

METHOD OF STUDYING ENGLISH LANGUAGE IN MODERN FORM

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Annotation: The article raises problems of foreign speech communication teaching in a new informational environment. The description of teaching environment created under information and communication technologies influence is given, various approaches to the description of information environment are set forth, the authors' definitions of the learning environment are proposed. The environment component structure and classification of environment subjects are described. The article provides an idea that the external environment learning should be conducted from the perspective of identifying its influence areas on the student. This approach allows to create environment to solve specific pedagogical problems, based on a reasonable use of external environment potential in the process of optimal pedagogical interaction with it.

Key words: information didactic environment, learning environment, information and communication technologies, foreign language, foreign language communication.

The information didactic learning environment reflects the peculiarity of the distance learning process using ICT. The information didactic environment is a complex that includes information flows and the learning process organized in special conditions with the integration of ICT.

Thus, such an environment is an information and didactic environment of the learning process, consisting of objects and subjects.

The objects of the information didactic environment include:

- an educational and methodological complex that provides the content of training;
- a communicative part (websites of foreign-language radio stations, newspapers, magazines, television; virtual boards, Zoom, Skype);
- technological communication, which is based on software.

The subjects of the information didactic environment include teachers, students and technical staff. Teachers organize pedagogical interaction with the environment, with its components and subjects.

Such a learning environment makes it possible to implement the functioning of various models of the pedagogical process as a three-member triad "student - environment - teacher". "Student (object or subject of learning) - environment (object that is created or used as a tool of pedagogical influence, or subject of pedagogical interaction) - teacher (subject that forms the environment and organizes learning)"

Teaching students with the help of a methodically organized environment is based on the creation of authentic problem situations, in the process of solving which they master certain models of speech activity. The content of training is thus divided into explicit content of training, the essence of which is the formation and development of communicative skills, and implicit - the specifics of human behavior in certain communication situations. If students communicate with a teacher, then in

addition to direct oral contact, it is carried out through the communication tools of the Internet. If students communicate with a teacher, in addition to direct oral contact, through the communication tools of the Internet, and writing a text requires the use of search tools of global networks, then the content of training includes the skills and abilities of using these tools for adequate behavior in the corresponding situations of virtual communication, and the result will be a text product created by students that can be used outside the classroom in which a foreign language is taught. Listening to foreign-language radio broadcasts and reading foreign-language press is currently carried out not only in contact with paper media and radio devices, but also through Internet sites of foreign media and foreign-language radio stations. Thus, the content of training in this aspect must include knowledge, skills and abilities in the field of contacts with foreign-language information sources. Thus, the main part of the content of teaching a foreign language within the framework of the environmental approach are various methods and tools of communication accepted in the natural foreign-language environment. In order to describe the information didactic environment, it is necessary to turn to the study of the phenomenon of the language environment and find linguodidactic potential in it.

In the learning process, virtual communication can take place in the following ways:

- organization of telecommunication projects;
- use of e-mail for information exchange between students and the teacher.

Virtual communication promotes effective acquisition of a foreign language through natural communication in it.

With the spread of the Internet, we can talk about a new approach to the construction of a didactic environment. It consists not only in the creation of educational software products, but also in the systematic and comprehensive use of authentic materials selected depending on the specific learning goals for organizing the educational process in an information didactic environment.

Thus, the linguodidactic influence of the language environment is not some potential speculative property, but a methodological reality, the impact of which on the student is determined by the following factors: the methodological construction of the learning system, taking into account the presence of a natural language environment (real and / or virtual) and the formation of internal motivation for learning, which, according to the results of research by N.A. Lobanova and I.I. Potapova, arising from contact with the language environment, stimulates the speech activity of students, both educational and extracurricular, creates the prerequisites for a significant intensification of training and a qualitative leap in the preparation of students. In conclusion, it can be said that the information didactic environment is an information and educational space, which, thanks to ICT, facilitates the implementation of a complex of personally oriented learning technologies, providing students with a choice of individual learning paths, self-control of progress along the chosen learning path.

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