

MODERN METHODS AND TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

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Abstract: This article discusses modern methods and technologies in English language teaching. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways. It should be noted that these goals in foreign language learning are not set by themselves or by others or individuals, but are closely related to changes in linguistics and psychology and the social development of society.

Keywords: modern methods, modern technologies, English language, important factor, education system, information, communication, technologies, effective way, linguistics psychology, social development.

Introduction

After the independence of our country, the interest in teaching foreign languages has grown and many opportunities have been created for young people. As the first President Islam Karimov said, “At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our countries, which today are striving to take their rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners”. As a logical continuation of these ideas, the Presidential Decree of December 10, 2012 “On Measures to Further Improve the System of Teaching Foreign Languages” expanded the opportunities for learning foreign languages. New methods and requirements for foreign language teaching in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills.

The main findings and results

Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language.

The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, writing, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time.

An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways.

The role of teaching English through various games is invaluable. Playing a variety of games throughout the classroom increases the enthusiasm for learning science in the classroom, encourages passive students to participate better in the classroom, and creates a competitive, team-oriented environment in the classroom. It also increases students' respect for their teachers.

This game is a fast game. But it does give students some time to think. This game encourages learning together, which is what other students are talking about students are thinking of words themselves. You'll need a ball to play the game. And all students should stand in a circle. You will have to choose a topic. For example: Things found in a kitchen, food, profession, etc. The game begins by throwing a ball to a student. The student says an English word on the topic and throws the ball to the next student. Each student who receives the ball will have to say something about it. If they repeat the words or can't find the word in a few seconds, they leave the game and watch the game while sitting. Don't worry, they're still learning. It is now known that interactive methods are mainly used in conducting interactive trainings. In the future, it is desirable that these methods will grow to a certain extent interactive technology. In our opinion, the difference between the concepts of this interactive method and technology can be described as follows. Interactive teaching method - is carried out by each teacher at the level

of available tools and their own capabilities. At the same time, each student masters at different levels according to their motives and intellectual level.

At present, a lot of work is being done not only on teaching a foreign language, but also on finding new methods of teaching all subjects, testing them in practice. This is one of the most important issues to be addressed in order to improve the current educational process.

If earlier teaching a foreign language was considered to be the study of this language system, in recent years the most important goal of teaching has been to develop the foreign language skills of these students. It should be noted that these goals in foreign language learning are not set by themselves or by others or individuals, but are closely related to changes in linguistics and psychology and the social development of society.

For example: Consider the audio lingual method. The emergence of this method was influenced by changes in linguistics, that is, the structural flow.

It includes the following factors:

- Teaching a foreign language should begin with the teaching of oral speech;
- Language learning is carried out on the basis of various structures, patterns of speech;
- Exercises should also be language-based exercises that require repeated repetition of language material;
- The choice of grammatical patterns and vocabulary should depend on the results of the comparison of the native language with the foreign language;
- Great attention is paid to pronunciation.

The main disadvantages of this method are the large number of mechanical exercises and the lack of real speech exercises. Then it is necessary to create new sentences on the basis of these structures, that is, skills and abilities. This is done with the help of training exercises. This method is based on quick memorization of language (language material) by hearing and seeing. The main advantage of this method is that it requires the study of language material in relation to real-life

situations. Language learning is mainly based on seeing, listening and understanding. According to the authors of this method, it aims to study a wide range of topics that are common in everyday life (for example, apartments, furniture, trade, etc.). Their mastery is carried out mainly on the basis of perceptual perception and extensive use of technical means.

Technologies that remove barriers of perception that correspond to the style of thinking of students are information and communication technologies that teachers need to master in order to make the process of teaching a foreign language the most rational and effective. In addition, according to V.A. Travnev, when using these technologies, the didactic principles of teaching are most deeply and fully implemented:

1) the principle of visibility - when using information and communication technologies, it becomes possible to visualize a variety of concepts and abstract patterns and models;

2) the principle of accessibility and feasibility - the technologies under consideration open up fundamentally new opportunities in the implementation of this principle, since modern programs make it possible to generate tasks of increasing difficulty;

3) the principle of individualization of learning - modern technologies open up opportunities for each student to build an individual learning route, the advantage of modern technologies and alternative information is that the process of its perception is always individualized, the student can learn it in a convenient mode and pace, it implies the presence of significant motivation, since only what is interesting and attracts attention;

4) the principle of consciousness, with the help of modern technologies, a student can organize his learning in the most optimal way;

5) the principle of activity - the use of innovative technologies is inseparable from the student's independent activity in finding the necessary information on the Internet, performing various tasks, etc.

The concept of “educational technology” is broader than the concept of “pedagogical technology”. Educational technologies cover all areas related to education, including pedagogical, cultural, economic and other aspects. Pedagogy includes training, education and development, taking into account the age category, and which constitute the education of a person. Thus, the concept of “educational” technologies overlap to a large extent. The technology of teaching foreign languages is one of the private methods used in teaching various disciplines.

Educational technologies are “a set of methods of work of a teacher and students, ensuring the achievement of the goals of language teaching and language acquisition. Allocate gaming, computer, training technologies related to the creation of a speech environment”. Modern technologies for teaching a foreign language include the project method, role-playing games, the language portfolio method, the case method, the fishbone method, distance learning, the use of the language portfolio, the tandem method and intensive methods training, Dalton Plan technology, modular technology, the use of technical means (primarily computer and audiovisual technologies). To somehow understand this list, one should distinguish between Technology of Teaching and Technology in Teaching. Learning technologies (or they are sometimes called pedagogical technologies) include a set of techniques with which the teacher achieves learning goals. Technologies in education are technical learning tools that are used in the process of achieving learning goals. Thus, it is possible to define learning technologies: language portfolio technology, game technology, project technology, learning technology in collaboration, communicative learning, testing technology, etc. Technologies in education include: information and communication technologies (ICT), the Internet, technology of multi-level education, etc.

However, there is still an intermediate group of technologies (distance, technology of individualization of education, technology of modular education). If the group of technologies in education, in addition to technical means of education, includes forms of organization of the learning process, that is, how to teach, then

only two subgroups are obtained: technologies of teaching and technologies in teaching.

The technology of modular education involves dividing the content of the discipline into modules integrated into the general course.

The technology of individualization of learning contributes to the implementation of a student-centered approach, taking into account the individual characteristics of the trainees.

The technology of multi-level training allows taking into account individual abilities and allows developing the creative potential of students.

The use of modern teaching technologies does not exclude the use of traditional methods for the introduction and consolidation of lexical units and grammatical structures in pre-text exercises, working with text and performing post-text tasks. Traditional teaching methods include step-by-step work on the introduction, consolidation, reproduction and application of new material. In this case, explanatory-illustrative, reproductive methods, various exercises are used.

It is possible to talk about the use of modern technologies in the training of future specialists at the stage of formation of professional competencies, when students have basic knowledge of vocabulary and grammar. The teacher himself/herself chooses educational technologies that, in his opinion, will contribute to achievement of the goals facing him for the formation of general cultural and professional competencies. Modern technologies are significantly different in that the student turns from the object of the educational process into the subject of the learning process. All educational technologies are interactive. For example, testing can be varied: for control, for self-control, and students themselves can participate in the development of test tasks.

The technology of communicative learning is aimed at the formation of communicative competence in trainees. It is the basic one, which is necessary for the formation of the ability for intercultural communication.

Modern educational technologies are divided into learning technologies and technologies in teaching. In practice, several technologies from both groups are

usually used at once. All technologies contribute to the development of students' independence in identifying a problem, searching for the necessary information, the ability to structure and analyze it, and present the results in the form of a finished product. All this prepares students for professional communication in a foreign language.

Much has been done and is being done in our country and abroad to intensify foreign language teaching. This led to the emergence of new intensive methods. So what is an intensive method? How can it be understood? Intensive teaching means to teach students to speak in a foreign language in a short period of time. This is mainly based on the internal psychological capabilities of students and memory reserves. Thus, the intensive method (or intensive) teaching can show the following two characteristics:

Organize a certain amount of educational material in a short time and carry out appropriate speaking activities in a foreign language;

- Maximizing the use of all the resources (psychological capabilities) of personal memory, i.e increasing the activity of students.
- In recent years, it is necessary to do a lot to increase the activity of students in the classroom.

One of the most important tasks is to create an environment of verbal communication in order to increase the activity of students in the classroom, using the internal capacity of personal memory. The methods used by the teacher and the various visual aids should be aimed at this goal.

Psychological situation, focused on verbal communication, is one of the necessary tasks to increase the activity of students. E.I. Passov, one of the well-known Methodist scholars, says that the communicative approach used in modern foreign language teaching is a form of intensive teaching based on speech situations.

In recent years, words denoting a new direction, such as audio lingual, audiovisual, hypnopedia, relaxopedia, suggestopedia, rhythmopedia, have become more common in the methodological literature.

It should be noted that of these methods, audiolingual and audiovisual methods can not be used in intensive teaching practice. This is hampered by their principled nature, which is that they do not rely on the use of the mother tongue, but learn, memorize and do a lot of creative exercises by imitating the language. In recent years, great attention has been paid to the integration of research in pedagogy, psychology, social psychology, medicine in the study of the individual as an object and the identification of all its creative potential. An important issue today is the great attention paid to students' new thinking, creative thinking and preparing them for life. This increases the need for a comprehensive study of the individual. Thus, the student's personality has become a central, key figure in the learning process.

This term is widely used as a general theory of pedagogical teaching on the concept of "method". Didactics interprets the term "method" in the sense of a teacher's and student's way of knowing, acquiring skills, shaping the worldview of teachers and creating opportunities for learning. General methods of teaching have been developed for the subjects that teach the basics of science. Taking into account the specifics of the subject, the methodology of teaching a foreign language is developed. The introduction of methods in foreign language teaching has a long history. In the methodology of teaching a foreign language, the term "Method" has three main meanings.

First, a whole direction in the history of methodology (translation method, correct method, comparative method, mixed method);

Second, the training system, which is part of the above direction;

Third, the way teachers and students interact. (Methods of acquaintance, practice and application).

In the history of foreign language teaching, the first and second methods are called "historical" methods, and the third is called "process expression" methods. Historically, methods have been grouped into four groups, with the words "translation", "correct (or without translation)", "comparative", "mixed" added to their names as determinants. Thus, in the centuries-old history of foreign language

teaching, all methods are grouped into four categories. A brief analysis of each of them is required, because in the first method, some of their features are used in a certain way.

Translation method. The name of this method is often used in the plural with the term “translation methods”. Therefore, it is not difficult to know the meaning; foreign language material is translated into the native language. In Europe, translation was first used as a method of understanding Greek, and later Latin. The most common methods of translation were known as “Grammar-translation method” and “Text translation method”. Proponents of the former used word and color translation to teach grammar, while proponents of the latter aimed to use translation in reading the text and understanding its content. The use of both methods of translation is for educational purposes only. A foreign language is learned receptively. Based on the linguistic and psychological data of his time, methods of teaching foreign languages were developed. Some teachers still misuse translation methods. For example, interpreting a text is a non-methodical method. It is not forbidden to translate some sentences or one or two parts of the text for a specific purpose. Using the dictionary, small texts can be provided for translation in order to reveal the meanings of new words, where the purpose of translating the text is to teach the use of the dictionary.

Right method. The main reason for the origin of the name of the method is that when teaching in the right method, try to establish a direct association between the word of the foreign language and the subject, that is, the connection of ideas, bypassing the native language. The same methodology is used in teaching foreign language grammar; they wanted to make a direct connection between grammatical meaning and form. The reason for the emergence of the right method should be sought for the purpose of practical study of foreign languages. By the end of the last century, this method was invented as a result of the reform of foreign language teaching in Western Europe and the United States. Later, this method spread to Asia, Africa and other countries. Two of the most modern forms of the correct method – audio lingual and audiovisual methods are the most common. According

to the founders of the audio lingual method (famous American Methodists Charles Carpenter Frieze and Robert Lado), a foreign language is studied for practical and educational purposes. An important role is given to the selection and teaching of foreign language sentences (speech patterns) from language materials. The procedure for studying the types of speech activities is as follows: listening comprehension, speaking, - reading - writing. Oral speech is taught as a means of communication in a foreign language, and written speech is taught on the basis of oral material. In addition to the commonality of the two methods, there are also differences. For example, the audiovisual method teaches oral, written and, finally, reading. Reading is taught after writing, in our schools these methods are used positively. In the first years of high school, foreign language teaching is taught before writing, then reading before writing, and reading in the upper grades before all types of speech activities. Language teaching methods have also left a significant mark on the history of methodology.

Mixed method. This method incorporates the scientific and practical aspects of two major methodological directions. Mixed methods appeared in the late XIX and early XX centuries as a mixture of translation and correct methods. Information about the mixed method can be found in the scientific works of its representatives, the Danish psychologist K. Flagstad, German linguist E. Otto, German Methodist F. Aronstein, German linguist G. Paul. Another form of the mixed method emerged as a mixture of the principles of the correct method and the comparative method. Representatives of this modern mixed method are known and well-known from the researches of Methodists Henbold II of the United States, F. Klossa of Belgium, A. Bolen of Germany and the Russian psychologist of foreign language teaching R.B. Believ.

Comparative method. Its full name is “Conscious Comparative Method”. The founder of this method was A.V. Sherba, who adapted this method to the modern process of teaching a foreign language. The founder of the method was a corresponding member of the Academy of Pedagogical Sciences, Professor I.B. Rakhmonov, who successfully continued his work. The special principles of

comparison of this method, such as simultaneous teaching of speech activities based on the native language, were formed in 40-50 years and are widely used in practice. The practical, educational and pedagogical purposes of foreign language teaching were the first manifestations of this method, which was scientifically substantiated. In the first form of the cognitive-comparative method, the exercise is performed according to the rules. In a modern way, the rule of practicality is generalized during the exercise. The student is not specifically engaged in comparison, memorization and narration of the rule, the accumulation of theoretical knowledge.

During the application period, information exchange (i.e skills development) exercises are performed. The method of application is useful in the process of oral and written communication of students. Previously studied material is now subject to the purpose of obtaining information. Methods are used in practice through performance indicators, which in turn are methodical actions. For example: the method of revealing the meaning of vocabulary without translation, the method of obtaining information from the text, the method of lexical teaching of grammatical units, the teaching of pronunciation by imitation, etc. A set of specific methods constitutes a process method. The methodical method means a movement that is clearly visible in the study of educational material.

In the methodological literature, there are up to seven cases of naming methods “Demonstration, Explanation and Exercise” or methods, regardless of the names or how many they are, aimed at the introduction, development of skills and qualifications.

Interactive learning technology - ensures that each teacher conducts a lesson that all students master as intended. At the same time, each student, having his own motives and intellectual level, masters the lesson at the intended level. Based on the study of some experiences in the practical application of interactive lessons, we will show some factors that affect the quality and effectiveness of these lessons. They can be conditionally called organizational-pedagogical, scientific-methodical

and factors related to the teacher, students, teaching aids. We need to keep in mind that they have a positive or negative impact, depending on their nature.

There are many types of interactive lessons, which are selected according to the characteristics of the subject and the intended purpose, and are prepared accordingly. There are specific requirements for the preparation of students to participate in interactive lessons, which include the acquisition of knowledge necessary for active participation in the lesson, readiness for communication, interaction, independent thinking, self-expression skills of free expression and defense, and so on. Efficient use of time in training is a prerequisite. To do this, it is necessary to properly select, prepare the necessary tools and clearly define the trainers and their responsibilities. There are specific differences between interactive methods and traditional teaching methods, and each teacher should compare these differences, their advantages and disadvantages in relation to each other, in choosing the methods of lesson planning and conduct should be taken into account. In this case, the most appropriate interactive for the transfer of new knowledge, the formation, development, consolidation of skills, repetition of knowledge, practical training, as well as for training on each topic, taking into account the specifics of the subject, or the correct choice of other techniques. The application of properly selected techniques will ensure that the training is fun and effective.

The current stage of development of educational technology is characterized by the widespread use of interactive teaching methods in the educational process. The uniformity of teaching technology used for many years, the hegemony of the teacher in the learning process, the teacher's attempt to present the science to the student at a level that is ready, acceptable without excessive observation, reduces students' activity and develops creative thinking skills had begun to prevent its formation. Therefore, there is an increasing attempt to use interactive teaching methods in the educational process, which do not teach the student, but teach him to read and learn.

Conclusion

In short, a teacher who aims to ensure the effectiveness of the lesson will achieve his or her goal only if he or she skillfully uses interactive teaching methods in their place. The use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's interest in knowledge. The student strives to prepare well for the lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we, future teachers, will contribute to the more perfect development of ways to effectively use innovative technologies.

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