

TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

Sobirova Odina Jaxongirovna

Fergana state university

English language and literature faculty 4th course student

Odinasobirova705@gmail.com

Annotation: *This article highlights that the role of using technologies during the lessons, how contributes to improve all learning competences, utilizing of cutting edge-technologies in not only teaching foreign languages but also spheres of human activity.*

Key words: *technology, methodological, pedagogical, didactic, psychological principles, communication.*

Modern computer technologies are used in all spheres of human activity today. The training of a specialist in any field of knowledge includes at least mandatory training of users, computer literacy is becoming one of the components of the modern concept of an educated person. That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English. The use of computers in foreign language lessons significantly increases the intensity of the educational process.¹¹ Interactive training with the help of educational computer programs contributes to the implementation of a whole range of methodological, pedagogical, didactic, psychological principles, makes the learning process more interesting. This method of training makes it possible to take into account the pace of work of each student. At the same time, the value-semantic sphere of the student is being transformed, his cognitive activity is increasing, which undoubtedly contributes to an effective increase in the level of knowledge and skills. However, it must be remembered that a computer cannot replace a teacher in the learning process. It requires careful planning of time for working with a computer, use it only when the educational process requires it. I would also like to mention that thanks to modern technologies, students' interest in science increases, their intellectual activity becomes more active, and their motivation to study increases.

The term¹² "educational technologies" refers to the combination of the teacher's work methods that ensure the achievement of educational goals with the highest efficiency in the shortest possible time. The communicative method implies the construction of the educational process as a model of the communication process. Therefore, we need to find a form that serves as the content of communication, which will be a sufficient basis for the selection and organization of speech material. For the success of learning to communicate in a foreign language, properly organized teamwork and communicatively oriented

¹¹ Bedoya, P. A., Valencia, L. M., & Montoya, J. C. (2015). Students' needs analysis in an EFL program for university professors. *How*, 22(2), 11-36. doi: 10.19183/how.22.2.118

¹² Tareva, E. G. (2015). Development of linguistic practices: an optimistic projection. *Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta*, 2(18), 75-85.

construction of the educational process as a whole are of great importance. It can be seen that the success of the joint activity of the student and the teacher largely depends on the organization of this activity. Effective knowledge of a foreign language means, first of all, independent work on language learning, maintaining and constantly improving one's knowledge, improving one's skills, developing communicative and informational culture. In this regard, the independent learning activity of the student becomes the most important component as the basis of effective language learning. Observers have noted that the Internet is moving away from its original model of cooperative communication based on exchange, and tending towards the logic of a mass broadcasting medium, resulting in a concentration of producers and the progressive disappearance of interactivity. This tendency towards passivity in the use of the new media can, we believe, be counterbalanced effectively in an approach to FLT which encourages cooperative, collaborative procedures, where teachers abandon traditional roles and act more as guides and mentors, exploring the new media themselves as learners and thus acting as role models for their learners. Case studies show that there is closer interaction between teacher and students when the new media are employed. Language learners who have experienced this kind of approach are most likely to transfer the skills acquired to their daily practice in the use of the new media in the mother tongue. And, above all, this experience should lead to the development of a "user culture", implying appropriate behavior, which respects other people as well as the diversity of their opinions.

REFERENCES:

1. Tareva, E. G. (2015). Development of linguistic practices: an optimistic projection. *Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta*, 2(18), 75-85.
2. Tareva, E. G., Kazantseva, E. M. (2011). The activity-competence approach to the creation of textbooks for training bachelors. *Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta*, 2(8), 65-77
3. Azimov E.G, Schukin A.N. (2009). A new dictionary of methodological terms and concepts (theory and practice of teaching languages). - IKAR
4. Reinders, H. (2010). "Twenty ideas for using mobile phones in the language classroom." *English Teaching Forum*. (3), Pp 21-23.
5. Bedoya, P. A., Valencia, L. M., & Montoya, J. C. (2015). Students' needs analysis in an EFL program for university professors. *How*, 22(2), 11-36. doi: 10.19183/how.22.2.118
6. Birinci, F. G. (2019). The relationship between information technology self-efficacy beliefs of instructors of Turkish as a foreign language and their use of technology (Unpublished Doctoral Thesis). Hacettepe University, Institute of Turkish Studies, Ankara.
7. Boylu, E., & Çangal, Ö. (2014). The language needs analysis in teaching Turkish to foreigners: Sample of Iran. *International Journal of Language Academy*, 2(4), 127-151.