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# The Importance of Innovative Technologies in Teaching a Foreign Language

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**Annotation:** This article covers several methods of effective teaching of English as well as several of the modern educational technologies used in language and its study.

**Keywords:** Language, English, independent language learning, educational technologies, project, interest, activity, interactive methods.

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## **Introduction.**

Today, the main focus is on the reader, his personality and his own inner world. Therefore, the main goal of a modern teacher is the choice of methods and forms of Organization of educational activities students, optimally corresponding to the established goal of personal development. In recent years, the issue of the use of new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main purpose of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach practical mastery of a foreign language.

## **Literature Analysis And Methods.**

In the course of the study, popular methods of teaching and learning English, Internet resources were used. During the writing of the article, the principles of theoretical-deductive inference, analysis and synthesis, logic were used.

## **Discussion And Results.**

The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate their activity, creativity. The task of the teacher is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, the use of new information technologies, Internet resources, help to implement an individual-oriented approach in the educational process, provide individualization and differentiation of teaching, taking into account the abilities of children, their level of learning. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practicing pronunciation; teaching dialogical and monological speech; teaching writing; development of grammatical phenomena.

The possibilities of using Internet resources are huge. The Global Internet creates the conditions for students and teachers who are located anywhere in the world to receive any information they need: regional geographic materials, News in youth life, articles from newspapers and magazines, etc.

In the lessons, it is possible to solve a number of didactic problems with the help of the Internet in English: the formation of reading skills and qualifications using the materials of the global network; improving the writing skills of schoolchildren; replenishing the vocabulary of students; forming the motivation of students to learn English. In addition, the work aims to broaden the horizons of schoolchildren, explore the possibilities of Internet technologies to establish and support business relationships and relationships with peers in English-speaking countries. Students can participate in online tests, quizzes, contests, Olympiads, correspondence with peers in other countries, conversations, video conferences, etc. k. can participate in s.

Students can learn about the problem that is currently working on the project.

The meaningful basis of mass computerization is due to the fact that a modern computer is an effective means of optimizing mental working conditions, in general, any of its manifestations. The computer has one peculiarity; it is identified in its use as a tool for teaching others and as an assistant in the acquisition of knowledge, which is its inanimity. The machine can have "friendly" contact with the user and at some times "supports" him, but he never shows signs of anger and does not allow you to feel bored. In this sense, the use of computers is perhaps most useful in individualizing certain aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence; all other goals (upbringing, teaching, development) are carried out in the process of implementing this main goal. The communicative approach involves teaching communication and the formation of the ability to inter-cultural interaction, which is the basis of Internet activity. Outside of communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - the largest conversation in terms of the number and volume of participants that happened. Participation in the lesson for him foreign language, we create a real communication model.

Currently, priority is given to issues of communication, interactivity, and authenticity of communication, language acquisition in a cultural context, autonomy and humanism of Education. These principles make it possible to develop intercultural competence as a component of communicative ability. The ultimate goal of teaching foreign languages is to teach a free direction in a foreign language environment and the ability to respond adequately in different situations, i.e. Comm. Today, new methods using Internet resources are opposed to teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the study of material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, in particular the Internet, are trying to correct this error. A communicative approach is a strategy that simulates communication, aimed at consciously understanding the material and creating psychological and linguistic readiness for methods of working with it, communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. The communicative task must offer students to discuss a problem or question, students not only exchange information, but also evaluate them. The main criterion that allows you to distinguish this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In a communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by collecting and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is the creation of interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is the "integration, coordination and completion of communicative goal and resultant efforts using speech tools". By teaching a real language, the Internet helps to form speech skills and skills, and also provides sincere interest and therefore efficiency in teaching

vocabulary and grammar. Interactivity not only creates realistic situations from life, but also forces students to respond appropriately to them in a foreign language.

One of the technologies that provide student-oriented education is the project style as a way to promote creativity, cognitive activity and independence. The typology of the projects is diverse. Projects can be divided into monoproyects, collective, oral, concrete, written and Internet projects. In real practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informative characters. Project work is a multifaceted approach to language acquisition, covering reading, listening, speaking, and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based teaching can teach children to cooperate, while learning to cooperate fosters moral values such as the ability to reciprocate and empathize, shaping creativity and activating students. In general, in the process of Project training, there is an inseparability of training and upbringing.

The project method develops students' communication skills, culture of treatment, the ability to form thoughts compactly and easily, tolerates the opinion of communication partners, the ability to extract information from various sources, processes using modern computer technologies, creates a language environment that contributes to the emergence of a natural need. in a foreign language connection.

The project form of work is one of the most relevant technologies that allows students to apply the accumulated knowledge on the topic. Students expand their horizons, boundaries of knowledge of the language, accumulate experiences of its practical use, learn to listen and hear speech in a foreign language, understand each other in the defense of projects. Children work with reference books, dictionaries, a computer and thus create the possibility of direct contact with genuine language, which does not provide language learning in the classroom only with the help of a textbook.

Working on a project is a creative process. The student is looking for a solution to the problem independently or under the guidance of a teacher, for which it is required not only to know the language, but also to have a large amount of subject knowledge, to acquire creative, communicative and intellectual skills.

In the process of foreign languages, the project method can be used within the framework of application materials on almost any topic. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

To modern technologies are also applicable to collaborative technology. The main idea is to create conditions for active joint activities of students in various educational conditions. Children are united into groups of 3-4 people, they are given one task, while the role of each is discussed. Each student is responsible not only for the result of his work, but also for the result of the entire group. Therefore, weak students try to figure out what they do not understand from what is not strong, and strong students strive to thoroughly understand the assignment to the weak. And the whole class will benefit from this, because the spaces are closed together.

### **Conclusions and Suggestions.**

The introduction of information technology into training greatly diversifies the process of perception and processing of information. Thanks to the computer, the Internet and Multimedia, a unique opportunity was created for students to master a large amount of information with subsequent analysis and sorting. The motivational foundations of educational activities are also significantly expanding. In the context of using multimedia, students receive information from newspapers, TV, conduct interviews themselves and conduct teleconferences.

The main criterion for assessing the level of knowledge of a foreign language in language portfolio technology is a test. The priority of this technology is to direct the educational process from teacher to student. The reader, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of students' skills to independently master information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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