

USING MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract: At present the foreign languages taught in many institutions of higher education have various computer-based programs and technologies developed by the language industry and now they are available to teachers and students. The fast growing of foreign language field represents a major challenge to teachers and students and in particular to educators in charge of curricula planning.

Key words: curriculum, further education, methodology, special courses, research projects, Language for Specific Purposes.

Introduction. A good deal of looking ahead is appropriate: an important number of new tools, some of which are quite time-consuming to embark on, need to be integrated into curricula. Existing academic programs are already filled to the brim with Language for Specific Purposes (LSP) requirements and other contents which cannot be reduced, given that it is out of the question to teach students less language.

Discussions and results. LSP and culture assuming that the machines could take over some of the tasks carried out until now by humans. In the recent years in the field of teaching foreign languages we can see the research work closely connected and designed with the using of computer technologies. The recent research projects have dealt with the computer-assisted style analysis, contrastive basic research in different language learning and translating, comparative research in cross-cultures communication, business languages and terminological vocabulary. These special courses mean for language training of students majoring in other fields of the humanities; use of modern educational technologies for teaching foreign languages. The curriculum consists of a set of current and new courses that are designed to provide both theoretical foundation and practical experience needed for students to further education. We want our students to integrate computer's language technology in their everyday work so our teaching staff includes various training methods aimed at improving the professional level of specialists whose activity is connected with foreign language usage. It is necessary to create a flexible system of teaching a foreign language which will include an obligatory basic minimum in reading, conversational practice, listening comprehension, writing and vocabulary. Most exciting learning activities using the new tools involve the interactive language systems and develop learning and language training applications for students. The main important components of language teaching are the using electronic technologies: DVD adds an extra dimension to the course, containing a range of authentic material from film and TV. The DVDs expose learners to a variety of different English media and give them an opportunity to feel how the language is used in real life. It is very accessible to students and stimulates their interest.

CD-ROM which provides extra support material especially for students who can miss lessons, it contains the grammar presentations, self-check practice exercises, communicative games. The Test Master CD-ROM provides an invaluable testing resource to accompany the course and define the measure of students' progress. CDs provide additional listening practice linked to the topic areas containing all recorded and grammar materials from the Students' Book. The CD is a comprehensive and easy-to-use set of tool developing the speech recognition and understanding.

New products are being marketed all the time and it is a challenge just to keep informed. The skills needed to test and use the software and the competence of assessments of these products have become valuable elements in the education of students. Language teaching in general and English language teaching in particular has tremendously changed over the centuries. Language learning and teaching are dynamic, fluid, mutable processes, so there is nothing fixed about them unlike the teaching

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of other subjects. Language teaching especially throughout the twentieth century underwent numerous changes and innovations. Approximately, every decade a new approach or methodology comes into practice. Many major theories, events, trends and technologies which shaped English language teaching during the past decades suggest methodologies are as much a product of their times as educational systems, and rooted in the ideas of their time. Ideas may come into and go out of fashion. Many new approaches are rediscoveries of old methods neglected but re-illuminated.

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it 's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language

This paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.

In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards. Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each pupil can progress at his/her own pace [1].

Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations. Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); they can literally deliver a 'classroom' in the homes and offices of people.

Conclusion. Technology allows group Learning: There are naysayers who argue that distance learning of this sort cannot help pupils receive the support of traditional group-based learning. For proving this theory wrong, technology has helped provide distance learners with online communities, live chat rooms and bulletin boards. All these allow pupils to collaborate and communicate even though they are isolated in their own space.

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