

XXI CENTURY – THE CENTURY OF INFORMATIZATION: TRADITIONAL AND INNOVATIVE TEACHING OF FOREIGN LANGUAGES.

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Annotation: *Russian language teaching methods in modern education, the recommendation of the use of innovative teaching technologies (new forms and methods of teaching, a new approach to the learning process), which improve the quality of teaching Russian as a foreign language, form and develop their communicative culture, teach practical mastery of a foreign language, are presented in this article.*

Key words: *Modern education, Russian language, teaching methods, linguistic theory, principles, personal self-development, teaching technologies, methods of teaching the Russian language, components of foreign language communicative competence, educational, linguistic, speech, socio-cultural, compensatory.*

The changes that have taken place in Uzbekistan over the past decades have turned the country into a state open to the whole world. The need for contacts with representatives of other countries has increased at all levels. In connection with the integration of Uzbekistan into the world economic and cultural space, with the expansion and qualitative change of international relations, the knowledge of foreign languages adequate to the historical moment becomes one of the important competencies of a modern person. A foreign language opens the way to free communication of people of different nationalities, rapprochement of cultures, mutual understanding.

Knowledge of foreign languages in our age- the age of globalization - is very important. Our time marked by the globalization of the economy, the integration of political, cultural and economic life, which leads to the strengthening of ties between countries in various fields. All these changes have lead to a significant increase in the role of a foreign language in society. Learning a foreign language in the modern world is one of the most important components in the life of a modern , successful person. Knowledge of at least one foreign language broadens the horizons allows

you to learn more about the culture and customs of another people. A foreign language is not only a means of communication, but also a condition for successful interaction of both individuals and different countries of the world in the conditions of economic, political, military and cultural integration.

Today there are more and more people who want to know a foreign language, because this knowledge gives them new opportunities and makes their spiritual world richer. Ideally, an educated, ambitious person should speak several foreign languages, constantly polish and improve them, because the learning foreign languages is not a boring process at all. It is a creative, exciting activity that develops a worldview, allows you to improve logical thinking, the ability to express your thoughts briefly and clearly.

The main obstacle in the way of those who have decided to study a language arises even before they have started studying themselves – this is a psychological barrier. A foreign language is very difficult, long and hard. Indeed, it is difficult to allocate a lot of time to learn the language quickly, and you will have to put a lot of effort into it.

Therefore, the changing educational environment requires a foreign language teacher to constantly search for and integrate new sources of information and learning technologies in the educational process, to systematize the experience gained over a long period of work in creating a model of continuous foreign language education in the system of additional education of vocational schools.

The model I have developed needs to be described, firstly, in order to comprehend what has been done and outline the next steps in improving the system, and, secondly, perhaps our experience will be useful for colleagues. When teaching a foreign language, including Russian, traditional pedagogy uses a familiar set of methods. Their reliability has been tested in practice, but as a result of almost daily use, the novelty of these techniques is erased, the brain gets used to this way of presenting information, perceives it as routine and eventually starts to ignore it. To avoid this in teaching Russian as a foreign language, it is recommended to use innovative learning technologies.

In recent years, the question of the use of modern technologies in the educational process has been increasingly raised.

It is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal that I set for myself, using modern technologies in teaching a foreign language, is to

show how technologies can be effectively used to improve the quality of teaching a foreign language to students, the formation and development of their communicative culture, teaching practical mastery of a foreign language. My task as a teacher of the Russian language is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity, to activate their cognitive activity in the process of learning a foreign language. The use of modern tools such as computer programs and Internet technologies, as well as training in collaboration and project methods allow us to solve these tasks.

Active learning is based on the fact that the student is increasingly faced in real life with the need to solve problematic situations. This method is aimed at self-organization and self-development of the individual. The basic principle is that the learner himself is a creator of his knowledge. Active learning is, of course, a priority at the present stage of teaching a foreign language. It is necessary to give preference to active teaching methods that are aimed at developing students' independency, flexibility, and critical thinking. The object of study is foreign language speech activity as the most important means of intercultural interaction in general. Intercultural interaction is possible only if students have all the components of a foreign language communicative competence: educational, linguistic, speech, socio-cultural and compensatory.

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The XXI century – the century of informatization, undoubtedly, makes its own adjustments to the traditional teaching of foreign languages.

In modern pedagogical practice, various teaching technologies are used, with the help of which students' interest in the subject sharply increases, academic performance increases, and the level of intellectual culture increases.

The task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity, as well as to activate the cognitive activity of the student in the process of learning

foreign languages. And our task is to learn how to correctly and effectively use modern information technologies in the educational process within the framework of high school.

In general, speaking about interactive learning, the concept of age restrictions, in my opinion, is absent. The same methods work equally well in the fifth and tenth grade.

The use of innovative technologies for teaching a foreign language in our lyceum is based on the development of subject-subject relations between the teacher and students. These relations presuppose: recognition of the student as the main value of the educational process; transition to cooperation; identification and maximum use of the student's subjective experience, coordination of his experience with socially significant experience; activation of the student's personal functions.

The choice of technology by each specific teacher is based on the analysis of the pedagogical situation. The definition of the technology of teaching a foreign language will necessarily affect, for example, the amount of time allocated to an academic subject, a separate topic; the level of preparedness of students, their age characteristics; the material equipment of the educational institution; the level of preparedness of the teacher himself.

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