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MODERN METHODIC OF TEACHING FOREIGN LANGUAGES WITH USING INNOVATIVE MEDIA TECHNOLOGIES FOR STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF UZBEKISTAN

Abstract: This article reveals the necessity and importance of the use of innovative technologies in teaching foreign languages in the Republic of Uzbekistan. The article also discusses in detail multimedia technologies that act as special intellectual means of activity. They have a number of advantages in comparison with other information technologies of education, as they allow: to improve the process of organic combination of traditional forms and methods of education with innovative media technologies to implement training, information, game, modeling, design and analytical functions; carry out such general didactic principles as visibility, accessibility, feasible difficulty, systematic, the transition from learning to self-education, a positive emotional background of learning, the connection of theory with practice. Thus, the use of innovative media learning technologies creates the most favorable conditions and contributes to a significant increase in motivation in the process of learning foreign languages.

Key words: Internet resources, innovative technologies, teaching, foreign languages, multimedia technologies, methods of education, students.

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Introduction

Today, media technologies are one of the most rapidly developing areas of foreign language teaching. Since the beginning of the 90s in the Republic of Uzbekistan, it has undergone a number of changes, closely related to the development of computer technology and the concept of language teaching.

The opportunities provided by modern information technologies are significant for language learning. Interest in this area of the technique is increasing, and the use of computers is becoming an integral part of the educational process. Its use in the methodology of teaching foreign languages opens up new opportunities for teachers and students in their research and allows them to solve fundamentally new tasks in the methodology of teaching a foreign language.

The theory of teaching foreign languages is also undergoing significant changes under the influence of

new information technologies. New information technologies create conditions for the full implementation of the basic principles of didactics, such as visibility, accessibility, feasibility, consciousness and activity, while changing the course of the educational process.

The introduction of computers, multimedia technology and the Internet is currently affecting the educational system, causing significant changes in the content and methods of teaching foreign languages.

The computer is widely used as a tool for working with information. When using a computer verbal communicative activity is considered in three aspects. First, how students communicate in real time through the use of e-mail and information networks. Secondly, as an interactive dialogue interaction of a student with a computer, during which man-machine dialogue is carried out. Third, as the interaction of students with computer tutorials.

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The possibility of using a computer in a foreign language class is determined by the specifics of the academic discipline. The leading component of the content of foreign language training is the training of various types of speech activity: speaking, listening, reading, writing. Educational computer programs are simulators that contribute to the organization of students' independent work and creates conditions under which students independently form their knowledge, which is valuable, since knowledge obtained in finished form, very often does not remain in the memory of students. The use of computers in English classes is a necessity of time.

The use of multimedia tools contributes to the implementation of a student-centered approach to learning, provides for individualization and differentiation, taking into account the characteristics of students. Computer-aided training provides an opportunity to organize the independent work of each student. The selection of training programs depends on the educational material and the level of training of students. Working with a computer helps to increase motivation and interest in learning. In addition, the computer allows you to completely eliminate one of the most important causes of negative attitudes towards learning - failure due to lack of understanding of the material or a problem in knowledge. This aspect is provided by the authors of many computer training programs. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary assistance.

The benefits of introducing Internet technologies into the process of learning a foreign language are currently beyond doubt. the influence of various forms of synchronous and asynchronous Internet communication (e-mail, chat, forums, web conferences) on the formation of foreign language communicative competence of students is also positive. Network resources are an invaluable base for creating an informational and objective environment, for educating and educating people, for satisfying their personal and professional interests and needs. However, access to Internet resources is not in itself a guarantee of fast and high-quality language education. Methodically illiterately constructed work of students with Internet resources can help them to form not only false stereotypes and generalizations about the country's culture of the language being studied, but even racism and xenophobia.

Educational Internet resources should be directed to the complex formation and development:

➤ aspects of foreign language communicative competence, including its components: linguistic, sociolinguistic, sociocultural, strategic, discursive, educational and cognitive;

➤ communicative-cognitive skills in search and selection, analysis and synthesis of the information obtained;

➤ communication skills of presenting and discussing the results of working with Internet resources;

➤ skill to use the resources of the Internet for self-education in order to familiarize themselves with the cultural and historical heritage of various countries and peoples, and also to act as a representative of the native culture, country, city;

➤ ability to use network resources to meet their informational and educational interests and needs.

In the didactic plan, the Internet includes two main components: forms of telecommunications and information resources.

The most common forms of telecommunications are email, chat, forum, ICQ, video and web conferencing. Initially, they were created for real communication between people who are at a distance from each other, and now they are widely used in teaching a foreign language.

In English-language literature there are five types of educational Internet resources:

1. List by topic - a list of sites with text materials on the topic being studied. To create it, you need to enter a keyword into the search engine.

2. A multimedia draft is a collection of multimedia resources, as opposed to a list by topic, in a multimedia draft, in addition to links to text sites, there are still photographs, audio files and video clips, graphic information, animated virtual tours. These files can be easily downloaded by students and used as informative or illustrative material when studying a particular topic.

3. In addition to links to various sites on the topic under study, the treasure hunt contains questions on the content of each site.

With the help of these questions, the teacher guides the students' research and educational activities. In conclusion, students are asked one more general question for a holistic understanding of the topic (of the actual material).

Detailed answer to it will include answers to more detailed questions for each of the sites.

4. Subject sample - the next level of difficulty compared to the treasure hunt. Also contains links to text and multimedia materials on the Internet. After studying each aspect of the topic, students need to answer the questions posed, but the questions are directed not at the actual study of the material (as in the previous case), but at the discussion of the discussion topics. Students need not only to familiarize themselves with the material, but also to express and argue their opinion on the discussion question being studied.

5. Internet project - the most complex type of educational Internet resources. This is a scenario of organizing project activities of students on any topic using Internet resources. It includes all the components of the above four materials and involves a project with the participation of all students.

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One of the scenarios for the organization of pedagogical activity may be as follows. From the beginning, the whole class gets acquainted with the general information on the topic, then the students are divided into groups, each group gets a certain aspect of the topic. The teacher needs to select the necessary resources for each group according to the aspect being studied. After studying, discussing and fully understanding a specific problem in each primary group, students regroup so that each new group has one representative of the primary group. During the discussion, all students learn from each other all aspects of the problem under discussion.

Each of the above types of educational Internet resources is derived from the preceding one, gradually becoming more complex, thereby allowing to solve more complex educational tasks. The first and two are aimed at finding, selecting and classifying information. The rest contain elements of problem-based learning and are aimed at enhancing students' learning and cognitive activity.

The introduction into the educational process of educational Internet resources contributes to the development of communicative skills of students. The complexity of the material and its volume vary and must correspond to the level of development of students at each stage of training.

The methodological potential of educational Internet resources allows you to:

- pick up text, graphic, photo, audio and video materials on the studied topics;
- to organize in groups and whole class discussion of cultural and social problems;
- to conduct a linguistic analysis of the spoken and written speech of native speakers (representatives of various social groups, native dialects and accents);
- to organize extracurricular and extracurricular project activities of students;
- create favorable conditions for students with a high level of foreign language communicative competence to realize their intellectual potential.

It can be concluded that the use of media technologies is now an integral part of the educational process, contributes to the modernization of higher education, allows for an activity-based approach to learning and successfully form the communicative and information competencies of students.

Properly using the information resources of the Internet you can more effectively solve a number of didactic tasks in a class:

- form the skills and abilities of reading, directly using the materials of the network of varying degrees of complexity;
- improve listening skills based on authentic Internet sound texts;
- improve the skills of monologue and dialogical utterance based on the problematic discussion of the materials of the network; replenish your vocabulary with the vocabulary of a modern

foreign language, reflecting a certain stage in the development of a people's culture, social and political structure of society;

- to get acquainted with cultural knowledge, which includes speech etiquette, especially the speech behavior of various peoples in terms of communication, culture, traditions of the country of the studied language.

An equally popular way to apply computer technology is to create multimedia Power Point presentations. The use of computer presentations in the classroom allows you to enter a new lexical, regional geographic material in the most fascinating form, the principle of visibility is implemented, which contributes to the solid absorption of information. Independent creative work of students in creating computer presentations is the best way to expand the stock of active vocabulary.

The use of multimedia presentations in the classroom is effective for the implementation of visual support for learning speech.

The advantages of multimedia presentations include the following:

- combination of text, audio and video clarity;
- the possibility of using for the presentation an interactive, multimedia board that allows you to more clearly semantize a new lexical, grammatical and phonetic material, as well as provide support in teaching all types of speech activity;
- the ability to use individual slides as handouts (supports, tables, charts, graphs, diagrams);
- activation of students' attention;
- ensuring the efficiency of perception and memorization of new educational material;
- monitoring the assimilation of new knowledge and systematization of the material studied;
- saving study time;
- formation of computer multimedia competence of students.

The use of PowerPoint presentations in the educational process simplifies the use of various types of language and speech exercises: imitative, substitutional, transformational, reproductive.

Practically any teacher who has basic skills in the Internet has the opportunity to find or independently create a course with his / her own materials, who would complete their tasks in full compliance with the goals and objectives set by the objectives and objectives. There are specially designed study platforms, which are directly intended for teachers, who would like to create an online course for students. One of the first and most popular swimmer platforms of this type is Moodle.

According to the creators of the system, Moodle is "a software product that allows you to create courses and web sites based on the Internet." The main advantage of Moodle is that all data that is used to create a course is stored on the university-wide server,

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which makes it easy to move, load, edit and delete them, and any change automatically becomes visible to course participants.

From the very beginning, Moodle was conceived as an open source software product, accessible to all, free and easy to install, also open to the maximum number of users. Anyone can develop and contribute to the Moodle learning environment and add information about using Moodle through a system of forums and communities.

Conclusion

As a result of the variety of functions and capabilities of innovative media technologies, it is quite popular virtual learning space, which is used in the largest universities in the world. Courses in various disciplines are available on university servers, including those in foreign languages. The developer community is in close contact with each other.

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