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MODERN APPROACH IN THE TEACHING FOREIGN LANGUAGE

Abstract: Modern approaches to teaching foreign languages are needed to optimize the learning process. Modern multimedia technologies contributing to the development of communicative competence are considered. It is worth noting that the introduction of modern technologies into the educational process is just an addition to traditional teaching methods.

Keywords: multimedia programs, education, multimedia technologies, communicative competence, foreign languages

Modern education presupposes the formation of certain competencies among students. One of the main goals of teaching a foreign language is the formation of communicative competence, that is, to master the skills of a foreign language for the realization of communication goals. The main task in foreign language lessons is the formation of various competencies among students. In order for lessons to become interesting, effective and efficient, teachers need to look for new approaches and teaching methods. Along with traditional teaching methods, various multimedia technologies are used today, which contribute to the fact that students become active participants in learning, solving various communicative tasks in the classroom.

Personality is a special quality that is acquired by a person in society. With a personality-oriented approach, the student is the main actor of the educational process.

The purpose of personality-oriented education is to create criteria for the formation of the following functions of an individual: the ability of a person to make a choice; the ability to reflect, evaluate his own life; the search for the meaning of life, creativity, etc. Personality-oriented education involves orientation to the upbringing, education and development of all students, not forgetting about their

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individual characteristics: age, physiological, emotional, intellectual, etc. One of the effective ways to implement personality-oriented learning is considered to be education with the introduction of mass forms built according to the principle of joint activity and mutual assistance. The project method refers to mass forms and is a way to achieve a didactic goal through a detailed development of the problem (technology), which should end with a very real, tangible practical result, framed in one way or another. This is a set of techniques, actions of students in their specific sequence to achieve the task - solving a problem that is personally significant for students and designed as a kind of final product.

The project method helps to fully take into account the individual characteristics of students and focus on their experience, level of intellectual, moral and physical development, features of memory, perception and thinking. The project method allows solving the problem of motivation for the language being studied, teaching to apply the acquired knowledge, skills and abilities in practice to solve problems, navigate the information space, develop critical and creative thinking. The content of developing learning consists of elements of the historical experience of people, which students master in the process of learning new things.

The game approach is a form of the educational process in conditional situations, aimed at recreating and assimilating social experience in all its manifestations: knowledge, skills, abilities, emotional and evaluative activities. When using the problem approach of teaching, the teacher creates a problem situation, organizes a discussion of possible approaches to its resolution, confirms the correctness of conclusions, puts forward a problem task. Students, based on previous experience and knowledge, make assumptions about ways to solve a problem situation, generalize previously acquired knowledge, choose a rational solution to a problem situation. As a result, students develop skills of mental operations and actions, knowledge transfer skills, attention, will, and creative imagination develop. Regular use of the problem method of teaching allows students to develop the habit of discussing, analyzing, analyzing, arguing, proving.

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The communicative approach in teaching foreign languages is an approach aimed at forming students' semantic perception and understanding of foreign speech, as well as mastering language material for constructing speech utterances. The main emphasis in the learning process is not on grammar and not on memorizing language structures, but on the interaction of participants in the communication process, on the communication process itself as a whole, during which a common communicative goal is achieved. In the process of communication, students try to explain certain situations to each other in different ways, while expanding their communicative competence. The teacher at the same time plays the role of an assistant. Special attention is paid to working in groups. Students have discussions, conversations, dialogues with each other. Projects, communicative games and exercises are also means of teaching in the classroom with a communicative approach. Special attention in the communicative approach is paid to speaking and listening to speech. The communicative method is designed, first of all, to remove the fear of communication.

An innovative or interactive approach is implemented in the classroom, as a rule, after studying a topic or several topics, performing the functions of educational control and assessment of students' knowledge. Such lessons take place in an unusual, unconventional environment. Such a change of the usual situation is advisable, because it creates a festive atmosphere when summing up the work done, removes the psychological barrier that arises in traditional conditions due to the fear of making a mistake. Such lessons are carried out with the mandatory participation of all students, and are also implemented with the indispensable use of auditory and visual aids such as computer and video equipment, exhibitions, booklets, stands. At such lessons, it is possible to achieve a variety of methodological, pedagogical and psychological goals, which can be summarized as follows: students' knowledge, skills and abilities on a specific topic are monitored; a business, working atmosphere is provided, and students' serious attitude to the lesson is ensured; there is a minimum teacher participation in the lesson.

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An important condition in teaching foreign languages is the formation of communicative competence. For a high-quality result, teachers need to use various methods and approaches. Modern multimedia technologies help to expand the learning process, make it more effective by involving most of the sensory components of the learner in the process of perception of educational information. Multimedia technologies are associated with computer processing and presentation of various types of information, which affects the effectiveness of the educational process. The introduction of multimedia tools into the learning process entails the emergence of new software tools and requires their meaningful content when developing new teaching methods.

Multimedia technologies (from the English multimedia - multicomponent environment) - programs that allow the use of text, graphics, videos and animation in interactive mode. Multimedia technologies are a set of computer technologies that use several types of information at the same time: graphics, text, video, photos, animation, sound effects, sound accompaniment. It is based on special hardware and software. Multimedia technologies are implemented in electronic textbooks, computer courses. The use of multimedia technologies in teaching implements two main methods of pedagogical activity: active and passive principles of interaction of the student with the computer. Passive multimedia products are developed to manage the process of presenting information: lectures, presentations, workshops. Active are interactive multimedia tools that assume an active role of the student. You can use multimedia training programs during classroom classes; in elective classes; in additional classes; for independent work of students outside of school hours.

The development of multimedia and information technologies, as well as the use of the Internet as a new teaching method, has led to radical changes in the traditional learning process. The development of information technology has created more opportunities for modern education. New teaching and learning methods have begun to appear all over the world, the most important of which is e-learning, which facilitates the transition from teacher-centered learning to student-centered learning.

The widespread use of the Internet has led to the emergence of new communication channels and made information more accessible. Indeed, the revolutionary orientation of information and communication technologies stems from the combination of two types of rapidly developing technologies: small and inexpensive personal computers, including devices such as tablets and smartphones, as well as wired and wireless networks that provide exchange between devices.

The use of multimedia technologies for self-study does not always have positive dynamics, since students are not able to independently control their learning process. Another aspect that can negatively affect the learning process is Internet access. Insufficient speed can affect the poor quality of sound, image, video. The time of using multimedia technologies in the classroom should not exceed 10-15% of the total study time, otherwise the level of interactivity between a person and a computer will be inversely proportional to the student's involvement in the group-wide educational process, which will lead to a decrease in cognitive language activity.

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