THE ROLE OF MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Lolayeva G.G.

Teacher of Foreign language faculty of Pedagogical Institute of Karshi State University

ABSTRACT

The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. The use of technology in foreign language learning and teaching, as some analysis show that ICT contribute in: improving reading comprehension and writing skills, develop listening comprehension and good speaking competences, supporting teacher-student collaboration, creativity, autonomous learning, as well as the activation of already acquired knowledge.

Keywords: *communicative competence, reading comprehension, creative approach, software program, Kahoot.*

АННОТАЦИЯ

Целью данной статьи является рассмотрение современных тенденций развития методики преподавания иностранных языков в высшей школе. Использование технологий в изучении и преподавании иностранных языков, как показывает некоторый анализ, способствует: улучшению навыков понимания прочитанного и письма, развитию навыков понимания на слух и хороших разговорных навыков, поддержке сотрудничества между учителем и учеником, творчеству, автономному обучению, а также активация уже полученных знаний.

Ключевые слова: *коммуникативная компетентность, понимание прочитанного, творческий подход, программа, Kahoot.*

INTRODUCTION

Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages. Language is the most important means of

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages"

**VOLUME 2 | SPECIAL ISSUE 20
ISSN 2181-1784
SJIF 2022: 5.947 | ASI Factor = 1.7**

communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning. It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time, therefore the approach to the choice of teaching methods should be based on the creativity of the teacher.

MATERIALS AND METHODS

Today, the educational process in Uzbekistan's higher education institutions is being reformed in accordance with European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education institution. education and training in master's programs abroad. In the context of higher education reform, the educational technologies of teaching foreign languages should also change. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages. All this puts new requirements for teaching and foreign language teachers in universities. The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations.

DISCUSSION AND RESULTS

Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages"

**VOLUME 2 | SPECIAL ISSUE 20
ISSN 2181-1784
SJIF 2022: 5.947 | ASI Factor = 1.7**

foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods. Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). Today, we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom. Consequently, a vast number of educational platforms and software programs have been created and become the perfect complement in reaching proficiency and fluency, and language courses integrated by technological support are the most effective and attractive for students who want to be successful in language learning. The use of ICT in language learning maximises a lot of new possibilities for effective communication for both teachers and the students not only to develop their language skills, but also they broaden knowledge of using ICT successfully to make teaching and learning better. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning.[Singhal, M.,1997]

The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication.). The ICT is an interactive and collaborative medium that allows the creation of text and activities that can easily be shared in public which helps students discover the language they are learning and its use. There are a number of online courses, educational platforms and software programs which assist learning and teaching foreign languages. In this regard, foreign language teachers of today should be ready to provide their students with the opportunity to learn using technology in the

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages"

VOLUME 2 | SPECIAL ISSUE 20
ISSN 2181-1784
SJIF 2022: 5.947 | ASI Factor = 1.7

classroom. According to the implementation of the ICT in education, UNESCO, Microsoft and Intel have created the" UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS" in 2015, which is a guide for teachers on how to become more effective in the ICT-based lessons. This competency framework explains to teachers a clear perspective how to use ICT to communicate and collaborate with students "to use ICT to communicate with other students, for example for them to submit their project reports online", and many others. Having read this framework, teachers they learn when and where to use the technology in the process of teaching, the use the ICT to create blogs and online platforms where the students can share their projects and as well, exchange information and notes with each other. Estling Vannestal lists several benefits of using ICT in the language classroom.[Estling Vannerstal, 2009:17]

First of all, ICT helps to create more variation in the classroom, which might lead to increased motivation in the students and thus better conditions to learn the target language. As the Internet is full of free, authentic and up-to-date materials that language teachers can use in their teaching. The Internet provides a good opportunity for students from all over the world to interact with each other through emails, online calls or in a chat room. Despite what the means of communication chosen, ICT is likely to help develop the understanding of other cultures in the students that participate. Now, during the period of quarantine, the role of ICT in education is being promoted in our country). Mostly, pre-school and school multimedia lessons are being shown by local TV channels and via social online websites. One of the most efficient medium for teaching foreign languages is television. The television appeals both to the ears and eyes. The lessons are being recorded and being telecasted by TV channels. This shows significant impact on the minds of the students. Television plays as a companion, entertainer and instructor in present learning and teaching foreign languages. However, university students and teachers of higher education are using various educational platforms such as Google. Best practices of integrating ICT in learning and teaching foreign languages as being ESL/EFL teachers, we have the key role in facilitating in distance learning and teaching foreign languages. There is a wide array of free educational software applications and platforms that make English learning resources more accessible and they promote more personalized and meaningful learning for students, along with a healthy dose of classroom collaboration. For example: Google Drive, Edmodo, Kahoot, wordpress, and etc. These tools can be used to enhance and facilitate deeper and more authentic

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages"

VOLUME 2 | SPECIAL ISSUE 20
ISSN 2181-1784
SJIF 2022: 5.947 | ASI Factor = 1.7

learning. Edmodo as a free social learning platform for students and teachers where presentations, books, materials, essays, songs and what resources are used during academic year can be saved here and teachers can create a class library to give students easy access to these at any time. Students find Edmodo (www.edmodo.com) as easy to work on it as it increases interest and motivation. Moreover, photos of group work projects of students or individuals, weekly spelling tests, multiple-choice quizzes can be posted so that all the students can see and do them for best practice. Kahoot (www.kahoot.com) is a platform that is used to administer quizzes, discussions or surveys. It is a game-based classroom response system played by the whole group in real time as it is the perfect tool to engage students with a new topic. As a teacher, anyone can use Kahoot to create any educational games to encourage students towards competing in the classroom.

CONCLUSIONS

Summarizing, today we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom.

REFERENCES

1. Estling Vannerstal, Maria. 2009. To learn English on the Internet.
2. UNESCO.,(2015) ICT competency framework for teachers, 2015 p.110
3. Singhal, M. (1997). The Internet and Foreign Language Education: Benefits and Challenges.The Internet TESL Journal
4. Gromova O. A. «Audiovisual method and practice of its application». M., 1977. – 150 s.
5. Раджабова, Д. А. Modern educational technologies in teaching a foreign language
6. ХАСАНОВА Г. Х. General and professional education systems of Uzbekistan and Japan: a comparative analysis //Иностранные языки в Узбекистане. – 2020. – №. 1. – С. 83-97.
7. Khasanova G. K. MODERN TRENDS IN THE DEVELOPMENT OF EDUCATION AND VOCATIONAL TRAINING IN THE WORLD //The Way of Science. – 2014. – С. 68.

8. Хашимова С. НЕКОТОРЫЕ ГРАММАТИЧЕСКИЕ И СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ УДВОЕНИЯ В ЯПОНСКОМ ЯЗЫКЕ. - Страны. Языки. Культура. – С. 334-338.

9. Насирова, С. А. (2019). Языковая политика в Китае: идентификация общественно-политической терминологии. In *Китайская лингвистика и синология* (pp. 384-387).

10. Насирова, С. А. (2021). ВОЕННАЯ СИСТЕМА ДРЕВНЕГО КИТАЯ: ОБЗОР ТЕРМИНОВ. *Oriental renaissance: Innovative, educational, natural and social sciences*, *1*(Special Issue 1), 139-146.

11. Hashimova, S. A., & Nasirova, S. A. (2021). FEATURES OF FORMING OF ANIMATED NOUNS WITH THE AFFIXES IN MODERN CHINESE LANGUAGE. *Journal of Central Asian Social Studies*, 2(04), 1-10

12. www.britishcouncil.uz

13. www.teachingenglish.com

14. www.speechpeek.com

15. www.kahoot.com

16. www.uzdaily.uz