



FOREIGN LANGUAGES IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS
INNOVATIVE METHODS IN LEARNING. MULTIMEDIA AND INFORMATION
TECHNOLOGY

Sherova Orzigul Alisher qizi

Rustamova Gullola

Turg'unova Husniyabonu

Uzbekistan State university of World languages 3rd grade student

E-mail: orzigulsherova5@gmail.com

Annotation: *This article discusses innovative methods used in the study of foreign languages based on multimedia and computer information technology for students of the Uzbek State University of Physical Culture and Sports. It is also noted that the demand for the introduction of new methods is high, in contrast to the usual methods used in education. The relevance of the use of new innovative methods and the problems of their integration into the educational process were also discussed. The role of the teacher in the updated learning process with innovative methods is described.*

Keywords: *innovation, multimedia, motivation, active participant, modern methods.*

As a result of research conducted in the field of pedagogy over the past period, the problem of creating innovative methods for the teaching process has not lost its relevance. As a result, Methodist are conducting research on the analysis of existing methods and teaching, their rapid adaptation to the requirements of modern real life, as well as rapid innovative approaches. Negotiations are also held regularly on how to conduct the process of teaching foreign languages in modern educational institutions. While on the one hand, teachers advocate the preservation of traditional teaching methods, on the other hand, many educators are voicing their views on a complete overhaul of the system. In addition, third-party educators are proposing a combination of traditional and modern teaching methods. In view of this, it should be noted that changes in education require relevance. These changes are inextricably linked to a number of factors. These are the requirements for the ultimate goal of language learning, modern student psychology, as well as the rapid development of information technology, the main focus of which is the environment. Based on the above factors, it is necessary to take into account the convenience of modern students to receive new information through computer information technology. Systematic use of computer technology allows to enrich the process of learning foreign languages with different information and create an interesting environment for students. The available multimedia capabilities in computer information technology can provide an opportunity to go beyond the established boundaries in the course of the lesson and ensure continuity. In some cases, the full use of these multimedia opportunities has led to an increase in interest in learning foreign languages. Based on this, there is a need to reconsider the traditional methods of teaching foreign languages in educational institutions in connection with the development of science and technology. At the same time, the process of introducing new innovative methods will be enriched with multimedia and Internet technologies. In



addition, it is recommended that students learn foreign languages using computer information technology, which makes up 40-50% of the curriculum.

Such rapid changes increase the role of the student during the lesson, in addition to providing opportunities for new innovative methods, the use of computer technology during the educational process. However, the use of multimedia and computer technology has a number of drawbacks that require additional skills from teachers. Otherwise, the labor expended and the low level of results will be incompatible.

Teaching foreign languages using computer technology involves a number of factors: Authentic materials - clips, flash animation, webquests, podcasts, news and other multimedia devices; Online environment - in this environment students have the opportunity to communicate with representatives of foreign languages via e-mail (text computer editors, social network, voice and video conferences); Language learning tools (online programs and applications) - they can learn phonetics It is used in the correct pronunciation of words, lexical units, grammar and sentence analysis. In addition, there are a number of special tools and study guides for teachers and students to use computer technology to teach foreign languages. The most widely used of these for foreign language teaching are: course management system (CMS); interactive whiteboards; electronic Portfolio (electronic archive of student work created by students); case (set of authentic materials, oral, written and other forms); electronic dictionaries; electronic annotations; smart learning systems; grammarerror checking programs; automatic speech recognition and phonetic programs (ASR); virtual games; chats (synchronous computer communication: in text or audio form); social networks; bolts; internet forums or data board.

Let's look at how computer technology enhances the process of learning foreign languages. The effective use of computer technology and the achievement of goals depends on how they are used in the teaching process. In this case, we can identify two types of use of computer information technology in foreign language teaching. The first type allows them to supplement, enrich (assess the process) the traditional methods used in the process of teaching foreign languages, making the process faster, easier and more impactful. The second type offers innovative ways of learning and teaching foreign languages. It takes students' learning levels to a much higher level than traditional methods. Kongrith and Maddux (2009) noted that the use of innovative methods in teaching has the following characteristics:

Correlation of computer and learner movements; The learner, not the teacher, is responsible for the on-screen learning process of the program; Encourages the learner to think creatively;

Makes it easier to find solutions to complex tasks. In addition, another factor influencing the results of the use of computer technology in the classroom is the form of interaction with students. There are three types of interactions: between students and the materials being studied, between students and teachers, and between students. What results can be achieved through the use of computer technology? Although the impact of the use of computer technology in learning foreign languages has not been sufficiently studied, it is certainly possible to talk about the positive effects of their use. After reviewing



all available information, we can conclude that as a result of computer-assisted learning technologies and systems, students are able to demonstrate their achievements in speaking, reading, comprehension, working with dictionaries, grammar, and fluency. In addition, computer-based curricula provide better monitoring and evaluation of student performance. Computer-based learning manuals allow the teacher to perform his or her duties, as well as to evaluate, monitor, and debate. Such a system typically consists of four components: an interface (platform), a basic model (subject and information that the student needs to master), a student model (student's current level of knowledge), and a teaching model (provides control and is a set of instructions based on the difference between student model and model). Computer-assisted pronunciation training (CAPT), i.e., automatic speech detection (ASR), can accelerate pronunciation improvement and provide much more effective control than provided by the instructor. This program provides relief for students so that they can suppress their excitement as a result of practicing independently. Learning through digital electronic games (DGBL) enhances students' skills. The form of learning based on games makes the learning process more interesting and can create an environment where skills have a common context. In addition, game-based learning develops critical thinking skills through the ability to solve problems independently and participate in the process. Communication (communication using computer technology) improves speaking skills, expands vocabulary, increases attention (in order to achieve a satisfactory result, the student pays more attention to receiving information that he does not know or does not know at all) and concentrates on the form of information (comprehension or pronunciation) can focus on the syntactic or structural construction of language to perform tasks such as). Text-based computer communication (CMC) increases attention to linguistic forms of words, which can increase the focus on language errors and linguistic phrases in order to remember words and perform written tasks. In addition, asynchronous and synchronous communication through computer technology has also been proven to be useful for developing communication in a foreign language. E-dictionaries allow students to search for more words in the time they gain while allowing them to complete assigned tasks faster. While the use of electronic dictionaries does not improve the student's skills, it can speed up the comprehension process. The advantage of online audio and video multimedia resources is that students can use them even outside the classroom, which in turn prolongs the study time and provides enough time for independent study and practice. Students will be able to study the study materials at a time and atmosphere that is convenient for them. In addition to improving students' skills in the classroom, these students may be able to stay away from the fear of making mistakes when completing assignments.

In addition to the above, the use of computer technology in the educational process has a number of advantages. Among these, the most comprehensive is Motivation and Confidence, which provides ample opportunity for the learner. Studies have shown that students prefer to use computer technology more than traditional methods used in the educational process. In addition, as a result of the widespread use of computer technology, students devote much of their time to the learning process and are more positive about the learning process. Students find the use of computer technology more appealing and get



used to computer technology faster than the teacher. The use of computer technology not only eliminates students' sense of fear, but also creates an environment free of the assessment process for the tasks they have completed. In it, students can feel free and enjoy the learning process.

REFERENCES:

1. Belz J.A., Thorne S.L. Computer-mediated Intercultural Foreign Language Education. - Boston, MA: Heinle & Heinle, 2010.
2. Thorne S.L., Black R. Language and Literacy Development in Computer-mediated Contexts and Communities // Annual Review of Applied Linguistics. - 2008. - № 28.
3. Kudryavtseva L.V. Ispolzovanie mezhdistsiplinarnyx telekommunikatsionnyx proektov v obuchenii inostrannomu yazyku (na materiale kulturovedeniya SSHA, profilnyy uroven): Dis. ... Kand. ped. nauk. - Tambov, 2011.
4. Polat E.S. Obuchenie v sotrudnichestve // Inostr. yazyki v shkole. - 2000. - №
5. Polat E.S. Method of projects on urokax inostrannogo yazyka - 2000. - № 2-3