

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING THE UZBEK LANGUAGE TO JOURNALISM STUDENTS AND THEIR EFFECTIVENESS**Vaisova Malika Mansurbek qizi**second-year master's student at the Alisher Navoi
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Abstract: This article explores the role of innovative pedagogical technologies in teaching the Uzbek language to journalism students. In the context of modern media development, future journalists must possess not only linguistic competence but also the ability to communicate effectively in professional settings. The study analyzes modern teaching approaches such as Content and Language Integrated Learning (CLIL), project-based learning, problem-based learning, and digital technologies. The effectiveness of these approaches is evaluated in terms of improving students' communicative competence, critical thinking, and professional readiness. The findings indicate that innovative pedagogical technologies significantly enhance the quality of language education and better prepare journalism students for real-world communication tasks.

Keywords: innovative pedagogy, Uzbek language, journalism students, communicative competence, CLIL, project-based learning, digital technologies, media education.

Annotatsiya:

Mazkur maqolada jurnalistika yo'nalishi talabalari uchun o'zbek tilini o'qitishda innovatsion pedagogik texnologiyalarning o'rni tahlil qilinadi. Zamonaviy media rivoji sharoitida bo'lajak jurnalistlar nafaqat lingvistik kompetensiyaga, balki professional muhitda samarali muloqot qilish qobiliyatiga ham ega bo'lishi zarur. Tadqiqotda Content and Language Integrated Learning (CLIL), loyiha asosida o'qitish, muammoli o'qitish hamda raqamli texnologiyalar kabi zamonaviy ta'lim yondashuvlari ko'rib chiqiladi. Ushbu yondashuvlarning samaradorligi talabalarning kommunikativ kompetensiyasini, tanqidiy fikrlashini va kasbiy tayyorgarligini rivojlantirish nuqtai nazaridan baholanadi. Natijalar shuni ko'rsatadiki, innovatsion pedagogik texnologiyalar til ta'limi sifatini sezilarli darajada oshiradi hamda jurnalistika talabalari uchun real hayotdagi kommunikativ vazifalarga tayyorgarlikni kuchaytiradi.

Kalit so'zlar: Innovatsion pedagogika, o'zbek tili, jurnalistika talabalari, kommunikativ kompetensiya, CLIL, loyiha asosida o'qitish, raqamli texnologiyalar, media ta'lim

Аннотация:

В данной статье рассматривается роль инновационных педагогических технологий в преподавании узбекского языка студентам-журналистам. В условиях развития современных медиа будущие журналисты должны обладать не только лингвистической компетенцией, но и способностью эффективно общаться в профессиональной среде. В исследовании анализируются современные подходы к обучению, такие как интегрированное обучение содержанию и языку (CLIL), проектное обучение, проблемно-ориентированное обучение, а также цифровые технологии. Эффективность данных подходов оценивается с точки зрения развития коммуникативной компетенции, критического мышления и профессиональной готовности студентов. Результаты показывают, что инновационные педагогические технологии существенно повышают качество языкового образования и способствуют более эффективной подготовке студентов-журналистов к реальным коммуникативным задачам.

Ключевые слова: Инновационная педагогика, узбекский язык, студенты-журналисты, коммуникативная компетенция, CLIL, проектное обучение, цифровые технологии, медиаобразование

Introduction.

In the context of rapid digitalization and the expansion of the global information space, the role of journalism as a key instrument of public communication has significantly increased. This transformation places new and complex demands on the professional training of future journalists, particularly in terms of their language competence. The Uzbek language, being the state language and the primary medium of mass communication in Uzbekistan, serves not only as a tool for information delivery but also as a means of shaping public opinion, cultural identity, and social interaction. Therefore, the effective teaching of the Uzbek language to journalism students is of strategic importance in higher education.

Traditional methods of language instruction, which mainly focus on theoretical knowledge and grammatical accuracy, are no longer sufficient to meet the practical and professional needs of journalism students. Future journalists must be able to write clear and engaging articles, conduct interviews, participate in press conferences, and adapt their language to various media formats, including print, broadcast, and digital platforms. These requirements highlight the necessity of adopting innovative pedagogical technologies that can bridge the gap between theoretical knowledge and practical application.

Innovative pedagogical technologies refer to modern teaching approaches and tools that enhance the quality and effectiveness of the educational process. These include interactive methods, digital learning platforms, multimedia resources, and learner-centered strategies such as project-based learning, problem-based learning, and Content and Language Integrated Learning (CLIL). The integration of such technologies into the teaching of the Uzbek language enables students to actively engage in the learning process, develop critical thinking skills, and apply their knowledge in real-life professional situations.

Moreover, the effectiveness of these technologies lies in their ability to create a dynamic and flexible learning environment that reflects the realities of modern journalism. Through the use of simulations, role-playing activities, and digital tools, students can experience authentic communication scenarios and develop essential professional competencies. This approach not only improves language proficiency but also enhances students' readiness for the challenges of the media industry.

The purpose of this study is to examine the role and effectiveness of innovative pedagogical technologies in teaching the Uzbek language to journalism students. The research aims to identify the most effective methods, analyze their impact on students' communicative competence, and propose practical recommendations for their implementation in higher education institutions. By addressing these issues, the article seeks to contribute to the modernization of language education and the preparation of highly qualified and competitive journalism professionals.

Main part.

The application of innovative pedagogical technologies in teaching the Uzbek language to journalism students is grounded in the need to align educational practices with the real demands of modern media and communication environments. Journalism, as a profession, requires not only a high level of linguistic accuracy but also the ability to convey information clearly, persuasively, and creatively across various platforms. Therefore, the teaching process must be structured in a way that integrates language learning with professional practice, ensuring that students develop both communicative competence and journalistic skills simultaneously.

One of the central approaches in this context is Content and Language Integrated Learning (CLIL), which enables students to acquire language skills through subject-specific content. For journalism students, this involves studying media texts, analyzing news reports, and engaging with authentic journalistic materials in the Uzbek language. This approach enhances students' vocabulary, comprehension, and analytical abilities while familiarizing them with the stylistic and structural features of journalistic discourse. As a result, learners are better prepared to produce professional-quality content in their future careers.



Project-Based Learning (PBL) is another highly effective method that fosters active engagement and practical skill development. In this approach, students work on real or simulated media projects such as writing articles, creating news reports, producing interviews, or developing multimedia content. These tasks require students to use the Uzbek language in authentic contexts, thereby reinforcing their communicative competence. Additionally, project-based activities promote teamwork, creativity, and independent learning, which are essential qualities for successful journalists.

Problem-Based Learning also plays a significant role in enhancing students' critical thinking and decision-making skills. By presenting learners with real-life journalistic challenges—such as ethical dilemmas, misinformation issues, or editorial decision-making—this method encourages them to analyze situations, discuss possible solutions, and articulate their viewpoints using appropriate language. This not only improves their linguistic abilities but also prepares them for the complex realities of professional journalism.

The integration of digital technologies is a key component of innovative pedagogy in modern education. Journalism students benefit greatly from the use of multimedia tools, online platforms, and social media applications, which reflect the actual working environment of contemporary journalists. Digital tools such as blogs, podcasts, video editing software, and virtual classrooms provide opportunities for interactive and flexible learning. They also enable students to create and share content, receive feedback, and engage in collaborative learning processes. The use of such technologies increases student motivation and enhances the overall effectiveness of language instruction.

Interactive teaching methods, including role-playing, simulations, and group discussions, further contribute to the development of communicative competence. For example, role-playing activities can simulate press conferences, interviews, or newsroom meetings, allowing students to practice professional communication in realistic scenarios. Simulations create an immersive learning environment where students can experiment with different communication strategies and receive immediate feedback. These methods help bridge the gap between theoretical knowledge and practical application.

Another important aspect of the methodology is the use of authentic materials. Journalism students must be exposed to real-life texts such as news articles, editorials, interviews, and media reports in the Uzbek language. Working with such materials allows students to understand the conventions of journalistic writing, including tone, style, and structure. It also helps them develop the ability to critically evaluate information and distinguish between reliable and unreliable sources, which is a crucial skill in the age of information overload.

The effectiveness of innovative pedagogical technologies is evident in several key outcomes. Firstly, students demonstrate improved language proficiency, particularly in terms of speaking and writing skills. Secondly, their motivation and engagement in the learning process increase significantly due to the interactive and practical nature of the activities. Thirdly, students develop essential professional competencies, including critical thinking, creativity, collaboration, and digital literacy. These outcomes collectively contribute to the preparation of competent and competitive journalism professionals.

However, the successful implementation of these technologies requires certain conditions. Teachers must possess a high level of methodological competence and be open to adopting new teaching strategies. Educational institutions should provide adequate technological resources and support for digital learning. Moreover, students should be encouraged to take an active role in their learning process and develop autonomy.

In summary, the use of innovative pedagogical technologies in teaching the Uzbek language to journalism students significantly enhances the effectiveness of the educational process. By integrating language learning with professional practice, employing interactive methods, and



utilizing digital tools, educators can create a dynamic and relevant learning environment that meets the demands of modern journalism.

Conclusion.

The study demonstrates that the integration of innovative pedagogical technologies into the teaching of the Uzbek language for journalism students significantly increases the effectiveness of the educational process and better aligns it with the demands of the modern media environment. Traditional approaches, which mainly emphasize theoretical knowledge and grammatical accuracy, are no longer sufficient for preparing future journalists who must operate in dynamic, information-rich, and technology-driven contexts.

The research confirms that the use of approaches such as Content and Language Integrated Learning (CLIL), project-based learning, problem-based learning, and digital technologies contributes to the comprehensive development of students' professional communicative competence. These methods enable students to actively engage in learning, apply linguistic knowledge in real-life situations, and develop essential skills such as critical thinking, creativity, collaboration, and media literacy.

Furthermore, the effectiveness of innovative pedagogical technologies is reflected in improved language proficiency, higher student motivation, and increased readiness for professional activity. The use of authentic materials and interactive teaching methods creates a realistic learning environment that closely simulates the conditions of journalistic practice, thereby enhancing students' ability to perform professional tasks in the Uzbek language.

At the same time, the successful implementation of these technologies requires a systematic approach, including the continuous professional development of teachers, the provision of modern technological resources, and the creation of supportive educational conditions. Without these factors, the full potential of innovative methodologies cannot be realized.

In conclusion, the application of innovative pedagogical technologies is a necessary and effective strategy for improving the quality of Uzbek language teaching in journalism education. It ensures the preparation of competent, adaptable, and competitive specialists who are capable of effective communication and professional performance in the rapidly evolving media landscape. Future research should focus on the development of specialized teaching materials, the expansion of digital learning opportunities, and the further refinement of methodological approaches to maximize educational outcomes.

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