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MODERN TECHNOLOGIES AND FOREIGN EXPERIENCE IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article considers the examples of the use of innovative technologies in teaching a foreign language, based on the experience of foreign scientists. The article describes the detailed characteristics of innovative practices in English classes. Modern educational technologies used for the formation of a student's communicative competence when learning a foreign language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that the use of any one teaching technology, no matter how perfect it may be, will not create the most effective conditions for the disclosure and development of students' abilities and the creativity of the teacher. Modern technologies of teaching foreign languages accumulate successful information about each of them, allow the teachers to adjust any technology in accordance with the structure, functions, content, goals and objectives of teaching in a particular group of students.

KEYWORDS: *Innovation, teaching, foreign language, distance learning, group learning, multimedia.*

INTRODUCTION

In recent years, the question of the use of new information technologies in the study of foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of a foreign language.

Modern educational technologies used for the formation of a student's communicative competence when learning a foreign language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that the use of any one teaching technology, no matter how perfect it may be, will not create the most effective conditions for the disclosure and development of students' abilities and the creativity of the teacher. Modern technologies of teaching foreign languages accumulate successful information about each of them, allow the teachers to adjust any technology in accordance with the structure, functions, content, goals and objectives of teaching in a particular group of students.

The purpose of this article is to emphasize the role of the use of modern technologies in teaching English as a second language. It discusses various approaches and techniques that can help English language students improve their learning skills through technology. These methods include online sites for learning English, online dictionaries, audio books, programs for video communication and messaging, educational video tutorials, and smart phone apps.

The introduction of information and communication technologies (ICTs) in education creates new learning paradigms. We live in a world of developing technologies, where gadgets have become our own and a breakthrough in technology is at the heart of pedagogical ideas. Therefore, there may be a need to rethink how to mitigate the limitations of second-language users through the use of modern technologies. The interaction between new technologies and pedagogical concepts has been found to meet the diverse needs of second language learners to some extent, and any global discovery aimed at minimizing student constraints is a welcome development in the rapidly changing world of technology.

Thus, this article is an overview presentation of how modern technologies can help both teachers and students studying foreign languages. The rapid growth of ICTs observed by the technologically advanced countries of the world has helped them to overcome some barriers in teaching and learning. The application of modern technologies in teaching and learning can enable teachers, students, and others to come together in communities of people far beyond their immediate environment to critically consider, analyze, contribute, critique, and organize issues logically and contextually, keeping in mind the professionalism and transformation of the entire society. Now new technologies, such as the described improvements in computers with new programs such as zoom, Skype, or educational portals like lingua.com, etc., make it much easier for teachers to conquer space and time, motivating this by eliminating restrictions and academic contradictions. Now we can bring learning to almost any place on earth at any time with the goal of achieving the desired learning outcomes.

In the past, teaching and education simply meant personal lectures, reading books or printed handouts, taking notes, and completing assignments, usually in the form of answering questions or writing essays. In short, education, learning, and teaching were considered impossible without a teacher, books, and blackboards. Today, education and training have acquired a completely new meaning. Computers are an integral part of every classroom, and teachers use VIDEO, audio, and video dictionaries to explain a new topic and material to students. Students can interact with the subjects using these web-based tools. Moreover, each student can progress at their own pace.

Technology enables distance learning: Perhaps the biggest impact of technology in the field of learning is its ability to help multiple people learn simultaneously from different locations. Students are not required to meet at a pre-determined time or place in order to learn and receive instructions and information. All you need is a smart phone or computer connected to the Internet; these tools can literally deliver a "classroom" to people's homes and offices.

Technology allows group learning: There are skeptics who argue that distance learning of this kind cannot help students gain the support of traditional group learning. To prove this theory wrong, the technology has helped provide distance learning with online communities, live chats, and message boards. All of this allows students to collaborate and communicate, even if they are isolated in their own space.

The technology allows for personalized stimulation: Multimedia tools, online training, and training on a dedicated phone app have helped eliminate the need for instructor-based lesson plans. Students who grasp concepts faster are moving forward, not held back by those who need more time and help to learn. Such an individual pace is useful for everyone.

Technology helps to reduce learning costs and increase productivity: Another advantage of using technology to reach many students in a shorter time is to reduce learning costs. Corporate and academic institutions can reduce their costs of providing lessons to students on a case-by-case basis. In addition, the technology provides quantitative results and allows students to quickly and with better results apply this information in practice. Through the use of technology, students can significantly save time and increase their productivity. Both of these points justify the higher cost of advanced technology tools.

Roadblocks in the use of technology in teaching: Naturally, for educational technology to have a positive impact on students, it must be well developed and prepared. The tools used to disseminate information should be designed with the interests of the students in mind. There are also factors such as lack of computer / technology literacy that should be considered. Schools and businesses should keep in mind that educational technology is just a tool, and its success depends largely on the amount of planning that goes into it. The use of educational technologies may be the right choice if all these factors are taken into account.

With the development of technology and the boom of the digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better environment for teaching and learning foreign languages, supported by multimedia technologies. As a result, innovative language teaching is becoming increasingly popular in the field of foreign language teaching.

In the United Kingdom, Australia, and the United States, there is an experience of teaching students according to individual plans, in accordance with an individual learning style. For a mass school, the experience of learning in collaboration is the most interesting as a general didactic conceptual approach, especially if we take into account the fact that these technologies quite organically fit into the classroom system, do not affect the content of learning, allow you to most effectively achieve the predicted learning outcomes and reveal the potential of each student. Taking into account the specifics of the subject "foreign language", these technologies can provide the necessary conditions for the activation of cognitive and speech activity of each student of the group, giving each of them the opportunity to realize, comprehend new language

material, get enough oral practice to form the necessary skills and abilities. The ideology of learning in collaboration was developed in detail by three groups of American educators: R. Slavin from Johns Hopkins University; R. Johnson and D. Johnson from the University of Minnesota; and the group of E. P. Johnson. Aronson from California State University; the main idea of this technology is to create conditions for active joint learning activities of students in different educational situations. Students are different: some quickly "grasp" all the explanations of the teacher, easily master the lexical material, communication skills; others need not only much more time to comprehend the material, but also additional examples and explanations. Such students are usually shy to ask questions in front of the whole class, and sometimes they simply do not realize what exactly they do not understand, cannot formulate the question correctly. If, in such cases, you combine the children in small groups (3-4 people) and give them one common task, specifying the role of each student of the group in the performance of this task, then there is a situation in which everyone is responsible not only for the result of their work (which often leaves the student indifferent), but, most importantly, for the result of the entire group. Therefore, weak students try to find out from the strong all the questions they do not understand, and strong students are interested in ensuring that all members of the group, primarily the weak student, thoroughly understand the material (at the same time, a strong student has the opportunity to test their own understanding of the question, to get to the very essence). In this way, joint efforts eliminate gaps. This is the general idea of learning in collaboration.

Practice shows that learning together is not only easier and more interesting, but also much more effective. At the same time, it is important that this effectiveness concerns not only academic success, but also their intellectual and moral development. Learning together, not just doing something together is the essence of this approach. The idea of learning in collaboration was developed by the efforts of many teachers in many countries of the world, because the idea itself is extremely humane in its essence, and therefore pedagogical, although it has noticeable differences in the options of different countries. In short, we can say that these methods and the introduction of new technologies not only help teachers to make the learning process interesting and easy, but also to teach languages to students on their own.

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