

NEW TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

Zamira Nazarova Safarovna

*Navoi State Pedagogical Institute, Faculty of Foreign Languages,
Department of English Language and Literature*

Abstract: Nowadays, it is very important for everyone to know foreign languages. The world is becoming more and more globalized, and knowing two languages is not just an interest, but a requirement of the times. Learning foreign languages is a life skill that focuses on learning how to communicate and connect with others. Why should we learn foreign languages? I will now write about why you should learn foreign languages. Learning foreign languages will increase your knowledge. No matter how old you are, learning a second language has proven to have tangible benefits. These studies have shown that bilingual people have more active brains, better memory, creativity, problem solving, and more. These advantages make it easier not only to learn more languages, but to learn anything. The ability to switch tasks quickly is especially important in today's busy, task-oriented world. This article provides information on English language teaching methodology and modern methods and technologies used in English language teaching.

Key words: English language, pedagogical technology, pedagogy, interactive methods, game methods, advanced pedagogical experiences.

Introduction:

Today, the main focus is on the student, his personality and unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organization of educational activities and personal development students who are optimally suited to their goals. 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.

Materials and Methods:

Implementation of the developed experiences of pedagogy and achievements in education is one of the important conditions of today. Currently, a huge base of experience that a teacher can use during his career has been formed, and it is getting richer every day. But despite this, it is difficult for teachers and future professionals to learn these experiences. The position of the pedagogue is especially important in creating advanced experiences and popularizing them among colleagues.

Educators should consider the cost and effectiveness of new pedagogical practices when implementing them. The orientation of the teacher's practical activity to innovation provides an opportunity to put into practice the achievements made as a result of theoretical pedagogical research. In order to popularize the results of such studies, it is necessary to introduce them to the general public. Such news can be conveyed to representatives of other pedagogies by providing quick advice, conducting

special seminars and trainings, giving speeches at conferences, and giving future pedagogues a series of lectures.

At this point, a question arises: "Who are the communicators and promoters of advanced pedagogical ideas and technologies to the general public?" Professors of higher education institutions, mature pedagogues working in universities play an important role in researching and popularizing the experience of a particular pedagogue or educational institution. The reason for this can be explained as follows:

- the author of the innovation cannot give a necessary and accurate assessment of the prospect of a particular pedagogical idea or innovation;
- advanced pedagogues do not always think about popularizing their ideas. The reason is that innovation requires additional time and labor of the pedagogue;
- the idea is not always scientifically and methodologically justified by its creator;
- the authors face obstacles related to the individual characteristics of themselves and their colleagues in describing their innovations and ways of their implementation;
- the task of not only promoting and popularizing pedagogical innovations, but also making corrections to the quality of pedagogues based on them, enriching the professional knowledge and skills of future teachers, is assigned to the creative group;
- the tasks of systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enriching the work experience of higher educational institutions are also carried out by the members of the creative group.

The author of the innovative idea does not participate in the management of the activities aimed at practical application. This approach creates a basis for expanding the capabilities of the innovative pedagogue and directing him to a specific goal. In this way, the powers of the founder and popularizer of innovative pedagogy are concentrated in one point and directed towards a certain goal. Pedagogical innovation has its own dimensions. Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how new the innovative methods are; its optimality; how effective; possibility of application in mass experiment and so on. The main measure of innovative methods is their novelty, results of scientific research and equality with advanced pedagogical experiences. For this reason, it is important for teachers who want to work in the innovative process to understand what the true essence of innovation is. may not be new. In addition, the level of novelty of the same method may be different for future pedagogues. Taking this into account, both future pedagogues and teachers working in the educational system should approach innovative creative activities based on their needs.

The role of teaching through various games in teaching English is incomparable. Playing various games during the lesson increases the enthusiasm for learning science in the classroom, encourages passive students to better participate in the lessons, and creates an environment of competition and teamwork among students in the classroom. It also increases students' respect for their teachers. Below are games that serve to increase the effectiveness of teaching during English lessons.

Last Man Standing .

This game is a quick game. But it gives readers some time to think. This game encourages cooperative learning, that is, while other students are talking, the rest of the students are thinking of words themselves. You need a ball to play the game. And all

students should stand in a circle. You need to choose a topic. For example: Things found in a kitchen, food, profession, etc. The game starts by throwing a ball to a student. That student says an English word about the topic and throws the ball to the next student. Each student who receives the ball will have to say something about this topic. If they repeat the words they were told or can't find the words within a few seconds, they leave the game and watch the game sitting down. Don't worry, they will still be learning. You can change this game to something a little different. Instead of talking about a topic, each student can talk about a different topic to the next student. For example, you can start the game by saying "say something red". The first student who catches the ball can say "strawberry" and choose a topic to throw the ball to another. This makes the game a bit more complicated, because before the student can think of a word, he must know what subject word he should think of.

Pictionary.

Most English speakers are familiar with Pictionary, a drawing game. For drawing purposes, you can use a regular chalkboard or a white magnetic board. Divide the class into 2 groups and draw a chart on one side of the board for each team. You will write down the scores of the teams here. One person from team A comes out. And he chooses one of many upside down words and draws this word on the board. And others will have to find it. The team that found the word correctly first will be awarded a point. The team with 10 points is the winner.

Charades.

Charades is similar to Pictionary, but the main difference is that actions are used instead of pictures to represent words. This game is very useful when your students are lazy, bored and sleepy. Wake them up and get them moving!

Write words on a few square pieces of paper for students to choose from. Verbs are much easier to express. But you can use words that are a little more complicated, but that all students know. Divide the class into two teams. And one student from each team chooses a piece of paper with a word written on it and expresses it with an action. The members of the team will have to find that word within three minutes. One point is given for each correct answer. The team with 10 points is the winner.

20 Objects.

Test your students' memory and vocabulary with this game at the same time. All you need is a blackboard and 20 classroom supplies. You can even use your own bag or things you have around. Lay the items out on the table and ask your students to look at them all. Then cover everything with paper (or something similar) after a minute. Ask all your students to go back to their seats and write down in English what they remember on a piece of paper. When everyone has finished, write the list of items on the board and ask students to check themselves. Alternatively, you can ask them to read the words one by one and mark the correct ones.

Results and Discussions:

Teaching and learning a foreign language using modern technologies is one of the most fruitful ways. In this process, including:

- when using computers, the student can watch and listen to foreign language videos, demonstrations, dialogues, movies or cartoons;

- it is possible to listen and watch foreign language radio broadcasts and television programs;

- use of tape recorders and cassettes, which are considered a more traditional method;

- CD players can be used.

The use of these technical tools makes the process of learning a foreign language more interesting and effective for students.

Conclusion:

As we have seen, each innovative technology has its own advantages. In all such methods, cooperation between the teacher and the student, the active action of the student in the educational process is envisaged. In short, as a result of using innovative methods in English language classes, students' logical thinking skills develop, their speech becomes fluent, and the ability to give quick and correct answers is formed. Such methods make students eager for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process.

References:

1. Bautista D., Mulligan J. Why do Disadvantaged Filipino Children Find Word Problems in English Difficult? Shaping the future of mathematics education: Proceedings of the 33rd annual conference of the Mathematics Education Research Group of Australasia. – Fremantle: MERGA, 2008. – P.[1]
2. Beacco J.C., Byram M., Cavalli M., Coste D., Cuenat M.E., Goullier F., Panthier J. Guide for the development and implementation of curricula for plurilingual and intercultural education. – Geneva. Council of Europe, 2010. – 102 [2]
3. Birdsong D., Bialystok E., Hakuta K. Second Language Acquisition and the Critical Period Hypothesis. – L.: Lawrence Erlbaum associates publishers, 1999. [3]
4. Broek S., Inge van den Ende. The implementation of the Common European Framework for Languages in European education systems. – Brussels, European Union, 2013. [4]
5. Jalolov J.J. Chet til o'qitish metodikasi: chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik. – Toshkent O'qituvchi, 2012. [5]
6. Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. English Language Teaching Methodology. – Toshkent Fan va Texnologiyalar, 2015. [6]