

INGLIZ TILINI O'QITISHDA INNOVATSION TEXNOLOGIYALAR

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ANNOTATSIYA

Ushbu maqolada bugungi kundagi davlatimiz tamonidan ta'lim sohasiga qaratilayotgan yuksak e'tibor tufayli bugunga qadar yuqori marralarga erishib kelmoqdamiz, bunga asosiy sabab innovatsion texnologiyalarni qo'lagan xolda talaba yoshlarni bilim ko'nikmalarini oshirib borilyotgani fan va axborot texnologiyalari chambarchas xolda o'qitishni joriy etilyotgani va bu boradagi kamchiliklarimiz haqida so'z ketgan.

Kalit so'zlar: axborot, fan, interaktivlik, mustaqil o'rganish, ta'lim texnologiyalari, loyiha, qiziqish, faollik, kreativlik, metod, ko'nikma, samaradorlik, qo'llanma, natija, tajriba, o'qitish.

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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АННОТАЦИЯ

В этой статье, благодаря высокому вниманию, уделяемому сегодня сфере образования в нашей стране, мы до сих пор достигаем высоких целей, основная причина этого заключается в том, что студенты и молодые люди совершенствуют свои знания, используя инновационные технологии. Говорится о зрелости и наших недостатках в этом плане.

Ключевые слова: информация, наука, интерактивность, самостоятельное обучение, образовательные технологии, проект, интерес, деятельность, творчество, метод, умение, эффективность, пособие, результат, опыт, обучение.

INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE

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ANNOTATION

In this article, thanks to the high attention paid to the field of education in our country today, we are still achieving high goals, the main reason for this is that students and young people are improving their knowledge using innovative technologies. It talks about maturity and our shortcomings in this regard.

Key words: information, science, interactivity, independent learning, educational technologies, project, interest, activity, creativity, method, skill, efficiency, manual, result, experience, training.

Up to now, our state is carrying out extensive work in the field of education as well as in various fields. As time progresses, innovations in every field are increasing. Different styles are also emerging in language teaching. A step-by-step approach to teaching English based on the learner's potential, level, and age gives good results. In this case, students are divided into groups based on teaching at the primary level, teaching at the middle level, and teaching at the higher level. A special program is developed by the teacher for each stage. At the initial stage, important attention is paid to pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation. While grammar and vocabulary are key, it's all for naught if the speaker's pronunciation is incorrect. Native speakers can understand speech even with grammatical errors if the speaker pronounces the words correctly. Therefore, in teaching, the main focus is on pronunciation. In this case, using different audios of native speakers gives good results. In recent years, the issue of using new information technologies in schools has been raised more and more. It is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to learn a foreign language in practice.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability

to adequately respond to different situations, i.e. contact To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries. One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language.

One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. The project method develops students' communication skills, culture of behavior, the ability to form thoughts concisely and easily, tolerance of the opinions of communication partners, the ability to receive information from various sources, process using modern computer technologies, contribute to the emergence of natural needs creates a language environment that grows. In the process of foreign languages, the project method can be used within the program materials of almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities. The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority of this technology is to direct the educational process from the teacher to the student. The student, in turn, is consciously responsible for the results of his educational activity. The above technology leads to the step-by-step formation of students' ability to learn information independently. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

CONCLUSION

The introduction of information technologies into education significantly diversifies the process of receiving and processing information. Thanks to computers, the Internet and multimedia, students have a unique opportunity to master a large amount of information with subsequent analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia

tools, students receive information from newspapers, television, conduct interviews and teleconferences. The main criteria 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 learning process from the teacher to the student. The student, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of independent information acquisition skills in students. In general, the language portfolio is multifunctional and helps to develop multilingualism.

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