

**MODERN TECHNOLOGIES AND METHODS OF TEACHING FOREIGN LANGUAGES
AT THE UNIVERSITY**

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Annotation: The material of the article is devoted to the modern methods of teaching foreign languages. The article carries material about the advantages and perspectives of using of described technologies in the process of learning in Higher Educational Institutes. These technologies may be considered as the alternative means of evaluation of students' results in their academic activities and personal development.

Key words: technology, method, portfolio, case-study, WebQuest, process of learning, students, higher educational institution.

The term teaching technology (or pedagogical technology) is used to denote a set of methods of a teacher's work (methods of scientific organization of his work), with the help of which the achievement of the learning goals set in the lesson is ensured with the greatest efficiency in the shortest possible period of time for their achievement.

Achievement of subject and meta-subject results, as well as personal results of students are educational technologies. The system of work of the teacher to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: technology of communicative teaching, technology of understanding the communicative meaning of the text, game technologies, technologies of teaching in cooperation, project technologies, etc.

Nowadays, there is a differentiation of two components of the term content:

Technology of Teaching and Technology in Teaching. The first term denotes the methods of scientific organization of the teacher's work, with the help of which the set learning goals are best achieved, and the second - the use of technical teaching aids in the educational process.

The following are considered the most important characteristics of teaching technologies:

- a) effectiveness (high level of achievement of the set learning goal by each student);
- b) cost-effectiveness (a large volume of educational material is learned per unit of time with the least expenditure of effort on mastering the material);
- c) ergonomics (learning takes place in an atmosphere of cooperation, a positive emotional microclimate, in the absence of overload and fatigue);
- d) high motivation in studying the subject, which contributes to an increase in interest in classes and allows you to improve the best personal qualities of the student, reveal his reserve capabilities.

Most researchers consider learning technologies as one of the ways to implement a personal-activity approach to learning in the classroom, thanks to which students act as active creative subjects of learning activities. In the methodology of teaching foreign languages, modern learning technologies

include: collaborative learning, project methods (project technologies), student-centered learning, distance learning, the use of a language portfolio, computer and audiovisual technologies.

Cooperative learning. This technology is based on the idea of interaction between students in a group of classes, the idea of mutual learning, in which students take not only individual but also collective responsibility for solving educational problems, help each other and bear collective responsibility for the success of each student. Unlike frontal and individual learning, in which the student acts as an individual subject of educational activity, is responsible only "for himself", for his successes and failures, and the relationship with the teacher is subject-to-subject, in cooperative learning, conditions are created for interaction and cooperation in the "student - teacher - group" system and the collective subject of educational activity is actualized. The task is solved by joint efforts, and strong students help weaker ones in its successful completion. This is the general idea of cooperative learning, and to complete an educational task, the study group is formed in such a way that it includes both strong and weak students. The grade for the completed task is one per group. Computer learning. This is teaching a foreign language using educational programs designed for working with a computer. It arose from the ideas of programmed learning and today has a significant impact on all aspects of the educational process due to the mass computerization of secondary and higher education, the creation of computer programs for academic disciplines, including those for studying foreign languages, and the use of the Internet, both in classes and in the independent work of students.

Computer linguodidactics is an interdisciplinary field of knowledge and closely interacts with the development of information technology, applied and mathematical linguistics, developments in the field of artificial intelligence, computer program design, research into human-computer interaction, and the theory and practice of computer-based learning in general. This discipline has been formed as an independent direction in language teaching since the late 1980s and has developed three areas of research:

- 1) development of theoretical aspects of using computers in language teaching (methodological problems of computer linguodidactics, typology of computer-based teaching materials, evaluation of the effectiveness of computer-based teaching aids, etc.);
- 2) experimental work on the creation and use of computer-based materials in the educational process for various purposes, stages, and profiles of language teaching;
- 3) ways of integrating computer-based learning into the general process of language teaching.

Thus, modern technologies of teaching foreign languages allow us to come to the conclusion that at present two main ways of intensifying the learning process have emerged: one is through the maximum use of technical means, the other is through the activation of the personal reserves of each student. It can be argued that the development of intensive methods, which provide for the organic inclusion of technical means in the learning system, will be the most promising direction for improving the methodology in the coming years in the direction of intensifying the learning process. There is no doubt that the most promising learning technologies in the coming years will be those that provide for the use of computers and various forms of distance learning in the learning process.

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