

THE IMPORTANCE OF MODERN TECHNOLOGIES IN LEARNING A FOREIGN LANGUAGE

Qosimova Aziza

Student of Pedagogical Institution of Termez State University

Contact number: +998 88 844 20 04, Email: azizaqosimova004@gmail.com

ABSTRACT

The article highlights the importance of modern teaching technologies in the learning process, in particular the use of interactive teaching methods in teaching foreign languages and the use of innovative educational technologies.

Keywords: foreign language, modern technologies, the usage of computer technologies, teaching techniques.

INTRODUCTION

The needs of our state for highly qualified specialists capable of establishing business contacts and business cooperation with foreign partners, professionals who speak a foreign language at a professional level, are reflected in the working curricula of universities in the country. Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages.

It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time, therefore the approach to the choice of teaching methods should be based on the creativity of the teacher" [1]. The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. What do scientists invest in the concept of "method"? The teaching methods are "ordered ways of the activity of the teacher and students, aimed at the effective development of the obligations of the educational tasks". The teaching method is "an instrument of a teacher's activity for the fulfillment of a leading function - learning" The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Teaching techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a specific method." Unfortunately, foreign language teachers often use time-tested standard teaching methods in teaching practice. Sometimes the process of language teaching, sadly, continues to be a "somewhat modernized version" of the grammar-translation method. The requirements for a lesson in a foreign language change over time, and new teaching methods are being developed. At the present stage of development of science in Uzbekistan, one can definitely say that the times when the

ability to translate from a foreign language and, conversely, adapted, inauthentic texts had already been sufficient proof of the development of a language. Today, the educational process in Uzbekistan's higher education institutions is being reformed in accordance with European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education institution. education and training in master's programs abroad. In the context of higher education reform, the educational technologies of teaching foreign languages should also change. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages[2]. All this puts new requirements for teaching and foreign language teachers in universities. The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that the culturological or intercultural approach to learning in the framework of the concept of "dialogue of cultures" continues to develop in the future, with the aim of forming students' polymer literacy. So, in my opinion, in a НамДУ илмий ахборотномаси - Научный вестник НамГУ 2019 йил 5-сон 335 modern university there should not be a place for such processes as memorization, mindless memorization of texts in a foreign language that have no practical value for future students' life activity. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages now will continue to remain one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing high-quality students with a complex of language knowledge and skills, this requires, first of all, the educational institution to systematically create conditions for the professional development of their teaching staff, to provide the institution with an adequate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies[3]. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods. Communicative method. Learning objective: mastering communicative competence. Learning content: texts should show conflicts that encourage the student to express their own opinions. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of

language production over language correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: exercises of the communicative direction. Students learn “communication in the process of communication itself. Therefore, all the exercises and tasks must be communicatively justified by a lack of information, choice and reaction”. Advantages of the method: students improve their speaking skills, overcome the fear of mistakes. Disadvantages of the method: not enough attention is paid to the quality of the language, communicative competence quickly reaches its limits. Constructivist method. Learning objective: the method is based on the actual active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Educational content: proximity to reality of students, students are encouraged to independently construct their knowledge (for example, in the framework of project activities). Language plane: as wide as possible. Exercises: language production is at the heart of learning. Advantages of the method: preparing students for real life, real life situations. Disadvantages of the method: at the present stage has not yet appeared quite clearly. An example of a constructivist method is project training. The method distinguishes traditional and alternative teaching methods. Under the concept of alternative methods is НамДУ илмий ахборотномаси - Научный вестник НамГУ 2019 йил 5-сон 336 grouped a number of different approaches, techniques, methods of language transmission. There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, the group method. Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion)[4]. Script Method (story line method). This method is based on a combination of planned learning meanings — for example, shopping-goods-sales — with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students make their contribution to the creation of history. This method does without textbooks. It is about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and roleplaying. The teacher sets the framework for action and presents individual episodes. Pupils put their questions and find answers to them themselves. The following basic phases of the project are traditionally distinguished: 1. Initiating - invention of the idea for the project 2. Start of the project 3. Project management 4. Presentation of project results 5. Evaluation (reflection) of the project The method of learning stations. Training equipment in which students perform work on educational material, which is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When learning by station, students have a choice of timing, task sequence, and social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-assessment, analyze their own educational success, plan and conduct work stages. Work on the stations allows differentiation according to the abilities, interests of students, and the degree of difficulty of the task.

Nowadays a lot of Universities are using modular technology of teaching. Importance of this teaching in all parts of lesson is great. Students can have an opportunity to work independently.

Also the main aim is not only teaching but also to give students a chance to develop listening, speaking, reading, writing, analytic thinking skills. Training module consists of three structural parts which are often repeated as a learning cycle: introduction, speaking (dialogue) and the final part. Introduction part (introduction into the module of a subject). Speaking part (usually a dialog to form cognitive skills of students.) The final (reference work, test, dictation, etc.). More precisely, in the introductory part the teacher introduces students the general structure of modular training, its purpose and responsibilities. After that, the teacher briefly (for 10-15 minutes), explains the study material of the module using drawings, tables, and data samples. In the part of speaking using 4 levels of Technology Study of the Doctor of Pedagogical Sciences, Professor Zh.A. Karaev (reproductive rate, heuristic level, the creative level) focus on learning level of knowledge of students. In the final part a control test may be given. The main performance of modular technology is: - To increase the activity of the student in school; - To develop the student's interest in the subject; - The student is committed to uninterrupted self-knowledge; - The student masters the language categories vocabulary and grammatical structures; - Allows far as possible to expand an oral and written language; - Student forms the necessary skills gradually attaining goals. So, module is one of the largest systems, here the student is educated not only by sections, but systematically in the form of exact order. They are trained to work, to awaken an interest in science to develop the skills of independent work. The training process is conducted in different ways: explanation, speaking, reading, lectures, practical lessons (practical laboratory, graphics, vocabulary and grammatical exercises), clarity (charts, tables, illustrations and demonstration), etc. The learning objectives of foreign languages vary with the demands and needs of society. Now a foreign language teaching has four objectives: communicative, knowledge, education and the goal of improvement. The main of them is the communicative purpose; other objectives are achieved through the implementation of communicative purpose. Forms of study: a) the total or structural: group or individual group, pair, team, and b) the exact or special: tutoring, conferences, debates, group discussion. Every day the numbers of people desire to study a foreign language. This determines a huge role of a foreign language in the education system of our country.

The usage of computer technologies in teaching foreign language In recent years the problem of application of new information technologies at high school is even more often brought up. It is not only new technical means, but also new forms and methods of teaching, new approach to training process. The main objective of training foreign languages is formation and development of communicative culture of school students, training in practical acquisition of a foreign language. The task of a teacher consists in creating conditions of practical language acquisition for each pupil, choosing such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as training in cooperation, design technique, usage of new information technologies, the Internet - resources help to realize personal focused approach in training, provide an individualization and differentiation of training taking into account abilities of children, their level of proficiency, tendencies, etc. Use of computer at foreign language lessons helps in solution of different didactic problems such as: • improving pronunciation; • formulating and developing skills and abilities of reading; • improving abilities of writing; • enriching the lexicon of learners; •

training grammar; • forming steady motivation of studying foreign language Possibilities of usage the Internet resources are huge. The Internet creates conditions for receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc. At work an object is set - to bring a technique of teaching a foreign language at school into accord with development of modern information technologies. It is possible to solve a number of didactic problems by means of the Internet at foreign language lessons: to form skills and abilities of reading, using materials of a global network; to improve abilities of written language of school students; to fill up lexicon of pupils; to form at school student's steady motivation of studying a foreign language. Besides, the course paper is directed on studying of opportunities of Internet technologies for expansion of an outlook of school students, to adjust and support business connections and contacts with the contemporaries in the foreign language -speaking countries. Pupils can take part in testing, in quizzes, competitions, Academic Olympic Games held on the Internet to correspond with contemporaries from other countries, to participate in chats, videoconferences, etc. Communicating in the true language environment is real on the Internet; pupils appear in the real life situations. Involved in the solution of a wide range of significant, realistic, interesting and achievable tasks, school students are trained spontaneously and adequately to react to them that stimulates creation of original statements, but not sample manipulation with language formulas. Paramount significance is used to understand and transfer the contents and expression of sense that motivate studying of structure and the dictionary of a foreign language which achieve this purpose. Thus, the attention of pupils concentrates on use of forms, and training in grammar is carried out indirectly, in direct communication, excepting studying of grammatical rules. The computer is loyal to a variety of student's answers: it doesn't accompany work of pupils as laudatory comments which develops their independence but creates favorable social psychological atmosphere at a lesson, giving them self-confidence that is an important factor for development of their identity. The development of education is organically connected with increase of level of its information potential today. This characteristic feature in many respects defines both the direction of evolution of the education, and the future of all society. The most successful orientation in world information space requires mastering pupil's information culture, and also computer and screen culture as the priority in information search on the Internet. As information system, the Internet offers users variety of information and resources. The basic set of services can include: - e-mail (e-mail); - teleconferences; - videoconferences; - possibility of publication of an own information, creation of an own homepage (homepage) and its placement on the Web server; - access to information resources: - help catalogs - search engines - conversation in a network These resources can be actively used at a lesson. Mastering communicative and cross-cultural competence is impossible without communication practice, and usage of resources of the Internet at a lesson of a foreign language in this sense is simply irreplaceable: virtual environment of the Internet allows being beyond temporary and spatial, giving an opportunity of authentic communication with real interlocutors on subjects, actual for both parties to users. However, it is impossible to forget that the Internet is only a supportive technical tool of training, and for achievement of optimum results it is necessary to integrate

its use into process of a lesson competently. In addition to work using skills of reading and speaking, it is possible to fill up a lexicon. For this purpose, it is necessary to suggest pupils to make entries, being guided by the read information.

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