

USING GAMES AND FREE LANGUAGE LEARNING APPS IN FOREIGN LANGUAGE CLASSES THROUGH NEW INNOVATIVE APPROACHES TO FOREIGN LANGUAGE TEACHING

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ABSTRACT

This article discusses the issue of improving the effectiveness of teaching English in non-linguistic universities. It also describes innovative teaching methods and approaches in English. The possibilities of expanding the competences of professors and teachers in the field of modern teaching methods are highlighted in order to identify the key components necessary for the implementation of this model of teaching students a foreign language in a university.

Keywords: communicative, innovative teaching, process, skills formation, motivation, educational technologies.

INTRODUCTION

In today's rapidly developing digital economy, one of the problems of training personnel with modern knowledge in the higher education system is knowledge of a foreign language at different levels, that is, from general secondary school to higher vocational education, from bachelor's degree to master's degree. as in the transition phase from master's degree to basic doctorate. This situation is explained by the fact that the formation of foreign language skills has an individual character, it depends on the characteristics of the student's psychophysiological nature, including memory, attention characteristics, individual pace of material acquisition, etc., as well as the level of speech culture, the student's vocabulary z wealth is the level of his general communication skills, the level of interest and motivation to learn a foreign language. As a result, in foreign language classes, a teacher of a higher education institution is faced with the presence of strong students, intermediate students, as well as weak students who know only a simple foreign language in one group. In this regard, the professor-teacher is often faced with the difficult problem of effectively organizing the learning process in the classroom: if the teacher focuses on the weak, this will lead to the fact that the middle and strong students do not receive new knowledge can come. As a result, there is no progress in learning, which leads to a decrease in their motivation to learn a foreign language. If a teacher focuses on strong students, weak and average students will not be able to grasp the material that is more difficult for them, they will not be able to progress, and the motivation to study will decrease accordingly. This situation, as a result, leads to a decrease in efficiency, that is, the quality of education, which in our work is defined as the level of formation of foreign language skills by types of speech activity (speaking, speech activity). Analysis of the literature on the subject Today, along with the personal results of students, the means of achieving the results of the subject and metasubject are educational technologies [1]. The teacher's work system for ensuring the results of foreign language teaching must include the implementation of the following technologies: communicative educational technology, the technology of understanding the communicative meaning of the text, game technologies, cooperative play

learning technologies, project technologies, etc. In this process, A.V. Volovin states that "... the language cannot be taught at all, the language can only be learned" [2]. Undoubtedly, with this approach, the main role is played by the personality of the student, his motivation, abilities and goals. The mass development of the Internet has expanded the range of information resources. Most of the information resources are currently provided in English on the Internet, and without knowing it, the users of the network limit themselves and cannot use a large amount of information [3]. The new information technologies used in education are created in such a way that with their help, the usual types of educational work (lectures and practical exercises, consultations, tests, etc.) can be carried out at a high technical level [4]. Faced with such realities, students understand that the studied foreign language, in particular, English, is not only a means of communication, but also a means of knowledge, self-development, expansion of one's horizons and interests, and fulfillment of personal needs. In our opinion, the most difficult thing in teaching a foreign language in non-specialist departments of universities is the principle of complexity, the principle of oral foundation and the principle of oral development, the person-oriented direction and activity-oriented nature of teaching. . Method analysis and results The problem is that it is not always possible to divide non-specialist students into small groups. It consists of developing skills through innovative education and self-education. Groundedness, together with integrity and self-interest, create the main features of the new educational paradigm. "Fundamental scientific-humanitarian education should provide a comprehensive picture of the modern natural-scientific landscape of the world, create a scientific basis for evaluating the results of professional activity, and support the creative development of a person and the correct choice of an individual life program. It should be noted that a long time has passed since learning a foreign language was reduced to passive memorization of new words and phrases. Uniformity, tedious checking of grammatical rules and, at best, the ability to translate a Russian phrase into a foreign language - this was the limit of perfection in mastering a foreign medium. Although the world has known many approaches to learning foreign languages and methods for a long time, the real revolution in the methodology of teaching English in our country occurred only at the end of the 20th century and the beginning of the 21st century [5]. Approaches and goals have changed. Today, everyone is learning a foreign language. The number of equipment has increased in proportion to the number of people. However, each technique has its pros and cons. The principles of the old school, despite the fact that they are now applied, are sharply criticized. The only question is - at what cost could these results be achieved? As a rule, in order to master the language, it was necessary to spend a long time translating, reading texts, memorizing new words, doing various exercises and retelling, looking through books. Tasks such as essay writing or dictation writing were suggested as a change of activity. One of the oldest techniques is classical or fundamental. The goal of the classical methodology is not only to learn, but also to understand the subtleties and details of the principles of a foreign language. The main task of the classical methodology is to form the grammatical base of the language to be translated [6]. This technique is well known to those who started learning English at school. It is worth noting that it is chosen by many language universities both in Kazakhstan and in other bordering countries. One of these methods is called linguistic socio-cultural method. Supporters of the above style are those who believe that a modern foreign language should not be a set of grammatical rules. On the

contrary, the absence of non-linguistic factors makes learning a foreign language boring and aimless. Proponents of the linguistic-social-cultural method raise a foreign language to the level of a communicative tool, which not only helps a person to speak, but also gives him the opportunity to express himself. Following the principles of the linguistic-sociocultural method, we can safely say that a foreign language is a unique mirror that reflects the language's lifestyle, traditions, culture and history. However, among the most popular methods of teaching foreign languages in recent years, there is a communicative method that has taken the first place in the ratings and calculations of statisticians. This method has shown itself in America and Europe [7]. Continuing to conquer the world, the communicative methodology came to us, being used in the leading language universities of our republic. The methodology is based on combining two main methods of teaching foreign languages: traditional and modern. As the name suggests, communication plays an important role in communication. The main purpose of this technique is to overcome the language barrier [8]. The main thing is to save a person from the fear of a foreign language, the fear of speaking in a foreign language, and at the same time develop other language skills, in particular, speaking and writing, reading, listening, etc. It should be noted that grammar is learned in the process of speaking and communicating in a foreign language. In this principle, first of all, students learn and memorize language formulas and phrases, and only then analyze the grammatical errors found in the memorized phrases. The name itself speaks about the fact that the practice of communication has a special place in the communicative methodology. Communicative technique is aimed at developing the skills and competences of speaking a foreign language. It is also worth noting that the use of the methodology directly affects the structure of the lesson. In the classroom, it is often necessary to develop tasks for the use of game situations, group work, error-finding and comparison skills. Usually, such activities force not only memory to work actively, but also logical thinking, which allows the development of analytical and imaginative thinking skills, and encourages the expression of thoughts.

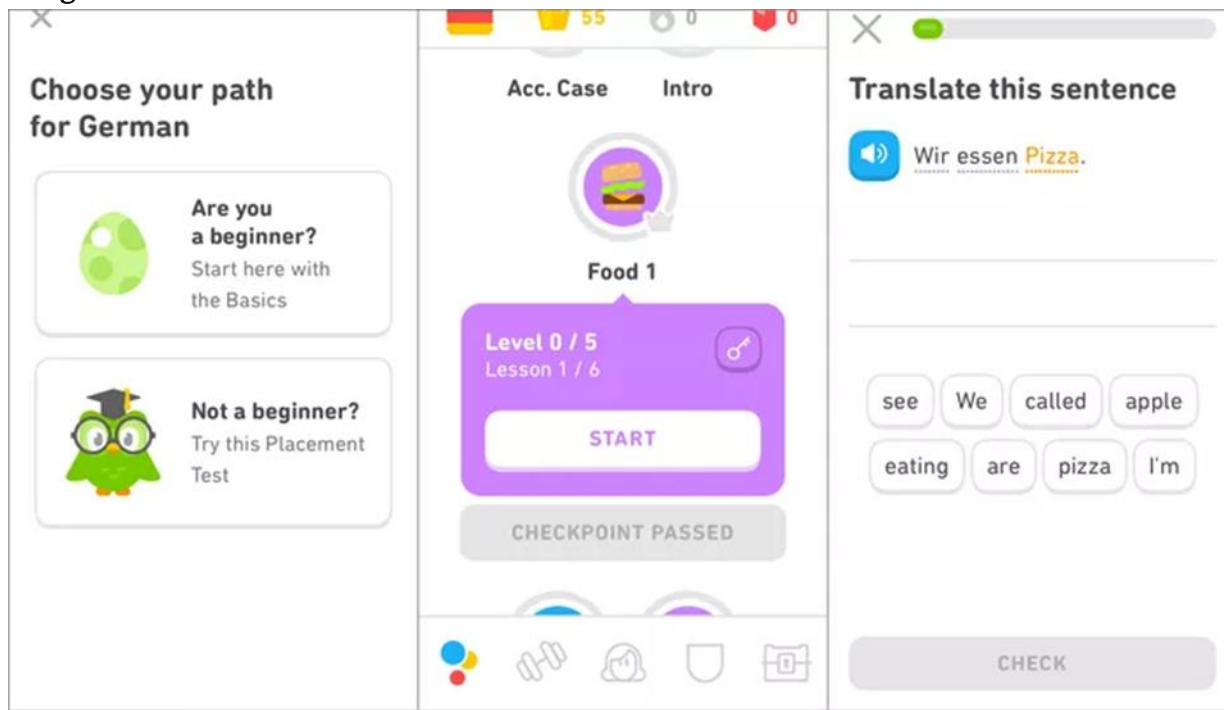
Conclusion. Today, the development of modern information and communication technologies creates the latest interactive resources for learning foreign languages, including the latest generation of computers, the Internet, television programs, newspapers and magazines. It is very important to practice all of the above. It helps to awaken students' interest in the history, culture, and customs of the country of the translated language and helps to form the necessary skills in the future. Education is an active interaction between teacher and students and it cannot be one-way. It depends on how successful the educational process is for the teacher. It can be seen that each teacher is guided by his personal experience in choosing working methods. However, based on the results of experimental and practical work, it can be stated that the use of various techniques within the framework of communicative, inductive, deductive methods gives positive results and undoubtedly helps to increase the effectiveness of teaching. Also, the Author tries to follow the teaching methodology called "mixing". It allows you to achieve your goals and helps you achieve higher results.

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Duolingo is available online or through apps for Android, iOS, and Windows.

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