

## MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

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### ABSTRACT:

**The article deals with modern technologies of teaching foreign languages. The differentiation of the two components of the content of the term Technology of Teaching and Technology in Teaching and some teaching technologies are analyzed.**

**KEYWORDS: teaching technologies, pedagogical technologies, scientific methods, characteristics of teaching technologies, educational goal.**

### INTRODUCTION:

The term teaching technologies (or pedagogical technologies) is used to denote a set of methods of a teacher's work (methods of his scientific organization of work), with the help of which the achievement of the learning goals set in the lesson is ensured with the greatest efficiency for the minimum possible period of time to achieve them. The term received wide circulation in the literature of the 60s. XX century in connection with the development of programmed learning and was originally used to refer to learning with the use of technical means. In the 70s the term has gained wider use: and to designate learning as rationally-organized learning in general. Thus, the concept of "learning technology" began to include all the main problems of didactics associated with improving the educational process and increasing the efficiency and quality of its organization. Nowadays, there has been a differentiation of two components of the content of the term: Technology of Teaching and Technology in Teaching. With the help of the first term, they designate the methods of the scientific organization of the teacher's labor,

with the help of which the set goals of learning are best achieved, and with the help of the second term, the use of technical teaching aids in the educational process.

The most important characteristics of teaching technologies are the following:

- a) Efficiency (a high level of achievement of the set educational goal by each student),
- b) Cost-effectiveness (per unit of time a large volume of educational material is absorbed 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 overwork),
- 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, to reveal its reserve capabilities. Most researchers consider teaching technologies as one of the ways to implement in the classroom a personal-activity approach to learning, thanks to which students act as active creative subjects of educational activity. [4] In the methodology of teaching foreign languages, it is customary to refer to modern teaching technologies as: collaborative learning, project method (project technologies), student-centered learning, distance learning, use of a language portfolio, tandem method, case study technology, computer and audiovisual technologies. Let's consider some of the listed learning technologies.

### MAIN PART:

Collaborative learning. This learning technology is based on the idea of interaction

between students in a group of classes, the idea of mutual learning, in which students take on not only individual, but also collective responsibility for solving educational problems, help each other and bear collective responsibility for the success of each student. In contrast to 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 of a subject-subject nature, when learning in cooperation, conditions are created for interaction and cooperation in the "student-teacher-group" system and the collective subject of educational activity is actualized. The concept of teaching has received practical implementation in a number of options for the technology of such teaching proposed by American teachers and is focused on creating conditions for active joint activities of students in different learning situations offered by the language teacher. If you combine students into small groups (3-4 people) and give them one common task, stipulate the role of each student in completing the task, then a situation arises in which each student is responsible not only for the result of his work, but, which is especially important for this learning technology, for the result of the whole group. Together, the task is being solved, and strong students help the weaker ones in the success of its implementation. This is the general idea of collaborative learning, and for the task, the study group is formed in such a way that there are both strong and weak students in it. The grade for the completed task is one per group. Various collaborative learning options have been developed. Here it is important to emphasize that when organizing educational activities using the technology of cooperation, the student's individual independent work becomes the initial part of collective activity.

Teaching techniques in cooperation are implemented in the course of the performance of game tasks by the students in the situations of society offered to them. For mastering a language, an important condition is communication in the target language. According to our observations, learning in cooperation is learning in the process of communication of students with each other, and purposeful work in cooperation can increase interest in classes and significantly increase the time of speech practice of each student in the lesson. Computer training. This is teaching a foreign language using curricula designed for working with a computer. It arose on the ideas of programmed teaching and nowadays has a significant impact on all aspects of the educational process in connection with the massive computerization of secondary and higher schools, the creation of computer programs for various academic disciplines, including for those studying foreign languages, using the capabilities of the Internet both in the classroom and in the independent work of students.

The problems of computer learning are investigated within the framework of an independent section of the methodology - computational linguodidactics, which studies the problems of theory and practice of using computers in language teaching. Computational linguodidactics is an interdisciplinary field of knowledge and closely interacts with the development of information technologies, applied and mathematical linguistics, developments in the field of artificial intelligence, computer program design, and research on human-computer interaction, theory and practice of computer learning in general. This discipline has been formed as an independent direction in language teaching since the late 80s of the XX century, and three areas of research have developed in it:

1) Development of theoretical aspects of the use of computers in language teaching (methodological problems of computer linguodidactics, typology of computer training materials, assessment of the effectiveness of computer teaching aids, etc.);

2) Experimental work on the creation and use in the educational process of computer materials for various purposes, stages and profiles of language teaching;

3) Ways of integrating computer teaching into the general process of language teaching. To determine the area of theory and practice of using computers in teaching language from the middle. In the 80s of the last century, special terms began to be used, including: "Computer Assisted Language Learning" (CALL) and "Computer Aided Language Instruction" (CALI). Nowadays, due to the widespread use of computer technologies, the term "Information and Communication Technologies" has also become widespread. At the same time, the term CALL - Computer Assisted Language Learning - retains its meaning as a generalizing term to denote the entire complex of theoretical and applied problems associated with computer language learning. In domestic linguodidactics, the term "Computer linguodidactics" is used to designate a range of issues related to the use of computer technologies in the educational process. This term is included in the designation of one of the pedagogical specialties for the training of highly qualified specialists ("Foreign language and computational linguodidactics").

[3]

Computer curricula for students of foreign languages are issued in the form of electronic textbooks, the characteristic features of which are:

a) The presence of a software module (video clips, voiced dialogues, a dictionary, grammar commentary), a training module (a set of

language and speech exercises), a speech recording and reproduction module,

b) Presentation of educational material in spectator and sound form,

c) The organization of the material in the form of a hypertext, which allows you to quickly move from one section of the manual to another, search for information,

d) The ability, when performing control tasks, to compare your answer with the reference stored in the data bank, and get an assessment for your answer.

Students studying a professional language at a university are characterized by a very high degree of motivation, as they see real prospects for using such a language in their professional activities. [2] Some courses have Internet support in the form of additional training materials, methodological recommendations, which are accessed through computer networks. Currently, the following types of computer training programs have become widespread: those devoted to mastering individual sections of the language system, the formation of speech skills, control programs assessing the level of language proficiency, socio-cultural programs introducing the culture of the country of the target language. Unfortunately, there are still not enough programs for teaching speech communication. At the same time, in the programs of recent years, multimedia systems that synthesize sound, video and text have been increasingly used, which allows using all types and means of visualization within the framework of a computer training course with maximum efficiency.

Next, we will consider some computer programs for students of foreign languages, providing for the use of computer technologies, methods of using such programs, as well as the educational potential of the worldwide Internet for mastering a foreign language by

schoolchildren in the conditions of a secondary school.

## **CONCLUSION**

A review of modern intensive methods and technologies of teaching foreign languages allows us to conclude that currently there are two main ways to intensify the learning process: one - through the maximum use of technical means (primarily audio and video recordings and programs for computers), the other is due to the activation of the reserves of the personality of each student (the method of activation, sugestopedia, hypnopedia, etc.). It can be argued that the development of intensive methods providing for the organic inclusion of technical means into the training system will be the most promising direction for improving the methodology in the coming years in the direction of intensifying the educational process. Among the problems of intensive learning that require their solution are the following.

In most cases it remains possible, firstly, to focus on the linguistic aspects of the material to be studied (for example, by offering students terms as answers, having a similar structure). [1] The first group of problems is associated with the development of the content of intensive education based on modern research in the field of linguistics, pedagogy, psychology. Putting forward as the starting point of intensive training an orientation towards learning communication through communication, we note the insufficient development of such issues as the delimitation of the spheres of communication themselves, basic vocabulary and speech patterns for each area, as well as the methods of their introduction and consolidation.

The second group of problems concerns the wider introduction of modern technical teaching aids and audiovisual aids into the

intensive training system. The third group of problems is related to the field of application of intensive methods. Most intensive courses are designed for the initial stage of education and mainly in the field of everyday communication. There is a need for teaching aids for different continents of trainees, built on a specially selected and organized training material for specific purposes.

The widespread introduction into the practice of teaching a language, along with intensive methods of various teaching technologies, requires a clearer distinction between the concepts of "teaching methods" and "teaching technologies" and a description of the technologies themselves. There is no doubt that the most promising for the coming years will be learning technologies that involve the use of computers and various forms of distance learning in the educational process.

## **REFEERNCES:**

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