



DEVELOPING THE LANGUAGE COMPETENCE OF PHILOLOGY STUDENTS THROUGH ADVANCED PEDAGOGICAL TECHNOLOGIES

Gulmira Dosnazarova

Karakalpak State University

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ABSTRACT

The article discusses the advantages of using information-communication technologies in the teaching process for deep acquisition of foreign languages by higher education students, the effectiveness of innovative pedagogical instruction, and the tools that modern teachers should employ when teaching foreign languages. It also examines advanced pedagogical technologies and their significance.

Introduction and Rationale

Introducing modern innovative-pedagogical and information-communication technologies into instruction creates the means to implement leading teaching methods; it enables the education of the younger generation in foreign languages and the thorough development of systems that prepare learners to speak these languages fluently. In doing so, students gain broad access to the achievements of global civilization and world educational resources, and opportunities are created for international cooperation and the development of interpersonal relations. Under these conditions, teachers are entrusted with a very important and responsible task: to educate the younger generation with high patriotism, respect for the nation, and national pride. This requires a renewed approach to the education process, incorporating new methods, new content, new forms, and new tools.

Definition of Innovation

Innovation (from English innovation) means the introduction of novelties. An innovation in pedagogy represents a technological, pedagogical process that brings ease and change to the work of both teacher and student. Its implementation relies heavily on the use of interactive methods.

Interactive Methods

Interactive methods are understood as methods of collective thinking and pedagogical influence — integral components of instructional content. Their distinctive feature is that they are implemented through joint work between teacher and students. Such pedagogical collaborative processes have specific characteristics that include:

- The teacher encourages the student to be free during the lesson, to think independently, to act autonomously, and to self-monitor;
- The teacher ensures the sustained development of students' interest in knowledge during the learning process;
- The teacher and students jointly coordinate and regulate their collaborative work.

Traditional methods cannot realize new tasks. Only through new pedagogical technologies can such tasks be implemented.

What Are New Pedagogical Technologies and How Can They Be Attained?

A new pedagogical technology (PT) is not something magical or unattainable by hand; it is not an abstract concept that cannot be understood or implemented. Rather, it is a structured process that unfolds over time. This process develops the teacher's pedagogical mastery step by step and raises them to a higher pedagogical level; it is the outcome of persistent, sometimes difficult, labor through which every teacher can achieve genuine professional skill.

Pedagogical technology is implemented in stages; let us consider these stages. Mastering pedagogical technology first and foremost requires continuous effort and teachers' ongoing work on themselves. This work should begin with studying advanced pedagogical practices.

Learning and disseminating advanced pedagogical experiences is the most convenient form of preparing and improving teachers' professional mastery. Advanced pedagogical practice approaches the work of innovators and researchers who seek new ways of imparting knowledge and education to students. Recently, terms such as "advanced pedagogue," "advanced teacher," and "innovator pedagog" have frequently appeared in the press, professional discussions among educators, and at seminars and conferences; however, these are not entirely new concepts.

Criteria for Identifying Advanced Pedagogical Practices

When identifying advanced pedagogical practices, it is necessary to apply certain criteria. The most important criterion is that the teacher's pedagogical activity employs a new form, method, and technique of education and upbringing. This criterion is the crucial distinguishing feature that sets an advanced teacher apart from their colleagues. The innovations the teacher applies may concern new content, forms, methods, or pedagogical tasks — in short, they should represent the most effective ways to enhance teaching and educational outcomes.

Another criterion reflecting advanced pedagogical practice lies in the teacher's ability to create a favorable environment for achieving high results. In this process, it is essential to take into account the level of students' knowledge and upbringing. Evaluation should focus not on the quantity but on the quality of educational and instructional activities carried out.

Advanced pedagogical experience does not emerge spontaneously; rather, it develops collectively through shared practices, drawing on other teachers' methods and continuity of tradition. This collective foundation increases its effectiveness and facilitates its dissemination. These criteria help distinguish advanced pedagogical experiences from ordinary ones and contribute to their wider implementation.

At the turn of the 20th and 21st centuries, with the attainment of independence, the establishment of a market economy, the realization of a national ideology of independence, the revival of our native language and culture, the sharp increase in information volume, and the rapid progress of science and technology — all these have become urgent factors demanding the reform of education, particularly the content of lessons, which serve as the fundamental sphere of the educational process.

In methodological literature, we increasingly encounter terms such as “standard lesson,” “non-standard lesson,” and “modern lesson.”

Let us consider the views of certain scholars on the modern lesson.

- M.A. Daminov defines a modern lesson as “the activation of the learning process.”
- B.B. Shatalov believes that a modern lesson is “teaching every learner and teaching everyone.”

Pedagogical scholars in Uzbekistan, analyzing contemporary lesson practices, emphasize that “a modern lesson is, first and foremost, a system of methods that teach students to independently satisfy their educational needs.”

During lessons, a teacher should not remain the sole questioner and speaker; rather, they should assist students closely in mastering new knowledge. In today’s modern lessons, the roles of both teacher and learner have changed. The teacher acts as a leader, guide, supportive director, and manager, while the learner becomes an active participant in the lesson — working independently, thinking critically, and engaging creatively. In discussions, students defend their opinions, develop self-expression, and acquire self-regulation skills.

At present, the rapid development of science demands continuous improvement of teachers’ and learners’ work, rethinking lesson design, and increasing the effectiveness of education. It should be acknowledged that in the journal “Public Education” (Xaliq bilimlendiriwi), issue no. 1, 2006, Professor R. Juraev’s article “Modern Lesson: What Should It Be?” presents research results identifying the achievements and shortcomings of contemporary lessons. It notes that conducting lessons in a new organizational form and structure remains one of the most pressing scientific and pedagogical issues today.

In numerous pedagogical publications, hundreds of scientific suggestions are offered for improving educational effectiveness. However, a common shortcoming is that these methods are often too teacher-centered, placing the main responsibility solely on the teacher.

In contrast, non-standard lessons and interactive methods of teaching prioritize the student’s personality. In such approaches, the teacher functions as an organizer and content facilitator. Let us discuss the distinguishing features of interactive teaching methods. Their enrichment, innovation, and enhancement of effectiveness undoubtedly require continuous exploration by all of us.

When applying various pedagogical technologies in lessons, it becomes necessary to adapt, refine, and improve them. Here, the teacher’s pedagogical mastery plays a crucial role.

In summary, foreign language lessons organized on the basis of advanced pedagogical technologies contribute to the holistic assimilation of subject knowledge by students. They develop students’ thinking skills and teach them to express ideas freely and creatively. After

all, the education of a well-rounded generation serves as an important indicator of a society's cultural and educational progress and of a nation's spiritual development.

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