

## INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

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### ANNOTATION

Today the focus is on the reader, his personality and his own inner world. Therefore, the main goal of a modern teacher is the choice of methods and forms of organization educational activities of students that optimally correspond to the established goal of personal development. In recent years, the issue of using new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. In this article, feedback and feedback on innovative technologies in teaching English will be made.

**Keywords:** English language, innovation, education system, new methods, technologies, practical skills.

The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to practical mastery of a foreign language. Allows the development of intercultural competence as a component of communicative ability. The ultimate goal of teaching foreign languages is to teach a free direction in a foreign language environment and the ability to adequately respond in different situations, i.e. contact. Today, new methods using Internet resources are opposed to teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the study of material and develop adequate behavior (that is, the so-called principle of communication authenticity).

New technologies, in particular the Internet, are trying to correct this error. The communicative approach is a strategy that simulates communication, aimed at a conscious understanding of the material and methods of working with it, the creation of psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should offer students to discuss a problem or question, students not only exchange information, but also evaluate them. The main criterion that makes it possible to distinguish this approach from other types of educational activity is that students independently choose linguistic units to form their own thoughts. In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

Nowadays, the importance of learning English is becoming much higher in Uzbekistan than before. A number of English language experts are bringing to life new methods and ways to learn English. This will definitely further increase the effectiveness of teaching foreign languages. There are several specific benefits of teaching using technology. In addition, it greatly improves the teaching system and, in turn, helps the student who is learning the language to keep pace with the Times and move forward. Technology is slowly taking the place

of traditional teaching. Today, several new programs and shows are regularly broadcast on television programs that help teach English. It should also be noted that today new methods of using new modern innovative technologies have been introduced in Uzbekistan to increase the effectiveness of training. For example, a student who is taught a foreign language based on Multimedia has the opportunity to develop four skills, learn both by sight and by hearing through interesting materials. In addition, the reader will be able to guess the meaning of some words by seeing live actions and try to decipher it.

Of course, the application of modern technologies computer, radio, CD, DVD in any foreign language lessons will further advance the educational process, allowing the growing younger generation to learn foreign languages faster. The fact that some teachers do not know and do not use the application of technology during English lessons leads to some boredom of students. One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "the combination, coordination and filling of efforts in a communicative goal and result with the help of speech tools." By teaching real language, the Internet helps to form speech skills and skills, and also provides sincere interest and, therefore, efficiency in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to adequately respond to them in a foreign language.

One of the technologies that provide student-oriented learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into mono-projects, collective, oral speech, specific, written and Internet projects. In real practice, it is often necessary to engage in research projects, mixed projects in which there are creative, practice-oriented and informative characters.

Project work is a versatile approach to language learning and covers reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and directs them to joint research work. In my opinion, project-based teaching can teach children to cooperate, while learning to cooperate fosters moral values such as mutual assistance and the ability to empathize, forms creativity and activates students. In general, in the process of training the project, there is an abstraction of training and upbringing. The project method develops students' communication skills, a culture of communication, the ability to compactly and easily formulate thoughts, tolerate the opinion of communication partners, the ability to extract information from various sources, processes using modern computer technology, creates a language environment that contributes to the emergence of a natural need. in foreign language communication.

The project form of work is one of the most relevant technologies that allows students to apply accumulated knowledge on the topic. Students expand their horizons, the boundaries of language proficiency, accumulate experience in its practical use, learn to listen and hear foreign language speech, understand each other in defense of projects. Children work with reference books, dictionaries, a computer, thereby creating the possibility of direct contact with a real language, which does not provide for language learning in the classroom only with the help of a textbook.

Working on a project is a creative process. The student independently or under the guidance of a teacher is looking for a solution to the problem, for which it is required not only to know the

language, but also to have a large amount of subject knowledge, to have creative, communicative and intellectual skills.

In the process of foreign languages, the project method can be used within the framework of application materials on almost any topic. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

The introduction of information technology into teaching greatly diversifies the process of perception and processing of information. Thanks to the computer, the Internet and Multimedia, a unique opportunity was created for students to master a large amount of information with subsequent analysis and sorting. The motivational basis of educational activity is also significantly expanding. In the conditions of using multimedia, students receive information from newspapers, television, conduct interviews themselves and conduct teleconferencing.

After all, educational materials prepared depending on the age, interest, ability of the learner, mastery of classes will definitely work. On the contrary, when we teachers do not choose teaching materials based on these requirements, we broadcast video films, songs or texts that consist of complex words to elementary school students, or we show them through multimedia, computers, when we show educational materials that consist of much simpler texts to middle and upper class or group learners, the interest of learners in learning This in turn can lead to a decrease in grades, a loss of the teacher's self-esteem in front of the students. Hence, it follows that the main task is not to simply benefit from technologies during the lesson, but to be able to apply them in their place and ensure that the use of technologies serves to increase the student's knowledge.

### CONCLUSION

The main criteria for assessing the level of knowledge of a foreign language in the technology of a language portfolio are testing. The priority of this technology is the orientation of the educational process from teacher to student. The reader, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of students' skills for independent assimilation of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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