

USE OF CREATIVE AND PLAYFUL METHODS IN MODERN ENGLISH**M.G.Kadirova**

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Annotation. *Use of creative methods in the teaching of English The use of new technologies is essential today, especially in language teaching. The New Collaborative Approach is a methodology set up at England National University for the teaching of the English language. Rich in creativity and interactivity, the class can thus be adapted to the level of each student.*

Key words. *language classroom , approach, computerized technological, multimedia environment, access, linguistic, audiovisual, spontaneously .*

INTRODUCTION

At a time when more than fifty universities, whether national or private, use multimedia rooms for teaching foreign languages, the question is no longer whether to introduce the computer in the language classroom, but to seek to improve the pedagogical practice of CALL (Computer Assisted Language Learning). This is a fact that every foreign language teacher in Japan must take into account. And the teachers English people, in particular, cannot ignore that, every year, tens of thousands of students learn English with the help of computers. To make better use of new technologies and improve the teaching of English, we have adopted, since the opening of a multimedia language laboratory in our faculty, the New Collaborative Approach methodology. Before presenting this topic in detail, we would like to mention some reasons why CALL must necessarily be operated in an institution with the training of citizens of the twenty-first century in mind.

These reasons are of a social and pedagogical nature. Multilingualism and knowledge in the information society. Industries in the field of new information and communication technologies are booming in many countries of the world. We are seeing a kind of boom in multimedia and the Internet everywhere. The stakes of this development are not only economic. According to some commentators, the popularization of these new technologies at the general public level heralds the advent of a computerized electronic society and opens up the prospects for a cognitive revolution as important as the discovery of printing by Gutenberg. Today, the common language on the Internet is English, linguistic domination that can be considered natural at first, the Internet being a product of American culture. But our task is to establish multilingualism on this formidable information and communication network. For the necessary plurilingualism to reign, English must be recognized as an international

language on the network of networks. This does not mean that we should or that we can neglect other languages.

Apart from English and far behind it, English remains the only language of communication on a global scale. English is one of the few advanced countries that is aware of the need to preserve with will the languages and cultures existing around the world. If English, the language of the country promoting multilingualism, did not become a common second language on the Internet, we could never hope for the diversification of information and communication in the era of computerized technological culture. Familiarization with new technologies and the acquisition of foreign languages are therefore essential for young people of the twenty-first century. Language teachers can contribute to the training of young people when they are aware that multimedia is not only a new audiovisual gadget, but a system that integrates the various means of transmitting information and the various media of expression.

They can assume their role through their work practices. And English teachers, by encouraging learners to conduct creative activities in a multimedia environment, at the same time highlight the use of English in the construction of new cultures. Thus, we must resolutely take the side of using the computer for teaching / learning English in the era of computerized technological culture. It is in this perspective that we have continued the study of the current possibilities of multimedia teaching of English New collaborative approach at the service of the FLE. In 1993, our faculty acquired a multimedia room, specially designed for teaching foreign languages. Its system integrates the functions of the language laboratory and the functions of a wired communication network connected to the Internet. Since 1997, we have also had a multimedia resource center for learning foreign languages. In addition to free access to the Internet, students can consult various tutorials and produce multimedia documents themselves.

To illustrate the integration of the computer in our English class, we will first present our pedagogical approach and then give some applications. Complex approach. We intervene in a common English class which is held four times a week, for two years. From the beginning of CALL in our institution, we adopted as the main method an audiovisual method for this class. This method, thanks to the quality of the serial film, spontaneously arouses a very lively interest and a strong motivation among complete beginners, which is difficult to achieve even with the most recent and more innovative textbooks. In addition, it presents an abundance of elements to learn on the referential, cultural and linguistic levels. But we do not advance our program by following the teaching guide word for word. We do not deal with all the questions recorded in the exercise book. We give students auxiliary textbooks, handouts or worksheets by network concerning grammar, pronunciation, vocabulary or reading.