considered one of the most important professional skills of a modern specialist.

When working in the network, for the purpose of teaching a foreign language, one of the first places, in turn, is the student's self-control, carried out using a computer. In our country, active work is underway to draw up courses of teaching foreign languages based on the use of innovative technologies. Modern students are representatives of a new generation. They were born and raised in an environment of modern technology, which has led to a shift in student expectations of how teachers should present material [6]. One of the trends in modern education is the increasing integration of innovative educational technologies into the educational process, but this does not mean at all that any use of multimedia programs will lead to successful learning outcomes. On the contrary, now, as never before, teachers and educators should be most careful when choosing innovative educational technologies and observe the principles that will allow them to implement these technologies most effectively.

Communication with the computer environment itself enriches the future specialist with the knowledge necessary for further application in the future, in professional activity, in particular, modeling the latter, can be invaluable for his career growth. The introduction of

such humanitarian subjects as psychology, sociology, cosmology into programs, allows not only to expand their knowledge about the world around them, but also, in practice, to find their place in it. Mastering the examples of computer testing as a means of professional diagnostics allows each student to adequately assess their professional qualities when choosing a future path. Another, no less important, technology for the formation of professional skills is role-playing games. They play an especially important role in the development of professional communication. Since the need acts as the main activating beginning of any activity, learning seems logical to start with a motivational introduction. The success of mastering all types of speech activity at the initial stage largely depends on the validity of the system of motivational support, which will allow you to manage the motives of students throughout the entire teaching of the language of the specialty. Establishing goals for the initial stage is of paramount importance due to the fact that it is rationally defined goals and methodically correctly organized educational process that determines the pace and nature of students' adaptation to new conditions, the effectiveness of all subsequent education. In the formation of goal-setting skills, it seems to us necessary to teach students the following: acceptance and understanding of the goals set by the teacher for a long time, subordination of their behavior to them, rethinking the goals of the teacher, self-setting goals, determining our own resources to achieve each of the goals, setting new goals, taking into account the level of achievement of previous goals, specifying goals, setting original and promising goals, i.e. at the same time, both the creative qualities of students and their skills of self-study and self-control develop. At the initial stage of training, the communicative core of the future mastery of professional communication in the foreign language being studied is formed - the initial set of phrases and the ability to use them in certain situations. This stage can be conventionally called the first concentrate; as a result of this stage, students are able to operate with a large number of communicative blocks based on role-playing games based on frames. For the transition from the skills of reproduction of speech utterances to their active production and situational variation, a stage of initial comprehension and systematization of the accumulated speech experience is necessary, which plays the role of a teaching character in the course of students mastering initial knowledge of professional communication of an integrative nature. The large volume of material learned at the first stage ensures a high level of analytical activity of the trainees and the development of the ability to transfer these analytical abilities to new language material. The next stage is a new synthesis, that is, the formation of creative skills, basic communication skills, production and situational variation of speech utterances in complicated conditions and on new material. Conditionally, we call this stage advanced, it is intended to form students' skills of professional communication based on role-playing games based on scripts. In the process of forming the skills of professional communication, not only are all the tasks of teaching the language of the specialty solved, but also the prerequisites are created for their identification as special tasks and their more complete solution at all stages of the formation of the language of the specialty. Correlated with the problem of the formation of students' professional communication, the goals (general, intermediate and particular) form an integral interconnected system. The content of each goal should highlight those elements that are necessary for the formation of professional communication. Of course, mastering these elements does not exhaust the task of teaching a

language, but the possibilities of its deployment at all stages are largely determined by the elements included in the process of forming professional communication.

Studying the language of the specialty, students acquire theoretical knowledge related to their future profession. As they master the basic communication skills, students master more complex total communication and integration skills. These total skills can later be used as a means of forming professionally significant qualities of a future specialist. The improvement of professional communication skills occurs on the basis of the accumulation of linguistic material, as well as an increase in the variety of situations of professional communication.

Thus, the use of innovative technologies in education, in particular in teaching foreign languages, makes it possible to significantly expand and diversify the activities of students, which in turn has a positive effect on the results of the educational process. However, it should be noted that this positive effect can only be achieved with careful planning of goals, results and current activities, all of which should be aimed at meeting the educational needs and needs of students.

BIBLIOGRAPHY:

[1]. Berulava G.A., Berulava M.N. Methodological foundations for the development of the higher education system in the information society and the individual in the information educational space // Pedagogy. 2010. No. 4. P. 11–18.

[2]. Polat E.S. New pedagogical and information technologies in the education system. M., 2001.

[3]. Кавилова, Т. (2020). Интерактивные формы и методы обучения иностранному языку. Архив Научных Публикаций JSPI .

[4]. Кавилова, Т. (2019). АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ. Актуальные научные исследования в современном мире , (2-5), 18-22.

[5]. Кавилова, Т., Исанова, Н., и Равшанова, Т. (2020). Лингвистические аспекты перевода. Архив Научных Публикаций JSPI , 1-240.

[6]. Кавилова, Т. (2020). О лингвистической реконструкции. Архив Научных Публикаций JSPI , 1-240.

[7]. Кавилова, Т. (2020). Формирование речевых навыков на уроках иностранного языка. Архив Научных Публикаций JSPI .

[8]. Кавилова, Т. (2020). К вопросу о правильной формулировке диалогической речи. Архив Научных Публикаций JSPI .

[9]. Кавилова, Т. (2020). Использование Интернета на уроках иностранных языков. Архив Научных Публикаций JSPI , 1-221.