



Problems of using foreign experiences and innovative technologies in teaching foreign languages

Xasanova Sitora O'ktam qizi
Samarqand iqtisodiyot va servis instituti
assistent-stajyor o'qituvchisi
tel: +998994264278
hasanovasitora1997@gmail.com

Annotation. In the realm of foreign language education, the integration of foreign experiences and innovative technologies holds immense promise for enriching learning outcomes and preparing students for a globally interconnected world. However, this endeavor is not without its challenges. From cultural barriers to technological limitations, educators encounter various obstacles when attempting to leverage foreign experiences and cutting-edge technologies in language instruction.

Key words: innovative technologies, cultural barriers, experiences, cutting-edge technologie, challenge, authentic, outcomes, inequities.

Annotatsiya. Chet tillarini o'qitish sohasida xorijiy tajribalar va innovatsion texnologiyalarning integratsiyasi ta'lim natijalarini boyitish va talabalarni global miqyosda o'zaro bog'langan dunyoga tayyorlash uchun katta va'da beradi. Biroq, bu harakat o'z qiyinchiliklaridan holi emas. Madaniy to'siqlardan tortib texnologik cheklovlargacha, o'qituvchilar til o'qitishda xorijiy tajriba va ilg'or texnologiyalardan foydalanishga urinishda turli to'siqlarga duch kelishadi.

Kalit so'zlar: innovatsion texnologiyalar, madaniy to'siqlar, tajribalar, ilg'or texnologiyalar, muammo, haqiqiy, natijalar, tengsizliklar.

Аннотация. В сфере образования на иностранных языках интеграция зарубежного опыта и инновационных технологий открывает огромные перспективы для улучшения результатов обучения и подготовки учащихся к жизни в глобально взаимосвязанном мире. Однако это начинание не лишено проблем. От культурных барьеров до технологических ограничений — преподаватели сталкиваются с различными препятствиями, пытаются использовать зарубежный опыт и передовые технологии в обучении языку.

Ключевые слова: инновационные технологии, культурные барьеры, опыт, передовые технологии, вызов, аутентичность, результаты, неравенство.



One of the primary challenges in using foreign experiences in language teaching is ensuring contextual relevance. While exposing students to authentic cultural experiences is invaluable for language acquisition, integrating these experiences into the curriculum in a meaningful way can be complex. Cultural nuances, regional dialects, and socio-political contexts vary widely across different language communities, making it challenging to provide universally applicable foreign experiences.

Moreover, navigating cultural sensitivity issues is paramount when incorporating foreign experiences into language instruction. What may be acceptable or commonplace in one culture could be perceived as inappropriate or offensive in another. Educators must tread carefully to avoid inadvertently reinforcing stereotypes or perpetuating cultural misunderstandings. Additionally, access to authentic foreign experiences can be limited by geographical constraints, financial barriers, and logistical challenges. Not all educational institutions have the resources or infrastructure to facilitate immersive cultural exchanges, study abroad programs, or international guest lectures. As a result, students from disadvantaged backgrounds or remote regions may be deprived of valuable opportunities to engage with foreign cultures firsthand.

Incorporating innovative technologies into language instruction is hindered by infrastructure constraints, particularly in under-resourced schools and developing regions. Limited access to high-speed internet, outdated hardware, and inadequate digital literacy among educators pose significant barriers to the effective implementation of technology-enhanced learning initiatives. Moreover, the digital divide exacerbates inequalities in access to educational resources and opportunities. Students from affluent backgrounds or urban areas may have access to state-of-the-art technology tools and digital resources, while their counterparts in rural or low-income communities may lack access to even basic educational technology infrastructure. This disparity widens the gap in learning outcomes and perpetuates socio-economic inequities.

Even when technology is readily available, integrating innovative tools into language teaching practices can be challenging. Educators must undergo training to familiarize themselves with new technologies and develop pedagogical strategies for their effective utilization. However, time constraints, resistance to change, and lack of institutional support may impede efforts to incorporate technology into the curriculum seamlessly.

Overcoming Challenges in Foreign Experience Integration and Technological Innovation

Despite the challenges, overcoming obstacles to the integration of foreign experiences and innovative technologies into foreign language teaching is possible through strategic approaches and collaborative efforts. Educators must prioritize the development of students' intercultural competence through a multifaceted approach. This involves not only exposing students to authentic foreign experiences but also fostering critical thinking, empathy, and cross-cultural communication skills. Incorporating diverse perspectives, real-world scenarios, and multimedia resources into the curriculum can enhance students' understanding of global issues and cultural differences.

Addressing technological inequalities requires concerted efforts at the policy, institutional, and community levels. Governments should invest in infrastructure development, expand broadband access, and provide subsidies for educational technology resources in underserved areas. Educational institutions should prioritize digital literacy training for educators and students, ensuring equitable access to technology-enhanced learning opportunities for all learners.

Empowering educators with the knowledge, skills, and resources necessary to integrate innovative technologies into language teaching is essential. Professional development programs, workshops, and peer learning networks can equip teachers with the pedagogical strategies and technical expertise needed to leverage technology effectively. Moreover, providing ongoing support and mentoring opportunities can bolster educators' confidence and motivation to embrace digital tools in their teaching practice.

The integration of foreign experiences and innovative technologies into foreign language teaching holds immense potential for enriching students' language proficiency, cultural awareness, and global competence. However, this endeavor is fraught with challenges, including cultural barriers, technological limitations, and inequalities in access to resources. By cultivating intercultural competence, bridging the digital divide, and providing professional development and support for educators, stakeholders can overcome these challenges and harness the transformative power of foreign experiences and cutting-edge technologies in language education. Together, we can create inclusive, dynamic learning environments that prepare students to thrive in an interconnected world characterized by linguistic diversity and cultural understanding.



LIST OF USED LITERATURE

1. Баранова М.В. Совершенствование грамматической стороны диалогической речи студентов пятого курса факультета иностранных языков в процессе работы над видеофильмом Автореферат дисс...канд. пед. наук. – С.Петербург, 2001. – 20 с.
2. Барменкова О.И. Эффективные приемы обучения английскому языку. – Пенза, 1997.
3. Городилова Г.Г. Обучение речи и технические средства. – М., 1979.
4. Карпов Г.В. Романин В.А. Технические средства обучения. – М.: Просвещение, 1979. – 271 с.
5. Кириш Т.К. Аудиовизуальные и технические средства в обучении. М.: МГУ, 1975.
6. Коджаспирова Г.М., Петров К.В. Технические средства обучения и методика их использования. - М.: Академия, 2003. – 256 с.