



THE IMPORTANCE OF USING NEW TEACHING TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract

In any society, the education of the young generation is based on a specific goal. This article provides the material necessary to improve the professional and pedagogical potential of professors and teachers working in higher education institutions and is aimed at students of non-specialist of foreign languages. This article talks about the effective use of modern pedagogical technologies in practical classes. The article also discusses the problems of in-depth study of vocabulary, without knowledge of which it is impossible to master all types of speech production.

Keywords: semantisation, polysemantic, sociocultural, sociolinguistics, variational, interlingual and intralingual.

Introduction

The basis for the improvement of the higher educational education system in the reform of the educational system of the Republic is the coordination of study programs in accordance with international standards based on foreign experience. In the context of Uzbekistan, it is necessary to radically reform the quality of education on the basis of foreign experience, taking into account our mentality and national traditions. Therefore, in order to form the ability to read the original literature on the specialty, participate in oral communication in a foreign language in the production process of future staff and find the necessary information for scientific purposes in the system of higher education of the republic courses are organized.

Today, the organization of courses on the basis of teaching technologies means teaching in accordance with the requirements of international educational standards. Therefore, in recent years, the use of new educational technologies in the education system has become particularly important, and the introduction of innovative educational technologies into the educational process through the technological





approach of education proves its effectiveness. From this point of view, the demand today is to teach students educational technologies, and on this basis to train them as professionals.

Main Part

Currently, the terms "new teaching technology", "advanced teaching technology", "modern teaching technology" are widely used in educational literature, reports on educational problems, official documents. A systematic approach is the main feature that distinguishes technology-based instructional education from other approaches. Learning objectives, their content, teaching and learning methods, and the design of interactions and interrelationships are often missing from the traditional learning process. For example, in many cases education is focused on memorizing information, and the learner's future activities are linked to the execution of certain organizational, managerial and professional tasks or decisions.

The role of modern educational technologies in creating a climate of mutual support, cooperation and creativity within the community of teachers, students and pupils is invaluable. Modern educational technologies are seen as a set of interconnected components that make it possible to perfectly design the educational process in all respects, to set clear goals and to achieve them in a guaranteed way, to achieve the expected results.

Educational technology is a process of education that guarantees to achieve the goals set in education, which are exactly similar to technological (industrial) approaches. This educational process is called technological. Technological learning is a learning process which does not depend on the personality of the teacher, but only on the personality, needs, demands and characteristics of the student. The pupil is at the center of the learning process. This should ensure that the end result (according to the goal) is achieved, regardless of who is leading the lesson (experienced teacher or young teacher). In education, the teacher only acts as an executor.

The consistent use of modern forms of education, teaching technologies, the most advanced achievements of global education is important for students to master foreign languages. Textbooks, pedagogical and methodological manuals, lecture notes, documents and electronic material, encyclopedias on pedagogical, psychological and related specialties, dictionaries, teaching tools, modern information technologies are used in the study of the basics of science. Conferences and seminars will be organized using innovative educational and IT technologies.

The process of teaching foreign languages involves the use of person-centered forms of education (software, modular, innovative, interactive, problem-based,



developmental, distance and independent and game technologies), forms effective teaching, modern methods, tools, educational and information technologies. "Boomerang", "Fish Skeleton", "Lily of the Valley", "Brainstorming", "Auction", "Cluster", "Keys", "Wheel", "Assignment", "Decision Tree", "Venn" are taught in foreign languages. "How? 'Or' What? " "Why? » The use of interactive methods such as Tables, educational films, new innovative technologies (multimedia, audiovisual aids, distance learning, use of the Internet, etc.) are also used.

Material Method

Below we give examples of some interactive methods that can be used in foreign language lessons, for example:

CHANGE THE FIRST LETTER Make one word into another by changing the first letter. **EXAMPLE:** Change a possessive pronoun to not sweet. **ANSWER:** your, sour

1- Change a past tense of BE to an adverb of place.

2- Change an adjective meaning not high to an adverb meaning at the present time.

3- Change a period of time to a term of affection.

4- Change was seated to have a meal.

5- Change a part of the head to internation- al strike.

6- Change a respectful title to atmosphere.

7- Change to learn thoroughly to not as slow.

8- Change very warm to a negative adverb.

9- Change a motor vehicle to not near.

10- Change a man's title to a female relative.

Answer

Change The First Letter

1- were-here 2- low-now 3- year-dear 4- sat-eat 5- ear-war 6- sir-air 7- master-faster

8- hot-not 9- car-far 10 - mister-sister

Some teachers may say that this method is very simple when they first see it, but we go from simple to complex in the teaching process, especially when teaching foreign languages. This simple method condition can be given to students by doing several different assignments.

Through this interactive method, not only the phonetic knowledge of students in the first place, but also their lexical and grammatical knowledge is further strengthened. Let's look at another interactive method:





Hidden Colors

Find the name of a color hidden in each sentence:

- 1- Some parts of the face are the eye, eye- brow, nose, and mouth.
- 2- I'm not really dumb; lack of sleep made me forget the answers.
- 3- If I tell you what she said, will you agree never to tell anyone?
- 4- In the box we found a pencil, a pin, keys, and a few coins.
- 5- Are three zeros enough to write the num- ber one thousand?
- 6- The wheelbarrow hit eleven rocks as it rolled down the hill.
- 7- When the nurse gives you the injection, just yell "Ow" if it hurts.
- 8- Elsa and Otto ran gently down the path to the river.
- 9- Before arriving at Kuala Lumpur, please fill out these forms.
- 10- I play nearly all the stringed instru- ments: violin, cello, bass viol, etc.
- 11- When I opened the window, shining rays of sunlight flooded the room.
- 12- We'll go in Jim's car. Let's leave at six o'clock.

Answer. HIDDEN COLORS 1- brown 2- black 3- green 4- pink 5- rose 6- white 7- yellow 8- orange 9- purple 10- violet 11- gray 12- scarlet

Communicative Crosswords

(oral production and comprehension, written production) Reinforce students' knowledge of French regions and their climates. Prepare 4 crosswords on 4 sheets of A4 size paper. Each crossword sheet represents 8 rows of boxes for 8 French regions, two of which are filled in on each sheet, that is to say they represent two French regions which are written. Divide the room into 4 groups and distribute to each group by a sheet of paper with crosswords. Students in each group work together to give as much information as possible orally about the two regions, and the other groups try to guess which region it is. They respond orally and complete the grids.

Consumption: game "Seasonal menu"

For consumption, the goal is to show the issues associated with a diet that is unstructured by any natural logic, and the overall consequences of our lifestyles.

Here are the rules: Develop (in small groups) menus that you would consume in winter, spring, summer and fall, while protecting the environment as much as possible. Think about the whole industry! 4 menus: winter / spring / summer / autumn 2 courses: 3 vegetables (starter / main course) / 2 fruits (dessert). First, link the photos of fruits and vegetables to the name tags provided and place them in the grid. Then distribute the fruit and vegetable cards for each season to create adapted menus (1 grid per seasonal menu).





This game should make it possible to introduce

- the consequences in terms of production of the consumption of fruit and vegetables out of season
- the consequences of these production methods on the environment
- simple solutions to promote sustainable food for the environment, and for your body

Written Expression

Have the students write a short text (120-150 words) reflecting on the following questions: What steps should be taken to reduce air pollution in your city or country? What is your role in preserving the environment?

French people are...

French women are not ...

The French have ...

The French do not ...

The French eat ...

The French are often ...

The French wear ...

Students should learn pronunciation and approximate translation. As the Chinese philosopher Confucius said ""If you will fish for your child, he will eat once, if you teach him to fish he will always eat". From this I did not give the students the mature material, I prepared the situations using the words of the materials. Frequently I ask for the translation of the words of the French films which were transmitted by national television, because these films had the subtitles. The students bring the translations. They start to think about the interesting stories. With this method the students learn the pronunciation, the translation of French words. Mainly the students learn to work individually. Every year in summer, during the holidays we go to Khiva. For this visit, the students prepare for a school year. In Khiva you can meet a lot of French tourists, or French speaking tourists. Students should make conversation with them. To make conversation you have to learn a lot of things: French customs, mainly French civilization. In the room they will stage the situations with the tourists. They will be the diologists, they will ask questions, they will answer.

Conclusion

Through this interactive method, we not only strengthen students' listening comprehension skills, but also motivate them to develop speaking skills.





Much attention is paid to the formation of knowledge through the approach to teaching on the basis of new pedagogical technologies. The basis of new pedagogical technologies is the planning of learning outcomes as diagnostic and operational goals, and the continuous diagnosis of the effectiveness of the educational process. Clear and concrete goals can be achieved at any given time, allowing the selection of appropriate methods, forms, methods and means of achieving them from the pedagogical treasury. Therefore, we believe that if foreign language teachers organized their lessons with more innovative methods and approaches, it would be more expedient and students would have better performance.

In short, it is very important to teach a foreign language in higher education establishments not specialized in languages, because foreign languages play an important role in preparing students for full development.

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