MODERN IN TEACHING FOREIGN LANGUAGES AT SCHOOL ROLE AND SIGNIFICANCE OF TECHNOLOGIES

Tazabayeva Oltinoy Ergash qizi

Chirchik State Pedagogical University

3th -year-student in Foreign languages and literature (English)

Abstract: This article is a new way of foreign languages in the general secondary education system quality teaching system for language learners using modern methods aimed at education.

Keywords: New teaching system, creation of methods, modern use of technologies, development of oral speech.

Teaching English in accordance with the educational standard of basic general education in a foreign language has two main goals: Development of communicative competence in a foreign language, which involves the development of speech, language, socio-cultural, compensatory, educational and cognitive abilities; To develop and nurture the ability and readiness to learn English independently and continuously. To fulfill the above tasks, the issue of using new information technologies in learning foreign languages has been increasingly raised in recent years. This is not only new technical tools, but also new forms and methods of teaching, a new approach to the educational process. The project method is based on the development of students' knowledge skills, independent construction of their knowledge, and the development of their abilities to act in the information space. While working on the project, children understand why they are learning new words and grammatical events, where and how they can apply this knowledge. The task of the teacher is to organize the independent learning activity of each student during the

project. As it can be seen from what has been said, the method of projects includes problem solving by the student. And in order to solve it, the student must not only know the language, but also have a certain amount of scientific knowledge that is necessary and sufficient to solve the problem. According to the fair statement of one of the developers of this educational technology, E.S. Polat: "The project method is the essence of developing, student-oriented education. It can be used at any level of education, including elementary school. Of course, project technology is intended for use in working with more prepared and advanced students. From this technology, in many ways, high school can be used in upper classes, where educational profiling is provided. Therefore, project technology is increasingly becoming a part of bilingual education, i.e. This type of training is organized on the basis of a certain field of science (the content of language learning). Bilingual education, which is one of the implementation methods that can be a project-based educational technology, implies the following: a) students acquire scientific knowledge in a certain field based on the interdependence of the two languages studied. acquisition by (native and non-native) and b) is an educational activity as a means of acquiring two languages. With this intersection of subject areas, students form a holistic view of the problem. They browse newspapers and magazines, environment listen to the news about the consequences of their problems. At the same time, they acquire skills such as working with Microsoft Power Point, finding interesting materials and illustrations. Then, they share the information they received. From the beginning, children should focus on the fact that the final grade depends on everyone's effort. Thus, reading very boring texts on ecology suddenly turns into an interesting creative process.

Cooperative teaching method. This method is the basis for project development. It is good if there are children from the same background in the group, but, as a rule, children come to school with different preparation. A strong student learns new material quickly and does not make mistakes when completing the task, which means that he has learned how to do it and does not need additional practice. A weak learner still needs help and time, while a strong learner wants to move forward. This

educational technology is based on the idea of interaction of students in class groups, the idea of mutual learning, in which students learn not only individual, but also collective responsibility for solving educational problems. they take responsibility, help each other and provide collective support. Accountability for every student's success. Unlike frontal and individual education, the student works as an individual subject of educational activity, is responsible only "for himself", for his successes and failures, and the relationship with the teacher is sub of an active nature, during training, conditions for cooperation and mutual cooperation are created, and actualization of the collective subject of cooperation and educational activity is carried out in the "student - teacher - group" system. As a result, underprepared children lost interest in learning, stopped doing homework, because each time it became more difficult. Collaborative learning helps to solve this problem. In this method, if children work in small groups and are responsible for the success of each, they take it upon themselves to help "weak" students. After the first experience of using the cooperative teaching method, students become more active. Weak students begin to believe in their abilities. They understand their importance: and the success of the whole group depends on their actions.

All children, without exception, sympathize with the performances of their friends. The positive grade obtained is the result of the efforts of each student and serves to stimulate interest in each other, joint work and learning in general. Each student learns according to his own abilities and therefore has the opportunity to be evaluated equally with others. If both "strong" and "weak" students put in the same amount of effort to achieve their level, then it is fair to rate their efforts equally, provided that everyone does their best in both cases. It has been noticed for a long time that students' motivation, as a rule, increases when the efforts spent by students in a group to achieve a common result are evaluated. In order to achieve a positive result when using the teaching method in cooperation, you should follow the following rules:

1. Before the groups start working independently, it is necessary to talk about the responsibility for each partner, so that each of the group members understands the material well. Only in this case they can count on the highest score;

2. Points are one for the whole group. Both joint and individual actions you can evaluate actions;

3. The teacher should be friendly, monitor the students' activities and help any group if help is needed.

No matter how enthusiastic the students are and no matter how he wants to express himself, no matter how he wants to read something, that is, to complete the task, he must first of all know how to do this or that task, be able to do it need. This means that students should be taught to perform various types of tasks and learn from the first days. The better the student completes the tasks, the more successfully he learns the material, the faster he reaches the goal. E-learning manuals provide students with a wide range of work opportunities. You can choose the optimal level of difficulty, you can switch to another level of difficulty. The electronic manual saves time by allowing you to work without a dictionary. Hyper references not only help to translate a word, but also provide information and reveal a concept in more detail. Currently, there is a wide variety of modern multimedia training manuals. For example: "Professor Higgins. "Unaccented English" is especially useful for phonetic exercises. Students observe articulatory movements on a computer screen and hear correct intonation, as well as Bridge to English, Oxford Platinum, Linguo Leo and others.

Computer presentations. The use of computer presentations in the educational process makes it possible to increase the mastering of educational materials by students, and instead of the classroom board, it is possible to transfer them from a computer screen to a multimedia projector, or from slide films. The effectiveness of the impact of educational material on students depends to a large extent on the level and degree of visuality of the material. Bringing modern communication technologies into the educational process, using them purposefully and correctly, and using them to increase the student's interest in a foreign language and increase the effectiveness of teaching is the most important issue. Through this, the opportunity to use innovative technologies of education will be created and the demand will increase.

At a time when the need to learn a foreign language is high, effective use of modern information technologies and innovative educational technologies in the educational process will make this process effective. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process. So, in conclusion, we should mention that teaching in schools with modern technologies increases the effectiveness and quality of lessons. The introduction of modern technologies into the educational process increases students' interest in lessons. In particular, innovative technologies in teaching foreign languages have made a sufficient contribution to the educational process. The current era of information technologies is independent of students.

It requires comprehensive information collection. It is modern in our country if the use of technologies in the educational process continues, the number of skilled specialists in their field will increase.

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