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MODERN METHODS OF TEACHING ENGLISH

Abstract: In the article presents the general didactic principles in the choice of means and methods of training using an innovative method.

Also, the article discusses the most effective methods of teaching a foreign language and their use in the educational process.

Key words: innovation, communication, information technology, project method, multimedia programs, communicative competence.

Language: English

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Introduction

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At the present stage of teaching foreign languages, the main direction of modernization of secondary, professional and higher schools is to improve the quality of assimilation of professional and General knowledge, practical and creative training of University graduates. As an academic subject, a foreign language makes a significant contribution to the development of creative abilities of students, having a huge educational potential, develops his thinking and memory, feelings and emotions. In teaching a foreign language, a successful and sustained interest in learning a language comes only after a change in attitude to the traditional educational process: its content, forms, methods of teaching, organization of activities. Therefore, modern pedagogical technologies come to the fore, which are focused on the student, take into account his interests, needs and opportunities, the level of knowledge, thus creating the opportunity to implement individual educational trajectories[1].

There are different approaches to teaching English, the main thing is to choose the methods that would suit you and your students. Each teacher chooses his own method of teaching English. The emergence of new information technologies associated with the development of computer facilities and telecommunications networks, made it possible to create a qualitatively new information and educational environment as a basis for the development and improvement of the education system. The use of information technology opens up new opportunities in the teaching of a foreign language, as modern training programs, the use of the Internet have advantages over traditional methods of training, activate the potential of knowledge, skills, communicative competence of the student.

Each progressive-minded teacher is faced with the task of how to form educational and cognitive competencies of students in the learning process. Every year there are new opportunities and various activities in English classes, such as video technology [2], the use of interactive whiteboards, op-line-technology with the participation of native speakers (webinars), speaking clubs with the involvement of foreign teachers, "cubing" [3], role-playing games, presentations, etc. the Use of these technologies determines the rapid and effective formation of socio-cultural competence. Such technologies, along with the above, include the use of so-called intelligence cards (mental cards, mind cards, thought cards, etc.) in the learning process.

Students have the opportunity to take part in competitions, competitions, quizzes, testing

conducted on the Internet, take part in video conferences, receive information on the problem of interest, news, articles from Newspapers and magazines. One of the most effective ways to use a computer is to use multimedia presentations. The teacher uses an interactive whiteboard in the classroom, attracting the attention of the entire group of students. Multimedia programs have unlimited possibilities, which makes it possible to present any kind of activity in the form of animation or images.

At lessons of foreign language training presentations, various information objects are most often applied: lexical, grammatical material, texts, dictionaries. The most accessible way to use information technology in foreign language lessons is the use of cognitive and training programs. Programs are often made in the form of a game, which allows students to easily and quickly learn new material, consolidate previously studied. Thematic illustrated dictionary Learn English Euro talk Interactive has a huge potential in learning vocabulary. This program allows you to train vocabulary on nine different topics. Among the exercises, special attention is paid to practically necessary forms: perception of foreign speech by ear, speaking and memory development [4]. The effectiveness of information and communication technologies in the field of foreign language teaching depends on the chosen methodology, methods and forms of their application. It is very important how competently the teacher owns the methodology of working with computer technologies, which uses resources in teaching.

The organization of classes for teaching a foreign language, described above, is complex, because it includes various forms and types of work, types of tasks and exercises, contributes to the development of various skills and the formation of communication skills in a foreign language.

Communicative method: to create a communicative environment in the classroom, it is important to maintain high activity of each student. Even if children are silent, they can be engaged in mental work: to think over the answer, to comprehend statements of interlocutors. Such an environment is not easy to create. It is important for the teacher to gather the attention of all those present by the task of extracting and using information from the dialogue or monologue of students, commenting on the response of comrades. It is very important to encourage the responses of each student for their perseverance, ingenuity, originality of thinking.

The modern communicative method is a harmonious combination of many and many ways of teaching foreign languages, being, perhaps, at the top of the evolutionary pyramid of various educational methods. Supporters of the communicative approach believed that the assimilation of a foreign language occurs according to the same principles - like the assimilation of linguistic means of expression of a

particular function. For several years, this approach to learning has gained a leading position in Western European and American methodology.

Based on the work of the Council of Europe in the 60s of the last century, the first wave of the "communicative revolution" was based on the idea of grouping units of language according to the communicative function ("speech act" in the terminology of American linguists), such as: apology, request, advice, etc[5].

Project method: one of the ways to activate students in the process of learning foreign languages is the project method. The educational project is a complex of search, research, graphic and other types of works performed by students independently for the purpose of practical or theoretical solution of any problem. Types of projects that students can use:
- role-playing games, dramatizations (holidays, musical programs, performances, etc.);
- research (country studies, generalization of scientific knowledge, historical, etc.);
- multimedia presentations, educational projects;
- creative (essays, translation, quizzes, crosswords, etc.;
- Creative tasks motivate students, create a Foundation for cooperation, communication of all participants of the educational process. In order to maintain the interest of students in a foreign language during its study, methodological techniques are used that activate the speech activity of students.

The method of projects in this situation can also be considered not simple, but an effective stage in the formation of critical thinking. The project differs from other problem methods in that as a result of a certain search, research, creative activity, students not only come to the solution of the problem, but also create a specific real product that shows the ability and ability to apply the results in practice, when creating this product. At this form of the organization of employment, anyway, the skills reflecting specificity of communicative competence are involved. If to it to add knowledge of speech etiquette of native speakers, the sociocultural aspect of a discussed problem, becomes obvious productive character of the given method answering to features of modern understanding of a technique of training in English. The project method allows students to form the skills of independent research in a given area, which will help them in the future to implement more complex projects in their professional activities. The project, therefore, is designed to enhance the cognitive activity of students on the way to the formation of critical thinking.

Each lesson – communication in a foreign language, knowledge of the life of the country and the people of the studied languages. The necessary didactic material, additional literature contributes to the formation of skills and abilities of all types of speech activity (all kinds of supports, tests on

grammar, vocabulary, reading; texts for listening, educational games).

Interesting integrated lessons in the Uzbek and English languages. By demonstrating interesting, characteristic only for this people aspects of life, culture of the native land, attention is drawn to the formation of sustainable interest and love for their village, city, their Homeland. Students especially like the work of drawing up and solving crosswords on regional topics, design of exhibitions, stands, drawings, abstracts. Non-traditional forms of lessons have a positive impact on the relationship between teacher and student, create an atmosphere of cooperation and creativity, contribute to the achievement of common goals.

Preliminary analysis shows that modern information technologies:

- accelerate the process of learning a foreign language in 1.5-2 times;

- contribute to the growth of students ' interest in the subject, providing a positive motivation for learning;

- improve the quality of learning material in 2 times;

- allow to individualize the learning process, forming skills of independent work;

- contribute to the activation of cognitive processes and the development of research activities;

- develop information and communication competence;

- make it possible to avoid the subjectivity of the assessment, since in the electronic highly informative educational environment, the teacher and the student are equal in access to information and to the content of training [6].

In our opinion, Internet resources are the best complement to the methodological structure of the above tutorial. Thus, integrating ICT into foreign language teaching, we give students of language universities a great opportunity to systematize knowledge and skills, apply them in practice, as well as to realize their intellectual potential and abilities. We are convinced that this approach makes it possible to arouse interest in independent work, to feel the importance of the results of their work.

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