Implementation of Modern Technologies in Teaching Foreign Languages

Hamidova Madinabonu Abduboriyevna
Teacher, Uzbek State World Languages University

Abstract: The article describes issues based on studying modern methods of teaching foreign languages, which can be used in teaching, both in educational institutions and directly for self-study by anyone. The author studied certain types of programs that are used to introduce new ways of teaching. The technical component is highlighted, in which it is described with the help of what equipment the learning process can be performed. As well as, in the text of the article, special attention is paid to online learning using the Internet, its features and advantages are highlighted.

Keywords: forms of teaching, online learning, modern technologies, self-education, teaching methods, foreign languages.

Introduction

As it’s known that, while teaching a foreign language, it is important to use all modern possibilities. With competent lesson management and a strong multimedia component, great results can be achieved. These are not only the latest computers and software, but also new methods and forms of teaching. We should choose technologies that combine a modern approach, interesting perception and new forms of information presentation. The task of the teacher is to create conditions for the complete assimilation of the material by the students. It is necessary to use such methods in teaching so that a person gets one hundred percent interest in a foreign language, is active in learning new material. All this is facilitated by innovations [1, p. 25]. Let's consider some modern educational technologies that are used in teaching a foreign language, according to the latest developments of both domestic and foreign scientists [2].

METHODS AND ANALYSIS

Firstly, interactive learning - the organization of educational activities in the form of a game, during which communication is guaranteed, all students are involved in the process. They empathize, sympathize, or rejoice for each other. In the course of the lesson, age restrictions are erased, students relax a little and it is easier to speak a foreign language in such an environment. In this case, an important task for the teacher is to direct the conversation in the right direction.

Learning a foreign language online is a necessary attribute of modern society, as more and more knowledge and skills can be obtained using distance technologies. The most popular way to learn a foreign language online is using Skype. At the moment, there are a large number of online schools that conduct training via video or audio communication on a special platform. Modern technology cannot be ignored in the learning process. These are not only the latest computers and software, but also new methods and forms of teaching. You should choose technologies that combine a modern approach, interesting perception and new forms of information presentation.

The task of the teacher is to create conditions for the complete assimilation of the material by the students. It is necessary to use such methods in teaching so that a person gets one hundred percent interest in a foreign language, is active in learning new material. All this is facilitated by innovations [1, p. 25]. Let's consider some modern educational technologies that are used in teaching a foreign language, according to the latest developments of both domestic and foreign scientists [2].
Modern requirements in the labor market for graduates of educational institutions radically change the approach to training specialists. The secondary education system is designed to form a noble personality capable of achieving social and professional success in a competitive educational institution. According to the requirements, a modern teacher must effectively manage the educational activities of students in order to obtain the planned result.

To achieve this goal, it is necessary to use a variety of techniques and technologies. Studying the experience of using innovative methods in pedagogical activity, one can highlight their advantages: they help teach students active ways of acquiring new knowledge; give the opportunity to master a higher level of personal social activity; create such conditions in learning in which students cannot but learn; stimulate the creativity of students; help to bring study closer to professional practice, form not only knowledge, skills and abilities in the specialty, but also an active life position. Let's pay attention to the technical component of the educational process. Nowadays, a full-fledged lesson cannot be imagined without multimedia. Each educational institution has equipped classrooms in which a projector is installed. It projects a picture onto the screen. With its help, presentations are carried out, instructive videos on a given topic are shown and much more [3, p. 190]. In addition, in computer classes, you can conduct not only computer science lessons, but also a foreign language. Now there are a lot of simulators for any foreign language on any topic. And it is very good to take tests or thematic tasks in the computer class from time to time. Here, again, the factor of clarity plays, since any topic is presented in the form of a cognitive cartoon, and testing is in the form of a game [4, p. 35].

Due to the fact that Internet technologies are gaining more and more popularity, it can be said that the online school is the most modern technology in teaching a foreign language.

The main advantages of online learning:
1. Individual approach.
2. Workplace in any convenient place for the student.
3. Classes are held at a convenient time for all participants in the educational process.
4. Relatively affordable price [5].

Online learning is popular among the entire Internet community, at the moment this technology is actively in demand due to its advantages. The only disadvantage that students face is self-organization. This factor plays a role in online learning, as it is interconnected with the need to delimit your schedule so as to carry out training without being distracted from everyday activities.

It is known that a student learns when he works independently: he solves professional problems, prepares documents, communicates with external and internal users of information, etc. In the course of defending their product, students learn to reasonably defend their position, assess the facts of financial and economic activities. The project method is focused on achieving the goals of the students themselves, and therefore it is effective, as it forms the professional competencies of the future specialist.

In my lessons, I involve students in creating thematic presentations on educational material. This type of activity allows you to learn the ability to work with various sources of information, improve the level of knowledge and skills for making management decisions.

The role of the teacher in using these methods: consultant, leader, coordinator, expert.

The implementation should provide for the widespread use in the educational process of active and interactive forms of conducting classes (seminars in dialogue mode, discussions, computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings, group discussions, the results of the work of student research groups, university and interuniversity teleconferences) in combination with extracurricular work in order to form and develop the professional skills of students.
The training courses should include meetings with representatives of Russian and foreign companies, government and public organizations, master classes by experts and specialists.

The proportion of classes conducted in interactive forms is determined by the main goal (mission) of the program, the characteristics of the contingent of students and the content of specific disciplines. For example, for undergraduates in the educational process, they must make up at least 40% of classroom lessons. Lecture-type classes for the corresponding groups of undergraduates cannot make up more than 30% of the classroom sessions.

According to M.V. Kparin, interactive learning is a translation of the English term "interactive learning", which means learning (spontaneous or specially organized) based on interaction, and learning based on interaction. Interactive learning is based on the direct interaction of trainees with the learning environment, through the participants' own experience. Traditional teaching is based on the position of the teacher as a subject, and the student as an object of the pedagogical process.

The teacher's place in interactive lessons is reduced to the direction of students' activities to achieve the goals of the lesson. The teacher also develops a lesson plan (usually these are interactive exercises and assignments during which the student studies the material).

Interactive learning is a special form of organizing cognitive activity. It implies very specific and predictable goals. The goal is to create a comfortable learning environment in which the student or listener feels their success, their intellectual competence, which makes the learning process itself productive, to give knowledge and skills, and also to create a basis for problem solving after the training is over.

In other words, interactive learning is, first of all, interactive learning, during which interaction is carried out between the student and the teacher, between the students themselves. The main tasks of interactive forms of education are: awakening students' interest; effective assimilation of educational material; students' independent search for ways and options for solving the set educational problem (choosing one of the proposed options or finding their own option and justifying the solution); establishing an impact between students, learning to work in a team, being tolerant of any point of view, respecting everyone's right to freedom of speech, respecting their dignity; forming students' opinions and attitudes; the formation of life and professional skills; reaching the level of student's conscious competence.

Therefore, the introduction of interactive forms of education is one of the most important directions for improving the training of students in a modern university. Now it is not enough for a teacher to be competent in the field of his specialty and to transfer the relevant knowledge to students.

Students more easily penetrate, understand and remember the material they have studied through active involvement in the learning process. Based on this, the main methodological innovations today are associated with the use of precisely interactive teaching methods.

The educational process using interactive teaching methods is organized taking into account the involvement of all students in the group, without exception, in the learning process. Joint activity means that everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, methods of activity. Individual, pair and group work, role-playing games are organized, work is carried out with documents and various sources of information.

Interactive methods are based on the principles of interaction, the activity of trainees, reliance on group experience, and mandatory feedback. An environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual assessment and control.

The teacher, together with new knowledge, leads the training participants to an independent search. The activity of the teacher gives way to the activity of students, his task is to create
conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in the work, one of the sources of information.

When using interactive forms, the teacher's role changes dramatically, ceases to be central, he only regulates the process and is engaged in its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of implementation of the planned plan. Participants turn to social experience - their own and others', while they have to enter into communication with each other, jointly solve assigned tasks, overcome conflicts, find common points of contact, and make compromises.

To implement the competence-based approach, various interactive forms can be used:

- round table (discussion, debate)
- brainstorming (brainstorm, brainstorming)
- business and role-playing games
- case-study (analysis of specific situations, situational analysis)
- master class, etc.

When developing an interactive lesson, it is advisable to take into account certain principles of work:

- lesson is not a lecture, but general work.
- all participants are equal regardless of age, social status, experience, place of work.
- each participant has the right to his own opinion on any issue.
- there is no place for direct criticism of the individual (only an idea can be criticized).
- everything said in the lesson is not a guide to action, but information for thought.

Interactive learning allows you to simultaneously solve several problems, the main of which is the development of communication skills and abilities. This training helps to establish emotional contacts between students, provides an educational task, since it teaches us to work in a team, to listen to the opinions of their comrades, provides high motivation, strength of knowledge, creativity and imagination, communication skills, an active life position, the value of individuality, freedom of expression, emphasis on activity, mutual respect and democracy. The use of interactive forms in the learning process, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activity, to switch attention to the key issues of the topic of classes.

CONCLUSION

The application and preparation of students for one or another interactive form of education for studying a specific discipline (topic of the lesson) should be reflected in the work program of the discipline and in guidelines for preparing for the lesson in an interactive (specific) form.

Thus, we can conclude that in the process of the educational process, both traditional and modern teaching methods can be used, the main thing is competently selected materials and a teacher who will be able to properly organize educational activities, introducing new and interesting elements into his work.

References:


