INNOVATIVE TECHNOLOGIES FOR TEACHING ENGLISH NON-PHILOLOGICAL LEARNERS

Aziza Shamsieva
Lecturer of the National University of Uzbekistan
E-mail: ashamsiyeva01@gmail.com

Abstract: This article explores the significant impact of innovative technologies on the teaching of English to non-philological students. It delves into various technological tools and resources that enhance the language learning experience, making it more interactive, accessible, and engaging. Through personalized learning approaches, such as language learning apps, virtual reality simulations, and AI-powered tutors, non-philological students can develop language skills effectively. Additionally, online resources such as videos, podcasts, and language exchange platforms provide opportunities for practical application and cultural immersion. The integration of these technologies facilitates the development of English proficiency among non-philological students, ultimately enhancing their confidence and communication skills.

Keywords: Innovative Technologies, English Language Teaching, Non-Philological Students, Personalized Learning, Language Learning Apps, Virtual Reality, AI-Powered Tutors, Online Resources, Communication Skills

Innovative technologies play a crucial role in teaching English to non-philological students by making learning more interactive, accessible, and engaging. Tools like language learning apps, virtual reality simulations, and AI-powered tutors offer personalized learning experiences tailored to individual needs and learning styles. Additionally, online resources such as videos, podcasts, and language exchange platforms provide opportunities for real-world practice and cultural immersion. These technologies help non-philological students develop language skills more effectively, fostering confidence and proficiency in English communication.

In contemporary times, English educators in Uzbekistan have consistently grappled with the limitations of traditional English teaching methodologies within the educational framework. The modern English instructor is tasked with discarding

conventional pedagogical approaches and embracing the latest and innovative teaching methodologies. It is imperative for English teachers to exhibit innovation, creativity, and resourcefulness, coupled with a deep understanding of the subject matter, in order to implement novel techniques that can contribute to the socioeconomic advancement of our nation. With globalization driving rapid transformations worldwide, educators must continually enhance and update their proficiency in innovative techniques to effectively respond to the evolving educational landscape.

The increasing global interest in the Innovative Technologies of Teaching English raises questions about how this should be approached – specifically, how curriculum, subject matter, and methodology should diverge from traditional norms established in the past. While a significant body of literature exists on traditional English teaching methods, the demand for information on Innovative Technologies of Teaching English has been relatively limited until recent times. Presently, numerous books and articles are being published to draw attention to this area. In the planning of curricula and methodologies, it is recommended that understanding students and their individual needs, interests, abilities, preferences, dislikes, and developmental stages should take precedence over other considerations. Through the utilization of contemporary pedagogical and technological approaches, and by incorporating progressive teaching styles, the younger generations can be effectively trained to communicate fluently in these languages. Furthermore, opportunities for international partnerships contribute to the full development of language proficiency.

Known to us, using innovations and new pedagogical technologies are resulting well. Sometimes using same styles in teaching language may go down interests of student to language. We advise some types of teaching in use, not to go down interest to foreign language. For instance:

1.   Dialogical speech- in this way students have a talk each other by creative approach. "Innovative Technologies of Teaching English puts Speaking in Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give and opportunity to avoid traditional rendering of the texts and turn them into living English speech." More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of course, grammatical correctness.

2.   Student reads the text himself and tells the meaning. Reading is interactive. Reading short stories, novels and other literary works written by famous Uzbek, English and American writers is very important in language learning. As a teacher of English you may apply a variety of reading strategies, analyze literary elements use a variety of strategies to read unfamiliar words and build vocabulary, prepare, organize, and present literary interpretations.
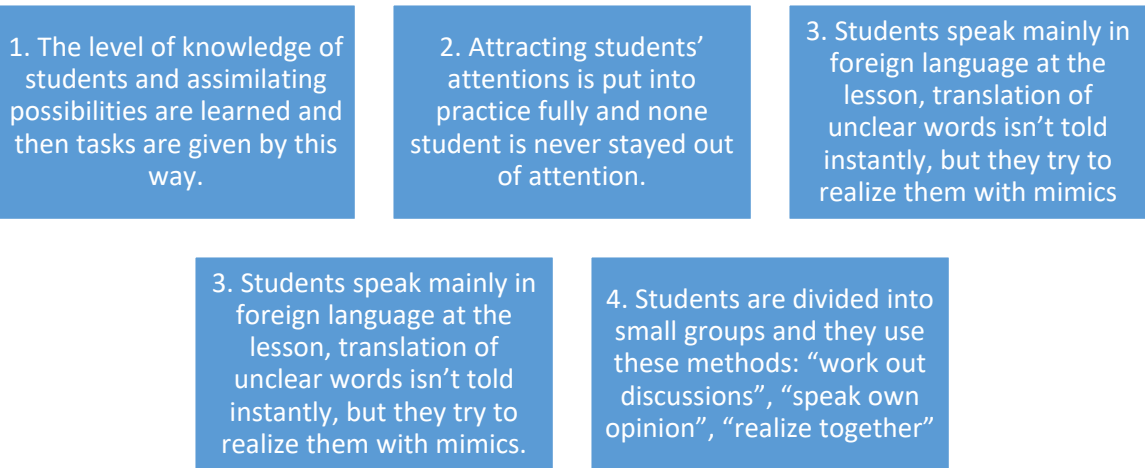
3.   Understanding by listening- by these way students can improve speech skills. Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content.

4.   Learning English through the watching movies. Nowadays, teachers take into consideration student's demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages.

The importance of teaching Vocabulary. Vocabulary is one of the aspects of the language to be taught in the institutes. In addition to learn new vocabulary, learner need to able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing to gain fluency in using known vocabulary and to learn new words in isolation.

Creative teaching – Take the help of tools to stimulate creativity. Include playful games or forms of visual exercises that will excite young minds and capture their interest. This is a time-tested method to identify every young student's creative into all subjects. Audio and video tools. Audio and video tools can be models, film stories, movies, pictures, infographics and other mind of mapping tools. Such tools will help pupils' imagination grow. This method will not only develop teir ability to listen, but will also help them understand the concept better.

Vocabulary learning is not on end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform By the type of teaching in traditional style is divided into several aspects, that's to say such as speaking, analytic reading, reading at home, practice grammar, practical phonetics. As a result 3-4 teachers teach students in variety styles and as a result the connection of aspects is not provided. Some students learn grammar well, but in speech they meet difficulties to pronounce words. On this way we meet some questions. Maybe it is right, but in the course all aspects of teaching by new style are carrying out parallel. The theory is given, strengthens with different exercises, games, discussions in one class. We've spoken about groups which are got good results in following meth

1. The level of knowledge of students and assimilating possibilities are learned and then tasks are given by this way.	2. Attracting students' attentions is put into practice fully and none student is never stayed out of attention.	3. Students speak mainly in foreign language at the lesson, translation of unclear words isn't told instantly, but they try to realize them with mimics
	3. Students speak mainly in foreign language at the lesson, translation of unclear words isn't told instantly, but they try to realize them with mimics.	4. Students are divided into small groups and they use these methods: "work out discussions", "speak own opinion", "realize together"

1-diagram

Moreover there are some methods to improve learning foreign language.

Classes outside the classroom – Some lessons are learnt best when they are taught outside of the classroom. In this session teachers can organize field trips that are relevant to the lesson, or just simply take students for a walk outside the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what teacher teach them. Lessons are fully taught in English language based on all experiences, which are needed for lessons. That is to say students begin to understand by reading, by listening, practice of writing, improve speech and others. Students are become focal point of lessons, not teachers.

The teacher only helps student to get knowledge. In this way the possibility of self-studying is got well. When lessons aren't traditional, tasks are divided into couple or small group of students due to the type of it, and then students work in groups or individually. For instance, at the beginning of lesson teacher makes plan and shares news with students. Each student participates in this plan and shares

news each other's. As a result mutual exchanging of knowledge is appeared and all students get to know the theme. Some exercises are done by couple or group of students. For working in the group students are given such tasks: organize debates, debate the theme with playing roles, and work with high techs.

Role play – Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills. This session will help pupils to understand how the academic material will be relevant to his everyday tasks. Rolleplaying is the most effective way for the students of any age group. Puzzles and games. Learning is fun when puzzles and games are part of education. Children may not require taking conscious effort when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges. Here are some not-so-commonly used techniques for adding that "new twist" to English classes. Giving learners something new does wonders in relieving boredom, spiking interest.

- Using an iPod or cellular phones during the lesson. Almost each of us suffers from the students who carry iPods or cellular phones. Do not curse and swear at them for using technology in their lives. We can turn it to our advantage. They may use their cellular phones for useful things they need. For instance, they may use lingo-dictionary in translation. They will search words they do not allow and their cellular phones serve for their advantage. Besides this, a number of good websites exist that can get the students up and running using this latest new technology for language learning and practice.

- Learning from films is stimulating and enjoyable. All of us love movies, cartoons. We can make this love to serve us for improvement of the, language. Teachers can choose a movie, cartoon or documentaries according to the students' age and level. Students try to understand each word and by doing it, they develop their listening and speaking abilities. You can give the task - to

write the meaning of the part they have watched. On the other hand, just discuss the happened situation .

- To hold debate classes. Turnabout is fair play, or so they say. We can take a day to switch roles. Having a "hot conversation" on a topic that they want to talk about - music, movies, technobubble, etc. The interest in talking on a favorite topic will make the student to speak in spite of his/her mistake in speech.

- Organize conversation clubs. We can organize extra conversation clubs after classes. We may start from 2:00 p.m. to 2:30 p.m. or whatever time, day or duration can suit our students and us. The key is to give them the majority of control, or at least as much as possible. Teachers can use props, use realia, pictures, music or whatever teachers and their- students may have on hand to start, stop and sustain the activities. We can use the students' imagination. We should just try something new for the starters.

- Using music during the lesson. This activity provides students with challenging learning activities, which helps to improve students' listening skill. Using this technique, the teacher plays a song and then the students should participate in one or more of the following activities: Close Procedure- Selected keywords are removed from the text of the song and are placed in a word list that precedes the song lyrics. Students fill in the missing words as they listen to the song Word Bingo- Students select words from the text of the song and place them in a bingo grid.

Individually or in a small group, students then mark off the words as they hear them in the song. The first student or group to check off the words is the winner. Reordering- Particular phrases of the song are listed in an incorrect order. Students must number the phrases in the order that they appear in the song. An alternative activity is to' write the song phrases on sentence strips. Students must then organize the strips in the proper order. Retelling- depending on the language

capabilities of the student, retelling can begin with a simulation of the action within the song. Then, the students retell the story of the song. Then, the students retell the story of the song in their own words, in a round, with each student contributing as much as he or she can in one sentence.

As an extension of this activity, students could work in groups to illustrate scenes from the song. The groups could then retell the story using their illustrations. In many English classes, students read texts and demonstrate their understanding by responding to these texts in writing. While this practice is generally effective, students can be taught the same skills but in a more engaging and innovative way. By utilizing innovative English teaching strategies, teachers can increase students' overall enjoyment of the subject and encourage them to become lifelong learners, continuing their education long after they leave the classroom. In conclusion, I can say that the methods and techniques given above not only motivate students, as well as due to them they can improve the main four skills such as reading, speaking, listening and writing which are very important in knowing a language.

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In conclusion, the primary strategies for English language instruction likely revolve around fostering a positive and collaborative learning environment and

offering diverse activities tailored to various proficiency levels. It's essential to acknowledge that relying solely on one method or approach is impractical for successful second language instruction. Rather, lessons should be meticulously crafted using a combination of effective teaching methodologies. This holistic approach maximizes the chances of achieving our teaching objectives successfully.

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