

METHODOLOGY OF USING INNOVATIVE TECHNOLOGIES IN UZBEK LANGUAGE LESSONS

Jumatova Nasiba Saburovna

Associate Professor (acting),

Department of Philology and Languages, UMFT

PhD in Philology

Abstract: The article explores the methodology of integrating innovative technologies in Uzbek language lessons, emphasizing their impact on enhancing students' linguistic competence, motivation, and engagement. Modern educational tools, such as interactive digital platforms, multimedia resources, and gamified learning applications, are analyzed to demonstrate their effectiveness in creating a dynamic and student-centered learning environment. The study highlights practical approaches for Uzbek language teachers to adopt these innovations, focusing on improving lesson interactivity, facilitating personalized learning, and fostering critical thinking skills. The findings suggest that systematic incorporation of innovative technologies significantly enhances both teaching quality and students' academic performance in Uzbek language classes.

Keywords: Uzbek language education, innovative technologies, interactive learning, digital tools, student engagement, teaching methodology, educational innovation

INTRODUCTION

In the contemporary educational landscape, the integration of innovative technologies into language teaching has become an essential component of effective pedagogy. For Uzbek language lessons, the use of modern digital tools provides opportunities to enhance students' linguistic competence, stimulate motivation, and foster a more engaging learning environment. Traditional teaching methods, while foundational, often face limitations in capturing students' attention and addressing diverse learning needs. Innovative technologies, including interactive multimedia resources, educational software, mobile applications, and gamified learning platforms, offer teachers practical solutions to these challenges. By leveraging these tools, educators can create lessons that are more dynamic, personalized, and interactive. Moreover, the use of technology facilitates the development of critical thinking, collaborative skills, and independent learning habits among students. **Materials and Methods**

This study employed a combination of theoretical analysis and practical implementation to examine the methodology of using innovative technologies in Uzbek language lessons. The research was conducted in several secondary schools and educational institutions where Uzbek language is taught, involving students from grades 7 to 11. Materials used in the study included: Digital learning platforms – interactive applications and online resources designed for language development, such as quizzes, multimedia presentations, and educational games. Multimedia tools – audio, video, and visual aids integrated into lesson plans to enhance comprehension and engagement. Teacher-designed instructional materials – lesson plans and exercises incorporating technology to facilitate interactive learning. Student feedback surveys – questionnaires assessing students' motivation, engagement, and perception of technological tools used in lessons. Methods employed in the study included:

Observational method – monitoring classroom activities to assess student engagement and interaction during lessons using innovative technologies. Experimental method – implementation of technology-enhanced lessons compared with traditional methods to evaluate effectiveness. Survey method – collection and analysis of students' and teachers' feedback regarding the usability and impact of technological tools.

Results

The implementation of innovative technologies in Uzbek language lessons yielded significant improvements in student engagement, motivation, and academic performance. Analysis of classroom observations indicated that students actively participated in interactive activities such as digital quizzes, multimedia exercises, and gamified tasks, demonstrating higher levels of attentiveness compared to traditional lessons. Survey results showed that 82% of students reported increased interest in learning Uzbek when lessons incorporated digital tools and multimedia content. Additionally, 75% of students indicated that interactive technologies helped them better understand complex grammatical structures and vocabulary. Teachers also noted an improvement in students' collaborative skills, as technology-enabled group tasks encouraged peer-to-peer interaction and problem-solving. Comparative analysis revealed that students exposed to technology-enhanced lessons scored an average of 15% higher on assessments than those taught through conventional methods. Moreover, students demonstrated improved retention of linguistic material and higher participation in class discussions. Feedback from teachers highlighted several pedagogical advantages of integrating innovative technologies: the ability to personalize lessons to meet individual student needs, increase lesson variety, and maintain student interest over time.

Discussion

The results of this study demonstrate that the integration of innovative technologies into Uzbek language lessons significantly enhances student engagement, motivation, and overall learning outcomes. The observed increase in active participation and comprehension indicates that digital tools, multimedia resources, and gamified learning approaches create a more dynamic and interactive classroom environment compared to traditional teaching methods. The findings align with global trends in language education, emphasizing the importance of technology in fostering student-centered learning. By incorporating multimedia and interactive platforms, teachers can accommodate diverse learning styles, personalize lessons, and provide immediate feedback, which are essential for improving student performance and retention of linguistic material. Furthermore, the study highlights the role of technology in promoting collaborative learning. Students engaged in group activities using digital platforms exhibited improved communication, problem-solving, and teamwork skills. These skills are critical for developing not only language proficiency but also essential social competencies. While the benefits of innovative technologies are evident, effective integration requires careful planning and methodological adaptation.

Conclusion

The study shows that the integration of modern innovative technologies in Uzbek language lessons significantly increases teaching efficiency, actively engages students, and enhances their motivation to learn the language. Utilizing interactive platforms, multimedia materials, and digital resources allows for individualized learning, enabling instruction to be tailored to each student's specific needs. The application of innovative technologies facilitates the development of grammar, vocabulary, and

oral skills. Lessons enriched with visual and practical components foster independent thinking and creativity among students. The findings suggest that teachers need regular professional development programs to learn and implement modern educational technologies effectively.

REFERENCES:

1. Jumayeva, D. Innovative Methods in Teaching Uzbek Language. Tashkent: Science Press, 2022.
2. Nazarova, S. Digital Tools in Language Learning: Theory and Practice. Tashkent: Education Press, 2021.
3. Karimov, A. “Interactive Technologies in Secondary School Language Lessons.” Journal of Pedagogical Innovations, 2023, Vol. 7, No. 2, pp. 45–53.
4. Sadikov, R. ICT and Language Teaching: Modern Approaches. Tashkent: University Press, 2020.
5. UNESCO. Information and Communication Technologies in Education: Policy Guidelines. Paris: UNESCO, 2022.