

## THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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**Abstract:** *This article is about how to use the methods of modern teaching of innovative technologies so that they become the leading aspect of learning a foreign language, and fully contribute to the formation and consolidation of the study of the material. Naturally, the question of how to organize the work on the assimilation of grammatical structures in English lessons cannot be separated from other aspects of integrated learning: lexico-semantic, orthoepic, orthographic work, from work on the formation of communicative skills in all forms. Hence, the appropriate use of modern innovative technologies, modern tools such as news programs, podcasts, magazines and web based technologies as well as cooperative learning and project methodology, permit us to solve this problem.*

**Keywords:** *methods, teaching, motivation, foreign language, meaning, textbook, teacher, cooperative learning.*

### INTRODUCTION

The methodology of teaching foreign language vocabulary has long attracted the attention of teachers and methodologists, since it plays a huge role in the knowledge of the vocabulary, as well as, in the development of students' speech skills. The task of practical mastery of a foreign language requires finding ways to improve both the methods of teaching speech skills, and great attention to the organization of language material. As we know, vocabulary is a set of elements that are in regular relationships and together form certain integrity. This determines it takes important place in every foreign language lesson, and the formation of lexical skills is constantly in the teacher's field.

The processes of renewal in the field of teaching foreign languages in a modern school create a situation in which teachers are given the right and the opportunity to independently choose models for constructing a curriculum for a subject, teaching aids and other teaching aids. The teacher tries to effectively use new technologies in the educational process. In the process of functioning, words are organized into a system and make it possible to discover such interrelationships that make the lexical-semantic system self-organizing. Only ordered, systematized and organized information is easier to remember and easier to retrieve from memory. If it is necessary to use this or that word, a person does not go through the entire dictionary, but somehow limits his search with lightning speed.

### LITERARY ANALYSIS AND METHODOLOGY

Indeed, one of the main basic tasks in learning a foreign language is to increase the number of actively used words, which improves a person's literacy level and introduces a significant variety in his speech. To memorize new words well, we need to spend a lot of time and make every effort. Types of memory can be classified into three types:

-short-term (deals with the processing of information immediately at the time of its receipt),

-medium-term (reproduces information received recently)

- long-term (capable of storing part of the information throughout its life).

In addition, memory can be passive and active. Thus, in order to replenish the vocabulary of the English language, it is necessary to organize the memorization of new words so that the information is deposited in long-term memory and reproduced by its active department. This can be done quite simply if you use modern techniques for memorizing new information. As we know, for the best development of communication skills, it is necessary to master new methods and strategies of teaching, aimed at the development of such activities as speaking, reading, writing and listening. To solve the set tasks, certain intellectual skills are required, the formation of linguistic, sociolinguistic and pragmatic competence. Comparison of a foreign culture with the culture of one's own country should not be a cultural shock, but on the contrary, as W. von Humboldt wrote: "Through the diversity of languages, the wealth of the world and the diversity of what we learn in it are revealed to us; and human existence becomes wider for us, since languages in distinct and effective features give us different ways of thinking and perception". Accordingly, some scholars have defined the term "foreign language learning strategies", developed a typology and identified more than 100 individual strategies. Thus, in most languages, teaching the principles and rules of classifying languages and linguistic units (taxonomy) is one of the most common methods. When studying a foreign language, communication strategies are used that contribute to the disclosure and development of skills and abilities, the elimination of any mistakes in the grammatical field and the expansion of the vocabulary of students. Requirements for the level of formation of skills and abilities in the process of teaching foreign languages include an intercultural linguistic aspect, suggesting the following:

-perception and adequate use of deviations from the standard norm of modern English (dialectal, colloquial, socially-colored);

-knowledge about the differences in the methods of linguistic realization of intentions in the country of the target language;

-the ability to act in everyday situations in the country of the target language;

-awareness of the significance of the experience acquired in the native culture, and the degree of its influence on the character and actions of a person;

-the ability to navigate in the value system of another culture and show tolerance for another value system. Some of the tasks that foreign language teaching specialists suggest to expand vocabulary are as follows:

-working with texts: understanding the text based on certain keywords allows you to interpret and take the meaning of words out of the context that accompanies them, without the need to use a dictionary at any time;-search for associations: the exercise is recommended for updating new terms that are associated with certain images, lexical units associated with them (synonyms, antonyms or words that are often used with them);-classification: creation of a family of words on a specific

topic or one semantic or grammatical category, which allows you to organize the studied vocabulary for further use in appropriate contexts;-exercises with phrases: the main condition for learning vocabulary words is practice, either in the form of creating written sentences that include new vocabulary, or its application in oral speech;-games: the use of crosswords has a didactical motivational power when learning new words in other languages. Modern educational technologies based on information technologies play an important role in promoting the modernization of education. Modern educational technologies will have a significant impact on ideas, forms, process, teaching methods and education management. Applying modern education technologies to teach English will be the driving force behind continuing education innovations. Using the modern theory of education and modern information technologies will allow achieving the effective development of teaching a foreign language. New educational innovations have already arrived in Uzbekistan. For example, computer technology has allowed teachers to make their lessons more interactive and therefore more interesting and useful; this method has also been shown to improve student performance, as lessons are more memorable, and therefore students are able to more effectively store information. Teachers, like students, can also find a range of resources on the Internet that can provide inspiration and advice for classes; teachers can also recommend good resources for students to further encourage and stimulate their learning. In addition to computers, many schools and colleges use new technology methods to enhance learning experiences; they include digital television channels, DVDs, digital radio, and sophisticated forms of communication technology. Digital radio and television allow students to access a huge variety of channels that span the time range of various subjects, including languages, science, history and geography, to name just a few. Students got used to the new technology as they grew up with it; therefore, it is undoubtedly beneficial that they have the opportunity to use it to increase their ability to learn and to defend their interests. Programmers and educational tackles are now widely available for download to your computer or MP3 player; This makes education more modern and multifaceted. With the invention of new technologies, students can be exposed to more English text in a multimedia language environment. In the fast-paced 21st century, various innovative technologies are being introduced to teach English in classrooms. The knowledge base is quickly double and triple in such a short time. In order to cope with this trend, we must use modern technology to teach students English in Uzbekistan. Students should update their knowledge using modern technology. Otherwise, they will be lowered in the labor market. The number of reading any topic and in many languages is now available on the Internet, and the opportunity to participate in discussions with people from all walks of life is a motivation for many students. More than a process of communication, trade and transactions, today the technology is widely used in the educational sectors. Despite the fact that technology cannot play the teacher's vital words, it can be used as an additional tool to enhance classroom teaching methods. Like an ordinary chalk and the way of speaking, it seems monotonous and boring for students, teachers, and emphasis on the latest technology for teaching subjects. Various types of software and modern technology are being introduced to enable students to access using their subjects easily. Every day, people get access to some new technologies that connect their hand with teaching English.

## RESULTS AND DISCUSSION

When choosing a training program, you should pay attention to whether it is suitable for students with a specific level of training and whether individual characteristics of students are taken into account. You also need to consider the following points:

- 1) whether the structure of the course is understandable and visible;
- 2) whether she offers training by native speakers of a foreign language in various aspects;
- 3) is it possible to save completed tasks;
- 4) whether there are intermediate tests to evaluate the material passed and reflection.

Internet resources provide an opportunity to implement communication tasks in more or less authentic situations. For this you can use, for example, e-mail, forums, chatting. Such tasks can be performed both outside the classroom learning process and directly in the classroom when accessing the Internet. In the network you can find various joint projects where students from different countries exchange information, for example, on hobbies or intercultural differences. Students have the opportunity to communicate with native speakers, to feel your level of knowledge of a foreign language, to notice. One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. It means no more than replaying television program on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. It is a fact that most students have taken foreign language courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written form. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. But this not necessarily means that teachers should pay full attention to only communicative ways in the preparation and presentation of language teaching materials. Video has been proven to be an effective method in teaching a foreign language as a second language for both young and adult learners. Video can be used in a variety of instructional settings - in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance. It is so close to language reality containing visual as well as audible cues - video is an excellent medium for use in the language classroom. It can be used in many different ways and for teaching or revising many different language points. These notes are intended to help you think about how you can use video in your classroom. They are not exhaustive, because ultimately the ways in which you use video are limited only by your own imagination.

## CONCLUSION

Summing up, one of the favorable features of modular technology training is an activity of a student at school. One feature of this technology is that, in all stages of education in developing cognitive abilities of a student. Developing spoken and written language can offer students to do creative work. During the development of vocabulary, grammar, phonetic skills of a foreign language we can form activities of students in learning, the ability to work independently, the skills to draw conclusions. This is a new technology of today's successful research. It should be noted that the use of various innovative technologies in teaching a foreign language in collaboration with traditional ones will bring positive results in the preparation of a high-quality specialist in a university. All students learn new information independently, and then they change it and accordingly learn more. In our opinion, the use of innovative technologies in constant interaction with a teacher and teamwork with colleagues in learning a foreign language, which mainly occurs in small groups, brings positive results in students' acquiring new knowledge, allows them to express their opinion, develops oral communication skills in the language being studied, increases student activity. Hence, the main idea of cooperative learning is to study together, and to do something together. This idea is relevant in modern conditions when teaching a foreign language.

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