
INNOVATIONS AND TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES.

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Abstract: *The article is devoted to the issues of modern technologies and various innovations in teaching foreign languages in the learning process, special teaching techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. Today, a foreign language is not just a part of the culture, but it provides opportunity to become successful in further career.*

Key words: *Technology, innovations, foreign language, methods, teaching process, creative thinking.*

Nowadays almost in all educational institutions of our country students are required to master at least two foreign languages. Therefore, it is of paramount importance for teachers to know the newest methods of teaching a foreign language, special teaching techniques and use innovations and technologies in teaching foreign languages. The integration of innovative technologies into the teaching of foreign languages has become one of the most significant transformations in contemporary education. Globalization, the widespread use of digital communication, and the increasing demand for intercultural competence have necessitated the introduction of new pedagogical approaches that go beyond traditional classroom instruction. Traditional methods, which are often teacher-centered and focused on rote memorization, are gradually being supplemented or replaced by learner-centered, technology-driven approaches that enhance communicative competence, cognitive engagement, and autonomous learning.

Modern technologies, including digital platforms, mobile applications, artificial intelligence tools, and interactive multimedia, have radically changed the theoretical and methodological foundations of foreign language instruction. These innovations not only facilitate access to linguistic resources but also support individualized learning paths, promote interaction in authentic communicative contexts, and create opportunities for continuous engagement with the target language outside the classroom.

The theoretical rationale for integrating technologies into language learning is supported by constructivist and socio-cultural perspectives. Constructivist theory emphasizes the active role of the learner in constructing knowledge, while socio-cultural theory highlights the importance of interaction, collaboration, and mediation in cognitive development. Digital tools, such as collaborative platforms, online discussion forums, virtual classrooms, and communication applications, serve as

mediators that allow learners to co-construct knowledge through interaction with peers, instructors, and authentic materials. These technologies enable learners to negotiate meaning, analyze linguistic patterns, and develop communicative competence in a structured yet flexible environment. Cognitive theories also provide a basis for technology integration by demonstrating how multimodal representation, including audio, visual, and textual materials, can enhance information encoding, retention, and retrieval. Systems such as spaced-repetition programs, adaptive vocabulary trainers, and intelligent grammar platforms optimize cognitive load and tailor learning experiences to individual proficiency levels, thereby improving overall efficiency in language acquisition. Learning management systems have emerged as a central component of technology-enhanced language education. Platforms such as Moodle, Canvas, Blackboard, and Google Classroom allow educators to organize course materials, manage communication, administer assessments, and track learner performance. These systems facilitate both synchronous and asynchronous learning, providing flexibility for learners to engage with content at their own pace. The pedagogical implications are significant, as instructors shift from delivering content to designing engaging learning experiences. The integration of multimedia, collaborative tasks, discussion forums, and interactive assignments fosters higher-order thinking and promotes active engagement with the language.

AI technologies also enable the creation of immersive virtual environments for language practice, including simulations of real-world scenarios and role-playing exercises. These innovations enhance learner engagement, facilitate authentic language use, and support the development of both receptive and productive skills. Interactive technologies, such as virtual and augmented reality, further expand the possibilities for immersive language learning. Virtual reality environments allow learners to participate in simulated social interactions, navigate authentic cultural contexts, and engage in problem-solving tasks in the target language. Augmented reality applications overlay linguistic content onto real-world objects, providing contextualized learning experiences that connect language knowledge with perceptual and situational cues. Research demonstrates that these immersive approaches improve retention, enhance motivation, and foster cultural awareness, which is critical for developing communicative competence in a globalized world.

In this early part of the 21st century the range of technologies available for use in language learning and teaching has become more diverse and the way that they are being used in classroom all over the world, as illustrated in this book, have become central to language practice. Innovations are important in teaching foreign languages. The main advantages of using innovative technologies in teaching a foreign languages is the shift in emphasis from traditional verbal methods of transmitting information to audiovisual methods. Different methods can we use in teaching foreign languages, for example: Teaching with social media, games and virtual learning. In teaching a foreign languages, multimedia, technologies have become widely used, the main means of

which are sound, text, video. It is impossible to imagine the educational process without multimedia presentations. While language teachers are so quite used to using online resources in their teaching. However, since one of the key objectives of language teaching is to facilitate interaction and communications, experienced language teachers should be encouraged to consider using the tools to make their students' language learning experience richer in terms of authentic communication.

Games are good exercises for brains. Pupils can enjoy a rest after the intensive work on monotonous structures and drills by playing a quick refreshing game. The not only promotes interactive teaching and learning, but also helps many students to overcome language obstacles and even psychological complexes. What is even more, the playing process especially a group work makes the class more united and the atmosphere more friendly, open and free, however strange it is, more relaxed. Although children play against each other, they learn healthy competition and become better friends. They are more often interested in teaching procedures. Teachers must be prepared to point out the reasons for which this or that activity is conducted. Games are a way to make the foreign language practice enjoyable. It is always healthy to give the pupils a five-minute break.

Popular social media types with language learning are You Tube, Twitter, Facebook, Flipgrid and specialized blogs, online learning platforms, digitalizations.

"The basics of using gaming technology is an activity that activates and accelerates the learner. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential".

Shavkat Miromonovich Mirziyoyev

President of the Republic of Uzbekistan.

The integration of technology into foreign language teaching requires careful consideration of pedagogical principles, learner characteristics, and institutional contexts. Effective implementation involves aligning technological tools with learning objectives, providing guidance and support for learners, and evaluating outcomes to ensure the effectiveness of instructional strategies. Professional development for educators is essential, as instructors must acquire competencies in instructional design, digital literacy, and the use of interactive technologies. The successful incorporation of innovations in language teaching thus depends on a combination of pedagogical expertise, technological infrastructure, and research-based approaches.

In conclusion, innovations and technologies in foreign language teaching have transformed traditional pedagogical paradigms, offering enhanced opportunities for learner engagement, personalized instruction, and authentic communicative practice. Digital platforms, mobile-assisted learning, artificial intelligence, virtual and augmented reality, and collaborative technologies collectively support the development of linguistic competence, cognitive flexibility, and intercultural awareness. The ongoing integration of these innovations requires evidence-based

approaches, attention to learner needs, and professional development for educators. As technology continues to evolve, it will further expand the potential for effective, learner-centered, and immersive language education, preparing learners to meet the challenges of a globalized, multilingual world.

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