

ISSUES OF INNOVATIVE APPROACHES AND APPLICATION OF INFORMATION TECHNOLOGIES IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES.

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Abstract. In this article, the process and methods of education through foreign language, the science of teaching a foreign language, the method of studying the activity of the teacher and the student, including the methodology of teaching a foreign language, and the types of modern methods used in it and their use it is mentioned.

Key words: qualification, language certificates, methods, innovative assessment, article, innovation, educational system, pedagogical technology.

Introduction: Foreign language is an academic subject. In such lessons, thinking instills in our mind the formation of love for the mother tongue, universal human values are understood through the language, and with the help of this, the individual is educated and the language develops intellectually. By learning a language, it is possible to develop the expansion of the range of expression. The traditional education system lags behind the needs of society. The main goal of a teacher's professional activity is to form students' ability to achieve success.

In our country, the knowledge and skills of foreign language teachers (CEFR) was produced in accordance with the recommendations of the pan-European framework for setting new methods and requirements for teaching foreign languages. Accordingly, schools and vocational colleges with textbooks also created for students.

It is necessary to understand that modern teachers should not be "actors" but "directors" in the process of teaching. It is necessary to form students' views on science from a creative point of view, and of course to organize the lesson using new pedagogical technologies using methods. For this, he needs to know a number of new teaching methods well. Interactive methods require mental and physical efforts aimed at achieving high results in a short time without excessive expenses.

During the lesson, the teacher needs to convey certain theoretical knowledge to the student, to form skills and competencies in certain activities, to form moral qualities, and to control and evaluate the knowledge of students.

Innovative assessment - assessment of language learners in an innovative way implements the process, which is fair and accurate for both teachers and students. Accordingly, students are assessed daily or weekly and their results are presented on modern SNS tools and distance learning tools platforms. Taking into account all the important factors mentioned above, Uzbekistan summarized the need to use modern information technologies and various tools to provide distance education and innovation in the field of education. This requires systematic work in order to effectively fulfill the tasks set in practice. They consciously or unconsciously react to the lessons by paying attention to the fact that the teachers are like that. When a teacher walks into a classroom, students have an idea of who they are based on their appearance (i.e. how they behave and dress).

Materials and methods of application:

The following research methods were used to achieve the goal:

1. analysis
2. observation
3. description
4. generalization

The works and theories of scientists in learning Russian as a foreign language have been studied. Russian as a foreign language is used in academic articles in books and study guides for students. In this article, we used the experience with foreign students of higher technical education.

In the second half of the year, students of vocational subjects began to get acquainted with foreigners. In order to effectively work and improve the quality of education in the pre-university period, special training manuals have been developed, that is, bifunctional ones. Such developments help to learn to work with data. Also, foreign communicators will get acquainted with the functional lecture during the educational process. The initial level of educational texts in the knowledge of the Russian language is adapted to:

1. Qualification
2. Tables and visual grammar materials.

Conclusion. The observations in the article allowed for experience and determination in professional disciplines. It is interesting that the educational system in higher education institutions in different countries is significantly different. This fact may affect training at universities in other countries. This means that foreign students who have completed their pre-university education are more receptive to oral speech than to speech lecture materials. Russian language classes are used to practice all kinds of speaking activities and to solve practical problems in the lessons. Experts have emphasized that foreign students cannot express their problems. In many cases, foreign students resort to using study materials from academic subjects with a certain level of poor performance and trying to master them.

It is clear from the above discussion that teaching and learning a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology.

By carefully mastering the achievements of the methodical science, the foreign language teacher is able to clearly know the standard of language experience of the student and to further improve it.

The term language experience is almost never found in methodical literature published in European languages, because Russian (referring to the Russian Federation), English, German, and French are considered as the only mother tongue in foreign language learning in schools. And in the schools of Uzbekistan, it is appropriate to think about the integrated language experience gathered from the mother tongue and the second language, as well as from the foreign language itself.

Taking language experience into account means that the knowledge, skills and competences the student has acquired so far in Uzbek, Russian, foreign languages (English, Spanish, German or French) are negative for mastering the foreign language material he is currently studying (interference) or positive (transposition/facilitation) effects are understood. For example, when teaching the grammatical phenomenon called "article" in a foreign language, due to its non-existence in Uzbek, the concept of "article" related to this grammatical category is formed. As a result, the student's language experience is now enriched with "newness" in a foreign language.

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