Ethiopian International Journal of Multidisciplinary Research

pISSN:2349-5707 Volume:12,Issue 12,December-2025 eISSN:2349-5715

THE EFFECTIVENESS OF INNOVATIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Annotation: The article discusses approaches to the effective use of innovative technologies in the educational process, their impact on improving the quality of students' knowledge, ways of effective implementation and testing of this aspect through non-traditional forms of education.

Keywords: innovation,concept, ―technology‖,―methodology‖, ―technique‖, problem, discussion, modernization,competitive.

The current trend of world global development, competitive relations between the market and social environment, the constant variability of the information field dictate their own rules for the modernization of society in all areas, and education is no exception. Both the content of education and the methods of teaching foreign languages lend themselves to change.

In this regard, there is a tendency to strengthen the role of a foreign language in the process of training qualified personnel with professional, special, communicative and informational competencies.

However, the formation of professionally significant qualities of a competitive specialist is impossible without the introduction of modern innovative information technologies into the process of his training and further use of the knowledge acquired by him in professional use.

Modern education enhances the role of students' independent work and devotes more than 50% of the total number of hours of discipline to it. In such conditions, the introduction of innovative technology implies the acquisition of professional knowledge, necessary skills and communication skills by students through the integration of personality-oriented and system-activity approaches in teaching.

By the meaning of innovation (the word appeared in the middle of the 16th century from the Latin verb ―Innovare‖), we mean renewal, entry and generation of a number of changes in a certain area [1].

Today, innovation in education is understood as the successful application of the developed technologies and methods, but there is a difference between the concepts of ―technology‖ and ―methodology‖. A number of scientists consider technology as a form of execution of a technique, while others argue that the very concept of ―technology‖ is much broader than ―technique‖. V.I. Zagvyazinsky solves the problem of discussion: ―Both technology and methodology have a systematic nature (they should be based on a system of scientific legal provisions), but an ideal technology has a strictly defined system of prescriptions that are guaranteed to lead to the goal, ie. instrumentality ‖[2, p. 95-96]. The methodology is presented in various ways of fulfilling theoretical provisions, which does not guarantee its goal-setting, that is, an impeccable methodology is not characterized by instrumentality.

On the way of introducing and improving innovative technologies, a number of issues arise that require systemic solutions. These include:

pISSN:2349-5707 Volume:12,Issue 12,December-2025 eISSN:2349-5715

organization of the educational process taking into account the psychophysiological characteristics of the trainees;

rationalization of private methodological principles of teaching related to the introduction of variable content of education, individualization of the assimilation of knowledge, skills and abilities, as well as the implementation of their internalization.

The prospect of resolving these problems is due to the creation and implementation of effective technologies, the main property of which is the degree of adaptability of all components of the pedagogical system.

In modern pedagogy, there are two areas of educational technologies: authoritarian (traditional) and adaptive (humanistic), which involve two approaches to their implementation:

application of educational technology in the context of a student-centered approach;

training focused on self-education of the individual.

Today, innovative education, replacing the traditional one, plays the role of developing and developing education. It is characterized by a form of educational interaction with a high level of activity. Considering the innovative role of technology in education, it should be noted that an important factor in this problem is the formation of educational practice to increase its effectiveness. Consequently, the criteria for intensifying technology are the quality of training and saving time. Therefore, there is a need to modernize teaching methods and techniques, to create relevant forms of enhancing the cognitive and mental activity of students studying foreign languages.

The technologies of adaptive pedagogy ultimately imply the following competencies:

the ability to systematize the obtained data taking into account technological learning (structuring, modularity, integration, etc.);

the formation of students' professional skills and abilities;

development of self-control skills and opportunities for self-organization of the educational process.

Consider the key technologies and learning tools that help improve the level of student competencies:

problem-search activity: creative activity, which includes cognitive processes necessary to accompany creativity: psychological, methodological, organizational;

technology of the situational aspect of teaching: a teaching element, the purpose of which is the independent formation of students of a personal cognitive component. The result should not have a specific forecast, the problematic being carried out assumes a specific technology of activity. This aspect forms creative activity, which is based on the improvement process;

heuristic innovations: creative projects, intellectual debates, communication games [3, p. 104].

The modern educational process today is impossible without including it in the information space, and therefore, due to Internet mobility, an interactive factor is included in the educational process. The use of multimedia teaching aids in the classroom assumes the multifunctionality of the use of software elements and the expansion of the range of information. In this regard, there

pISSN:2349-5707 Volume:12,Issue 12,December-2025 eISSN:2349-5715

is a great activity of using interactive testing programs in the learning process, which provide the student with the opportunity to choose different modes of knowledge control.

Thanks to the development of cybernetics and computing, modern tools serve as the basis for the development of innovative technologies. The fundamental factor in creating an educational program is its concept, goals and objectives, reflecting the current requirements of the State Educational Standard. First of all, this is project work that requires intellectual resources, therefore, the quality and content of the program depends on the competence and professionalism of the team of developers. The result of the design work should reflect the priority requirements of the state

educational standard, the production of fulfillment of conditions for a social order, the specifics of the subject.

An important factor in the effective design of an educational program is the relationship between the number of expected results and quality indicators. Hence, it is necessary to establish such a level of knowledge, practical skills and intercultural communication skills that can be measured in the process of one or two modules.

Current developments allow creating information technologies that significantly change the learning process:

computer software, Internet resources (test systems, electronic textbooks, games and simulators);

multimedia-based programs;

telecommunications (mobile applications, video communication and conferences);

the use of effective tools by the teacher to assess the knowledge of students. Information technologies today have reformatted personal consciousness,

formed a person of a new type, who can integrate into any subject area and, no doubt, the entire system of an educational institution should be implemented in accordance with modern requirements. In the study of subject disciplines, the method of projects has proven itself very well, in the creation of which the student considers not only the content of any studied aspect, but also the depth of scientificity and historicity as factors confirming the relevance and value of the issue in question. When it comes to design types, they do not provide for unambiguous patterns. One of the trends towards strengthening the study of a foreign language is the use of web-elements and their inclusion in the educational process. For example, more and more often in the educational process a new format for enhancing creative potential is used - Web battle. This format implies a collection of collective intellectual ideas. The productivity of the method is expressed in the effectiveness of collective creativity, free self-expression and the achievement of a similar collective result. As a condition for the implementation of a scientific project, the means for the implementation of the idea, presentation forms, project evaluation criteria and deadlines are discussed. The organizational process implies the creative stimulation of ideas in the format of intellectual debates [4, p. 167].

The introduction of innovative educational technologies, in our opinion, should contribute to solving the problems of optimizing the activities of educational institutions:

continuous increase in the volume of studied information;

the minimum number of hours of classroom work for non-linguistic students; increasing the cognitive activity and motivation of students.

pISSN:2349-5707 Volume:12,Issue 12,December-2025 eISSN:2349-5715

In practical and laboratory conditions, there is the advantage of using new forms and methods through an integrated approach to teaching. However, it was found that the organization of the educational process for students must comply with some alternative teaching principles. In addition to the needs for a social order approved by the concept of education: scientific nature, humanization, competencies, we do not exclude the use of educational technologies taking into account andragogical principles: for example, the existing concept of media literacy covers various aspects of interaction with the media. The concept of "media literacy" presupposes the presence of certain knowledge, skills, and skills: simple - the ability to analyze an article, decipher visual information; more complex - the ability to identify ideological interpretation, to understand linguistic and media technologies of influence [5, p. 238].

The need to improve information tools as a tool for teaching a foreign language is characterized by the variability and excitement of using non-standard solutions to the problems posed.

For research, it is not the development of technology that is important, but the introduction of innovation, its transformation into a form of innovation, that is, the completion of innovative activities and obtaining a positive result. Innovations are educational programs, technologies and new ways to promote educational services. To assess the successful implementation of innovative technology, practical testing of the technology is expected. In classroom lessons, the educational program can be used both for presenting lecture material and for organizing practical tasks, business and situational games, intermediate and final testing. This increases the volume of issued and assimilated information and improves the quality of its presentation, since the information is structured and adapted to the perception of students of a specific specialty.

Consequently, a positive result is possible in the degree of mastering the educational material and the transition to the next direction of research.

The basis of the strategic plan for the development of any educational institution is the provision of educational services, one of the priorities of which should be the quality of the knowledge provided: effective and modernizing innovations.

Any process implies a certain period or cycle of action, which in its essence has an initial, approbation and final stage. This also applies to the process of introducing innovative technologies in educational institutions, where the optimal time period is the academic year. If there is a need for a long, step-by-step introduction of these technologies into the educational process, the result and performance assessment will have a similar periodic nature.

To determine the effectiveness of the implementation of information educational technology, we offer the following system of indicators:

assessment of the degree of student satisfaction (Euler's "Latin square" method);

assessment of the degree of satisfaction of teachers (method of anonymous survey);

assessment of the level of knowledge of students (testing and design work); control slice in the experimental groups (the amount of information learned in

the course).

Collapsing the above characteristics, we calculate the assessment of the integral indicator of the quality of education.

pISSN:2349-5707 Volume:12,Issue 12,December-2025 eISSN:2349-5715

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