

INNOVATIVE TECHNOLOGIES OF METHODOLOGY OF FOREIGN LANGUAGE TEACHING TO STUDENTS OF PHILOLOGICAL DIRECTION IN DISTANCE EDUCATION

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ANNOTATION

The use of digital media in society today is diverse. They bring new opportunities and open up new avenues. In the field of education, students have a variety of sources of knowledge, different opportunities for social media, and many digital tools to support learning. It is also an innovative technology that can play a key role in bringing together the goals of many people who are committed to learning a foreign language. The article describes the innovative technologies of methods of teaching foreign languages to students of philology in distance learning. Examples show that the most effective way to learn a second foreign language is to provide students with multimedia tools for in-class and out-of-class independent work, project work, and tasks that help them develop all types of speaking activities.

Keywords: pedagogy, second foreign language, flexibility, distance learning. Teaching technologies, technical means, pandemic, educational processes.

INTRODUCTION

In recent years, the use of new information technologies has become increasingly important. Especially at a time when the whole world is struggling with coronavirus infection, we are witnessing a significant increase in the role and importance of distance learning. This requires not only modern technical means, but also new forms of teaching, as well as a new approach to the learning process.

The use of multimedia tools helps students to implement a new approach to learning, provides individualization and differentiation, taking into account the characteristics of the student, the level of learning, abilities.

The role of the computer in modern communicative technologies of teaching a second foreign language is enormous. In our time, computer technology is a very important and independent tool. Many children and even adults use it only to play computer games. But fortunately, many people have found a way to use it properly. Having such an assistant on hand makes our work easier and saves our time, as we can print theses, reports and everything we need without leaving home. In addition, the computer helps in learning a foreign language. When it comes to learning a second foreign language, computers are especially helpful for students. Computer-assisted video lessons, electronic materials, and, of course, teachers will be able to use this opportunity to organize lessons in a meaningful and understandable way.

After all, there are many CDs, e-textbooks, multimedia tools that lead to good results in learning a second foreign language. For example, the computer provides flexibility in managing the learning process, improving the quality of control over student activities. The role of the

teacher is very important here. She selects computer programs, didactic materials and individual assignments for the lesson, assists students in the work process, resulting in a sufficiently interesting atmosphere in the classroom.

MAIN PART

As I mentioned, digitalization with the coronavirus crisis is playing a completely new role in many areas of society today. There is great potential for the transfer and learning of digital knowledge, as well as critical thinking on such topics, and the development and use of new teaching methods. The use of digital media, in particular, allows teachers to work on themselves, radically change the content of the lesson, and use new forms of teaching. In this regard, the introduction of personal computers, multimedia technologies and the global information and computer network, the Internet has a positive impact on the education system. This, in turn, leads to significant positive changes in the content and method of teaching a second foreign language. The modern teacher faces the problem of finding a new pedagogical tool.

“Today, given the great and serious interest of young people in information technology, a teacher can use the computer and the Internet as a powerful tool to develop their intellectual and creative abilities, motivation in learning a second foreign language.

Learning a second foreign language using computer programs is of great interest to students. It can be used effectively in the development of all types of speech activities. For example:

- ❖ The use of e-mail or chat allows students to communicate brightly in real time, that is, to facilitate a real conversation in writing between partners;
- ❖ The student's interaction with the computer as an interactive dialogue, that is, as a human-machine conversation;
- ❖ can be used to hear, see and understand audio and video recordings;
- ❖ Eliminates difficulties in reading and understanding texts, questions or tests.

According to RK Potapova, “Working in computer networks creates the need for students to be members of society, improves children's literacy and speech development. It is convenient to use Internet resources and computer presentations in the second foreign language lessons. Now everyone understands that the internet has huge information capabilities and equally impressive services. In particular, it provides unique opportunities for learners of second foreign languages to use original texts and to communicate with listeners and native speakers. It is important to determine for what purposes we will use its capabilities and resources. For example: Web content should be included in the course content for independent research by students as part of a project. Using the information resources of the Internet, adding them to the learning process, effectively solve a number of didactic tasks in the classroom, namely:

- Formation of reading skills with the direct use of network materials of different levels of complexity;
- Improving the skills of listeners on the basis of audio texts of the internet;
- Improving the skills of monologue and dialogic speech on the basis of problematic discussion of network materials presented by a teacher or someone;

➤ Solves tasks such as active and passive, filling the vocabulary with a dictionary of a modern foreign language.

It is true that students who are learning a language as a 2nd foreign language tend to spend more time in the first foreign language, so it is advisable to teach them naturally without putting too much pressure on them. It takes a lot of effort on the part of the teacher to explain the lessons clearly and without haste, taking into account the capabilities of the students and distance learning. If students who are learning a second language are taught in a way that incorporates the traditions and customs of the country where the language is taught, as well as the content of the lesson and provide live communication, students will not only become more interested in the lesson. serves as an incentive to increase their aspirations.

- Distance education poses a number of challenges not only in the teaching of a second foreign language, but also in other disciplines.
- Given the low speed of the Internet, it is necessary to send and explain the video of the lessons in the telegram by telegram, but this is also a passive situation and does not mean that it will have a positive effect;
- The distance learning should be a gradual transition, studying the experiences of students in the field of philological education;
- In order to consolidate the lessons learned, each student should be given homework in different forms.
- The placement of written forms of independent work on the platform, the presentation and oral forms should be accepted in the lessons;
- Face-to-face, teacher-supervised, blackboard explanations and live communication, offline lessons, and the effective use of digital tools in such a lesson process provide more and faster results in learning a foreign language.

The following practical suggestions can be made by studying the interest of students in the continuous use of ICT in the educational process:

- Tasks that require the use of digital media not only in the classroom but also at home, to make presentations using more Internet materials, to perform tasks related to movies, videos and audio recordings on the Internet;
- Providing a lot of new information directly from the Internet during the teaching process, as opposed to the outdated textbook information;
- Encourage student-created video projects, presentations, and post the best quality on YouTube and e-libraries;
- Frequent online communication with native speakers, as well as with students studying abroad;
- Preparation of successful students for the Republican and International Science Olympiads and the organization of meetings with those who have shown positive results;
- Given the possibility of students not being able to zoom due to low internet speeds, it is a good idea to videotape their lessons in a series, upload them to YouTube, e-libraries, and provide links to students.

CONCLUSION

Teaching and learning second foreign languages online also allow you to be flexible: sacrifice your interests and hobbies to spend an hour or two on the outskirts of the city and get to class on time you no longer have to worry about coming and leaving work or school. A distance foreign language lesson is a great opportunity for the teacher to teach at a time that is convenient for you and not to adapt to other people in the group. In conclusion, the technology of teaching a second foreign language in distance education has its own disadvantages and advantages. It certainly depends on the skill and flexibility of the educator. One advantage of distance learning a second foreign language is that the student can study at a less convenient time and even without leaving work. Due to these advantages, this style is gaining popularity in the world day by day. Many large business professionals use this method to improve their skills or learn a language, saving millions of dollars a year by using it. Another advantage of distance second language teaching is that the duration of the course is determined by the listeners and students themselves, that is, they start reading at any time, reducing the materials under the supervision of the teacher. It is determined by the performance of mastering tasks, tests. The faster the listeners and students master the given task, the faster they will achieve the result. Distance learning also has organizational economic benefits. Audiences and dormitories are not required for distance learning. In distance learning, financial costs are mainly spent on the preparation of teaching materials for special audiences. The bulk of these costs will be incurred during the organization phase of this process. Then the financial costs are reduced. Therefore, as the number of listeners increases, the cost of reading also decreases. In distance learning, the main focus should be on the preparation of teaching materials. Because the quality of teaching materials is one of the most important factors in the quality of distance learning. The clearer and more detailed the teaching material, the more useful it will be to the student. That is, the material must be methodologically sound.

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