



Methodology of Modern Technologies of Teaching Foreign Languages

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ABSTRACT

The article deals with interactive methods of teaching English. The purpose of introducing innovative methods of teaching a foreign language into the educational process is not just the accumulation of knowledge and skills, but the constant enrichment of creative experience, the formation of a mechanism for self-organization and self-realization of each student, increasing his/her learning motivation.

Keywords:

A foreign language, communication, methods, technology, students, learning process, competence, skills.

“A teacher prepares for a good lesson all his/her life... And in order to give students a spark of knowledge, a teacher needs to absorb a whole sea of light”.

V. A. Sukhomlinsky

Introduction

In modern society, the role of foreign languages is increasing. Knowledge of a foreign language makes it possible to join the world culture, use the potential of the vast resources of the internet in their activities, as well as work with information and communication technologies and multimedia teaching aids. In this regard, there is a need to develop a methodology for using computer information technologies in teaching a foreign language. New information pedagogical technologies are becoming part of the educational process. Computer technology and a foreign language lesson is an actual direction in methodology that requires new approaches and non-standard solutions [10].

In our country, significant work is being carried out to form an information society, the introduction of the most advanced information and communication technologies in all areas. In particular, the possibilities of interactive services in this process are highly valued. The interactive method is aimed at developing personal qualities, activating learning by increasing activity between students and teachers in the learning process.

At this stage, the main goal of teaching a foreign language is the formation of communicative competence, the ability and readiness to carry out foreign language interpersonal and intercultural communication in a real language environment.

Modern pedagogical technologies involve changing the educational situation in

such a way that the teacher from “unquestioned authority” becomes an attentive and interested interlocutor and accomplice in the learning process [2].

Materials and methods

Modern interactive pedagogical technologies include: dialogue communication, critical thinking, the ability to solve problems, make decisions, complex interaction acquired, and the formation of the student's personal qualities.

Various pedagogical technologies help to diversify educational activities, and also contribute to increasing motivation for learning. Within the framework of the new educational paradigm, motivation for learning occupies an important place. The purpose of motivation is the formation of students' sustainable interest in the subject, the development of communicative and creative abilities.

The communicative method, as one of the modern methods of teaching English, helps the teacher to be not only a carrier of information, but an observer and consultant. The formation and development of communicative competence in English lessons is one of the main tasks [5].

Modern pedagogical technologies are not only the use of technical teaching aids or computers, it is the identification of principles and the development of methods for optimizing the educational process that increase educational efficiency.

Modern forms of education are characterized by a high communicative ability and active involvement of students in learning activities, activate the potential of knowledge and skills of speaking and listening skills, and effectively develop the skills of students' communicative competence. This contributes to adaptation to modern social conditions. Society needs people who quickly orient themselves in the modern world, independent and proactive, achieving success in their activities. At the heart of any innovative activity is creativity. Creative activity involves the development of the emotional and intellectual

spheres of the individual. This is one of the main tasks of the modern educational process [3].

Results

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think.

Interactive technologies include:

- Dialogue communication;
- Acquisition of self-acquired experienced knowledge and skills;
- Development of critical thinking;
- Development of problem solving skills;
- Complex interaction at the level of thinking, reproduction, perception;
- Formation of personal qualities of students.

Interactive learning simultaneously solves several problems: it develops communication skills, helps to establish emotional contacts between participants in the learning process, solves the information problem, since it provides students with the necessary information, without which it is impossible to implement joint activities; develops general learning skills and provides an educational task, as it teaches to work in a team [8].

Modern interactive learning technologies that are used during the lessons:

❖ **Carousel Technology.** Like many interactive technologies, the carousel is borrowed from psychological training. Children usually like this kind of work very much. Two rings are formed: inner and outer. The inner ring is the students standing still, facing the outer circle, and the outer ring is the students moving around the circle every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their rightness. Dialogues of an etiquette character, the topic of acquaintance, nationality, conversation in a public place are perfectly worked out.

❖ **Theatre.** This technology is a performance where the audience acts as

observers, experts, critics and analysts. Several students act out the situation in a circle, while the rest observe and analyze.

❖ **The Sociological Survey technology.** It involves the movement of students throughout the class or work in groups in order to collect information on the proposed topic. Each participant receives a sheet with a list of questions and tasks. The teacher helps to formulate questions and answers, makes sure that the interaction is conducted in English.

❖ **Unfinished offer technology.** Students are invited to read an unfinished sentence and quickly continue it with any words, the first thought that comes to mind.

❖ **"Do you believe that ..." technology.** This type of language practice can be used on any topic. Moreover, students are first invited to "believe" the teacher, and then come up with their own statements within the framework of a given topic.

❖ **Brain-ring technology.** It is very well suited for lessons-generalization of the studied material. The content of the rounds can be absolutely diverse, and cover such sections as vocabulary, grammar, reading, listening and writing. This technology requires serious preparatory work.

❖ **Educational game technology.** Role-playing game ("In the store", "Introduction", "In the cafe", "Report", "Interview", "Orientation in the city", etc.)

A role-playing game is a speech, game and learning activity at the same time. From the point of view of students, a role-playing game is a game activity in which they act in different roles. The educational nature of the game is often not realized by them. For the teacher, the goal of the game is the formation and development of speech skills and abilities of students.

- Imitation ("Phone")
- Educational game ("Bingo", "Guess the animal", "Find the word", "Cross to the other side")
- Business game [9]

As the learning results show, the use of role-playing in foreign language lessons

contributes to positive changes in students' speech both qualitatively (variety of dialogic units, initiative of speech partners, emotionality of utterance) and quantitatively (correctness of speech, volume of utterance, rate of speech).

❖ **Brainstorming technology.** This technology is an operational method of solving a problem based on stimulating creative activity. The participants in the discussion are offered to express as many possible solutions as possible, from the total number of ideas expressed, the most successful ones that can be used in practice are selected.

❖ **Mental map technology.** This technology can be called "intellectual map", "knowledge map", "mind map", "intelligence map", "idea grid", "memory map", and "mental map". Such maps are diagrams, schemes, visually representing various ideas, tasks, theses, connected with each other and united by some common problem.

❖ **Jigsaw technology.** Students are united in groups of 4-6 people to work on educational material, which is divided into logical and semantic blocks. The whole team can work on the same material, but at the same time each member of the group receives a topic that he develops with particular care and becomes an expert in it. Meetings of experts from different groups are held, and then each reports to his group on the work done. Each student individually and the whole team as a whole reports on the whole topic. At the final stage, students can be asked to take a test. The results are summed up and the whole group is rated, or the best group is called. The use of this technique is possible when working with vocabulary, grammar or educational text.

❖ **Language portfolio technology.** It helps students demonstrate their achievements (for example, "My piggy bank", participation in exhibitions). "Piggy bank" is a special folder in which students put the products of their labor - the results of their activities in mastering the English language: essays, creative and design work, drawings with captions in English, grammar tables, diagrams, applications, crafts [7].

Analysis

Excellence in Pedagogy and Implementation of Learning Achievements are essential today. Now a huge database of experience has been built up that a teacher can use throughout their career, and it is getting richer every day. However, it is difficult for teachers and future specialists to master this experience. The teacher's role is particularly important in creating best practices and sharing them with colleagues [4]. The teacher should pay attention to the value and effectiveness of introducing new advanced pedagogical experience into practice.

The innovative nature of the teacher's practical activity makes it possible to put into practice the achievements of theoretical and pedagogical research. To disseminate the results of such studies, it is necessary to make them available to the general public. Interactive learning technology - ensures that each teacher delivers a lesson that all students learn as intended. At the same time, each student, having his own motives and intellectual level, masters the lesson at a given level. Based on the study of some experience of the practical application of interactive learning, we can show some of the factors that affect the quality and effectiveness of this learning. They can be conditionally called organizational and pedagogical, scientific and methodological and factors related to the teacher, students, and textbooks [1]. We must remember that they have a positive or negative effect, depending on their character. There are many types of interactive lessons that are chosen according to the characteristics of the subject and the intended purpose and prepared accordingly. There are special requirements for preparing students to participate in interactive lessons, which include the acquisition of knowledge necessary for active participation in the lesson, readiness for communication, cooperation, independent thinking, self-expression. Skills of free expression and defense, also coming soon. A prerequisite is the effective use of time in training. For this, it is necessary to choose the right tools, prepare the necessary tools and

clearly define the trainers and their responsibilities.

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The list of technologies used can be continued indefinitely, it all depends on the creativity and skill of the teacher.

Discussion

Overall, it should be noted that all interactive methods and techniques develop communication skills, help establish emotional contacts between students, teach them to work in a team, listen to the opinions of their comrades, and establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension among schoolchildren, makes it possible to change forms of activity, switch attention to key issues of the topic of the lesson.

Ultimately, the quality of the presentation of the material and the efficiency of its assimilation, and, consequently, the motivation for learning a foreign language on the part of schoolchildren, are significantly increased.

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