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THE SIGNIFICANCE OF USING INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH TO STUDENTS OF ARCHITECTURAL UNIVERSITIES

Abstract: *This article analyzes the significance of interactive methods in the process of teaching a foreign language, in particular English, and their effective application in teaching students of architectural educational institutions. We also consider and study certain types of interactive methods that contribute to the development of communication skills, logical thinking and other types of intellectual activity.*

Keywords: *innovative technologies, role-playing games, professional disciplines, interactive learning, efficiency, brainstorming.*

The significant changes that have taken place in Uzbekistan and the world in recent years have led to new requirements for specialists in various fields, including architects and builders. Today, graduates of architectural universities need to speak English in order to design energy-efficient and cost-effective buildings and structures along with foreign countries that have extensive experience in the construction of objects of this type, have leadership qualities, be good creative workers and make decisions.

It is known that in the 90-ies the production sphere was curtailed, and many civil engineers were forced to leave the profession. Meanwhile, scientists and practitioners understood that civil engineers are a necessary link connecting industry with a large volume of applied research. It becomes clear that state standards should have been developed not for specialties, but for areas of training of University students [1].



Professional qualities of architecture students are developed not only in professional disciplines. General subjects such as foreign languages play an important role. To achieve these goals, foreign language teaching must include various methods, but the main innovations are related to the use of interactive methods. Interactivity means that people work together and influence each other. This situation implies a dialogue or conversation, so these methods are aimed at interaction not only between students and the teacher, but also with each other, which requires an active role of students in the educational process.

The goal of interactive learning is to create special conditions that lead to the involvement of all students in the learning process, when participants can understand and be aware of everything that is happening, influence each other and contribute by establishing friendly and mutually reinforcing relationships. Through the use of interactive teaching methods, students in the field of urban planning are taught to think critically, reason, analyze conditions and solve complex problems of professional activity, evaluate the opposite opinion, make thoughtful decisions, and so on.

Role-playing games: Some interactive techniques are described in academic literature. The most popular interactive methods are role-playing games, brainstorming, case studies, presentations, and discussions. They develop communication skills, logical thinking, and various types of intellectual activities such as analysis, synthesis, comparison, and generalization.

It is well known that role-playing games make the educational process at the Institute more educational and professional, improve interdisciplinary relations, connect theory with the real needs of the professional field, and develop the skills necessary for future specialists. The key point is the role-playing game, which makes it possible to form skills that are difficult to obtain in normal training conditions.

When presenting an architectural project in English classes at the architectural Institute, students use a number of role-playing games that develop the professional qualities of future architects and builders. As an example, the authors of the project would like to analyze the method of role-playing, which is called the presentation of a hotel project. They used this type of educational activity with University students. According to the game plan, students are divided into two groups. The task of the first team is to develop a model of the future hotel and make a presentation of their hotel project to the second team of students who play the role of bankers who Finance this project. The purpose of the presentation is to convince sponsors of the investment prospects of the project. In addition to the task statement card, students of the first subgroup are offered additional questions about the projected hotel complex, which will become a linguistic and informational support for their future performance.

Studying this auxiliary material, students of the first subgroup collectively develop a model of the hotel complex, distribute the key points of the presentation, think through its structure, and decide which language tools can be used to make their speech as convincing as possible. Before a performance rehearsal, the group selects a presentation Manager who takes responsibility for introducing all participants to the presentation and informing the audience about the progress of the presentation. It is



assumed that at an early stage of preparation for the business game, students studied the recommendations for organizing a group presentation, receiving a handout.

The audience of this presentation is students of the second subgroup who play the role of bankers. Their task is to think through questions to the speakers to make sure that the presented project is reliable and profitable. It is assumed that some students will prepare some questions in advance, and during the presentation there will be a number of questions that will require students to have active listening skills. Before starting the game, the teacher informs students about the criteria for evaluating their oral presentations and warns that the game will be recorded on a digital video recorder, so that students can assess the degree of achievement of each participant's communicative competence, as well as the overall progress of the presentation.

At the end of the game, there is a video recording, a collective discussion of the results and a joint summing up. Analysis of games in a foreign language showed that students, entering the role, overcame the language barrier, did not hesitate to Express their thoughts in a foreign language, showed a creative approach and independent thinking. Despite the presence of some language errors, the communication was lively and emotional. Students demonstrated good knowledge and skills in their specialty and tried to maximize their professionally significant qualities.

Another interesting interactive method that allows you to form thinking and develop professionally significant qualities of future architects is brainstorming.

Brainstorming: Brainstorming is a collaborative search for ideas needed to solve any problem. The main advantages of this method (if used correctly) are to be "liberated" - the language barrier disappears, there is no fear of saying something wrong, restraint goes away, etc. the brainstorming Method develops creative and associative thinking, initiative, the ability to produce maximum ideas in a short time, the ability to Express personal opinions. The method of "brainstorming" differs from the discussion method in that it involves the rejection of any criticism of ideas.

As subjects for "brainstorming" students-architects can be offered: -

What project would you like to offer?

What are the best construction methods?

How to survive in modern conditions of business introduction?

What new marketing technologies do you know?

To conclude, it should be noted that interactive methods of teaching English as a foreign language to architecture students provide an energetic interaction of the communication sides. This leads to an active exchange of professionally relevant information in a foreign language, cultivates both professional and business communication skills. Analysis of the survey results shows that all students consider interactive methods useful in learning English, as these methods enliven the process, help overcome stage fright, promote professional skills and facilitate communication in the native language of students.

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