

NEW FORMATS AND APPROACHES FOR LEARNING LANGUAGES

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Annotation

The world we live in is a dynamic, ever-expanding place. It is hard to imagine our lives without the advantages of modern technology and advancements in technology. Innovations now permeate every aspect of our lives. The innovations in language learning and the advantages and disadvantages of incorporating new technologies into foreign language education programs will be covered in this article.

Key words: modern technology, innovations, watching videos, specific mental processes and brain activity

Watching videos is one of the new technologies used in language learning. They can be used by the instructor in foreign language classes to help the students' listening comprehension. This is because when someone watches a movie, their visual and auditory memories are engaged.

Furthermore, if the students watch the video in Russian beforehand, a third factor will come into play: a person's muscle memory, which kicks in when he starts to subtly comprehend the language and actions in the video. All of this immerses students in the language environment and adds appeal to the learning process. As a result, students comprehend the situational nature of various communication styles considerably better. Regrettably, not all textbooks come with a video accompaniment, and traditional educators view all forms of innovation—particularly the ability to learn a language by watching your preferred TV show or film—with a certain amount of suspicion.

Why are videos used in the classroom necessary?

The primary benefits of this innovation will be able to respond to the following query:

1. a thorough examination of both the spoken language's characteristics and the nation where it is spoken;
2. encourages an entirely new level of comprehension of audio texts;
3. the speech apparatus's motivation;
4. the effect on students' emotions, which stimulates their desire to learn more languages;
5. the improvement of cognitive abilities like memory and focus.

Even the most forgetful students are able to absorb the information when they are watching the videos because of the audience's general sense of interest. Students must use specific mental processes and brain activity to comprehend the film's content. This helps them move from involuntary memorization of material to arbitrary memorization, which in turn improves the dynamics of language learning.

There are two types of tasks in listening instruction: speaking and preparation. Preparatory classes are intended to create listening mechanisms while also helping to ease some personal difficulties. First and foremost, speech is a controlled speech activity because, in the words of A.A. Leontiev, words like "provide the practice of listening on the basis of complex overcoming of auditory difficulties" [1, p. 108] and "aim to both achieve a certain level of understanding and improve the process of semantic perception" [2, p. 249].

Students must memorize and retain new information in addition to comprehending the text's meaning and the narrator's intention when completing these speech exercises. Additionally, this information may be used in the future to other learning contexts or to real-time communication. Mnemonics are another future technology that is intended to maximize language learning. A mnemonic is a collection of unique approaches and strategies that facilitate the memorization of important information. Information and boosting memory capacity through associations (connections): substituting abstract concepts and facts with representations that are kinesthetic, auditory, or visual; connecting objects with previously stored information in memory of different kinds of modification to make things simpler memorization.

Mnemonic strategies offer a way to add interest and productivity to the training program, especially when it comes to vocabulary study. Mnemonics give learning a gaming element that fosters critical thinking and creativity. Put another way, pupils develop a subconscious interest in learning. Ancient Greeks employed mnemonic devices to help them learn new words and improve their language skills. Simonides created the technique of remembering through visual perception. He calculated that the strongest human sense is sight. In the 20th century, Dr. Horst Sperber of the Goethe Institute suggested in 1990 that mnemonic devices be used in German language instruction.

His colleagues were very interested in such a proposal. Mnemonic strategies are important because learning a foreign language makes it difficult to memorize vast amounts of vocabulary.

It becomes particularly crucial to employ a variety of techniques for memorization of vocabulary when teaching a foreign language. Mnemonic techniques, or a collection of strategies that support learning and offer a high potential for assimilation and subsequent use of information, are thought to be among the most effective ways to comprehend language and speech content. They

can also significantly expand the boundaries of memory through additional integration of thought and different associations. Many researchers (including A.V. Blokhin, E.A. Guzeeva, I. Y. Matyugin, T.B. Nikitina, G. A. Chepurnoy, etc.) claim that using mnemonic devices in foreign language instruction allows for the successful development of lexical skills. It is well known that many people find it difficult to recall words with ambiguous or abstract meanings.

Furthermore, it is not really possible to retain a word in memory for an extended period of time. However, you can quickly and effectively remember the correct word for a long period of time by employing mnemonic devices, such as packing the word with meaning and associating it with specific sounds and visuals. For example, Dr. Sperber employed color-coding to help his patients memorize articles; that is, each color was associated with a specific article based on the genus and number. In his practice, he mostly used vivid colors. Vibrant hues can appeal to a variety of senses. An increasing number of senses are being used in the learning process, which helps students better assimilate the information and memorize a vast amount of lexical units. We can make use of our natural memory reserves when learning foreign languages by employing mnemonic devices. To put it briefly, associative memory facilitates the process of learning new vocabulary.

Though many educators remain dubious about new approaches to teaching a given subject, times are changing, and more students are receiving an education that incorporates contemporary techniques. Stated differently, the integration of students' interests is a feature of foreign language instruction.

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