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## **MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES**

**Annotation.** The problem of intensification of teaching foreign languages has been considered, modern methods and training technologies have been characterized, guidelines on the use of various methods and techniques have been offered depending on the purpose, content and stage of learning a foreign language in high school.

**Keywords:** foreign language teaching, intensification, modern teaching methods, technologies, purpose, content and stage of foreign language teaching, methodological recommendations.

**Annotatsiya.** Chet tillarini o'qitishni intensivlashtirish muammosi ko'rib chiqilib, o'qitishning zamonaviy uslub va texnologiyalari tavsiflanadi, chet tilini o'qitishning maqsadi, mazmuni va bosqichidan kelib chiqqan holda turli metod va texnologiyalardan foydalanish bo'yicha uslubiy tavsiyalar taklif etiladi.

**Kalit so'zlar:** chet tillarini o'qitish, intensivlashtirish, o'qitishning zamonaviy uslubi, texnologiyalari, chet tilini o'qitishning maqsadi, mazmuni va bosqichi, uslubiy tavsiyalar.

**Аннотация.** Рассматривается проблема интенсификации обучения иностранным языкам, характеризуются современные методы и технологии обучения, предлагаются методические рекомендации по использованию различных методов и технологий в зависимости от цели, содержания и этапа обучения иностранному языку в вузе.

**Ключевые слова:** обучение иностранному языку, интенсификация, современные методы обучения, технологии, цель, содержание и этапы обучения иностранному языку, методические рекомендации.

It's no secret to anyone that we live in a time of information. In our days everyone has access to the Internet, everyone has a huge variety of gadgets, starting almost from preschool age. We try to go to keep pace with modern society, which is developing quite rapidly. A few years ago, many could not imagine all that we have now. We can say with confidence that all this makes its own adjustments to educational process, namely the teaching of foreign languages.[1.p.52]

In recent years, many have been thinking about the need use of new modern technologies for teaching foreign languages in schools. These are not only new technical means, but also the latest teaching methods, new views and approaches to the learning process of foreign languages. Let's clarify what these concepts, like "Technology of learning", "Pedagogical technology" means.

"Technology of learning" is a way of implementing the content of learning, provided by the curriculum, which includes a system of forms, methods and means of teaching, thanks to which is the most effective way to achieve goals. Pedagogical technology is a scientifically based choice of character influences in the process of interaction organized by the teacher with children, produced in order to maximize the development of the individual as a subject of surrounding reality.

Based on the above definitions, we can say that "Modern learning technologies" are ways to implement curricula that provide a variety of forms, methods, teaching aids, thanks to which the most effective previously set goals are achieved, which correspond intensively to developing modern society. [2.p.74]

Today, the task of the teacher is to create conditions for practical language acquisition for each student, choose such methods and forms of teaching that would allow each student to show your activity, your creativity, your individuality.

We all know that the main goal of learning a foreign language in school is the formation of communicative competence. The communicative approach involves learning to communicate and formation of the ability for intercultural interaction.

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process in all over the world, was the creation of a worldwide computer network, which received Internet name.

We would like to dwell on such modern technology learning, as learning foreign languages through the Internet - resources.

So what is an online resource? Internet resource is a set of integrated means of technical and software and hardware nature, as well as information intended for publications on the World Wide Web. The Internet resource may contain information in text, graphic and multimedia form.

Learning English with the help of computer programs arouses great interest among students.

Using the information resources of the Internet, it is possible, by integrating them in the educational process to more effectively solve a number of didactic tasks in the lesson, namely:

- make classes more visual;
- increase the intensity of the educational process;
- provide instant feedback;
- to form sustainable motivation;
- activate mental abilities;
- involve passive students in the work;
- to form skills that provide information competence;
- teach students to work independently with materials;
- to implement a personality-oriented and differentiated approaches to learning.

Speaking about the use of the Internet in teaching English, it must be remembered that as the leading component of the content learning are various types of speech activity - listening, speaking, reading, writing. Internet according to its didactic possibilities allows you to practice in four types of speech activity. [3.p.63]

There are several types of forms of work with Internet resources, and exactly:

- Preparation for the lesson;
- Passage of a new topic;

- Consolidation of the stated material;
- Control and verification system
- Independent work of students with Internet resources;
- Participation in international projects;
- Correspondence by e-mail;
- Communication of the teacher with colleagues, exchange of experience;

Based on the above, it can be concluded that the use of Internet resources in foreign language lessons plays a huge role in teaching and is one of the modern and popular learning technologies. I want to note that using the Internet on lesson, students show even more interest in the process. They want and are ready to work with the information provided to us by various Internet resources.

There are many websites for practicing grammar, reading, writing, listening skills. Students working with data sites, learn to select the information they need according to the questions.

I want to give some examples of sites for learning a foreign language languages in which you can find the necessary information for both the teacher and for independent work of students. All of them are free, oriented for different users and built in different formats:

**Duo lingo** - is one of the most popular learning services for foreign languages from scratch.

**Learn English** - here are collected materials for learning English in different formats: lessons, games, chats, etc. **Situational English** - offers to learn English through situations.

**Real-english.com** - is a site with lessons, articles and videos.

**Eslpod.com** - there is an opportunity to deal with printouts of podcasts and Dictionaries. **Learn American English online** - all material is divided into levels

**Edu-station is a Russian-language** site where you can not only watch video lectures, work with notes and books, but also with interactive dictionary.

**Ororo.tv** - is a service for learning English while watching movies and popular series.

**Film-english** - is a site for language learning through short films. **My spelling** - is a

useful site for those who want to improve their spelling in English. **ManyThings** - the site is aimed at those who are preparing for tests or English exams. **Babeleo** - here you can read books in the original with a professional translation before my eyes.

**List-English** - selection and classification of study materials English: online dictionaries, schools, forums, translators, tutors, tests, school textbooks, video courses.

The construction of the educational process in the classroom and in extracurricular activities entails the active use of modern educational technologies, taking into account modern requirements for the quality of education, for the level of formation of educational activities.

At the heart of my concept of using modern educational technologies in English lessons and after school hours, I use the principles and methods of competence-based education, student-centered and developmental learning technologies, actively use strategies and techniques for teaching semantic reading and working with text. Taking into account the fact that in the classes there are often students with different levels of language training in each of my lessons, I use several modern educational technologies element by element:

- information and communication,
- project method,
- research activities of students
- multilevel education,
- differentiated learning,
- collaborative learning technology or group work,
- health-saving technologies.

Due to the fact that in each class there are immediately differences in the level of learning among students, we consider the technology of intra-class differentiation with the addition of elements of multi-level education to be the most appropriate and relevant in the organization of the educational process. Taking into account the typological characteristics of each student, we divide the class into conditional groups

"A", "B", "C". We use methods of collective work, in dynamic pairs or groups. Tasks of group "C" are fixed as a basic standard - minimal or reproductive. Here we highlight the multiplicity of repetition, we teach to highlight lexical supports. Tasks "B" are built at the analytical-synthetic level and provide the mental activity that is necessary to solve tasks for application. Tasks of group "A" suggest a creative or productive level. Students consciously, creatively apply their knowledge, composing mini-dialogues, monologues on the topic. The elements of organizing a group form of work allow me to activate the cognitive activity of students in the classroom, to include each student in the learning process. Within the groups, everyone can express their opinion, actively participate in solving curricula, in accordance with the level of language training, studied lexical units. For each lesson we create didactic material of varying complexity. All this gives a tangible educational result.

We consider information and communication technologies to be one of the leading technologies in the organization of the educational process in the classroom and after school hours. The use of ICT at various stages of the lesson allows me to optimize the educational process and use time efficiently. When explaining new material, for clarity, we use computer presentations in Microsoft Power Point (including those created by the students themselves, after preliminary verification by the teacher), videos from the site [www.Youtube.com](http://www.Youtube.com), educational films, video clips, excerpts from animated and feature films, electronic applications for teaching materials. At the stage of vocabulary consolidation, as well as during generalization and repetition - interactive tasks, with control - interactive tests, with project protection - computer presentations. The use of information and communication technologies and multimedia tools allows us to intensify the cognitive activity of students, increase motivation to study my subject, create additional conditions for the formation and development of communication skills and language skills of students. The use of this technology helps to make the transition from reproductive forms to independent, creative types of work.

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