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MODERN EDUCATIONAL TECHNOLOGIES WHEN TEACHING THE ENGLISH LANGUAGE

Annotation: This article discusses the communicative method in learning a foreign language to improve communication skills using Power Point presentations.

Key words: Foreign language, communicative method, language, method, communication

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СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: В этой статье рассматривается коммуникативный метод в изучении иностранного языка для улучшения навыка общения, с помощью презентаций Power Point

Ключевые слова: Иностранный язык, коммуникативный метод, язык, методика, коммуникация

At present, the modernization of the educational process dictates the need for knowledge of a foreign language as not only a means of communication, but also the formation of students of the elements of the “new world image”. According to modern methodological science, the goal of teaching a foreign language is the ability to use it in communication with other nations.

The changed requirements for language proficiency have identified new approaches to the selection of content and organization of the material. The

usual method of teaching through reading and translating texts, studying grammar and performing “exercises of the same type” lost all meaning, while it was replaced by a more effective method of learning a foreign language - communicative.

The communicative method is based on the knowledge of traditions and customs, as well as the study of vocabulary and the ability to communicate and understand the native speaker.

When learning a foreign language is very important to have a lexical base. After all, the lexical units are learned, the easier it becomes to communicate in the target language. Some students have great difficulty in enriching vocabulary. Some simply memorize, the second build associations, the third paste over the whole house with stickers with words of household goods.

When teaching, the teacher’s task is to check how well a student has memorized new words and phrases, idioms and phrasal combinations.

In the framework of the traditional approach, control takes place in the form of a translation of a word from Uzbek into English and from English into Uzbek. At the same time, a more effective method promotes both memorization of words and the development of communication skills in a foreign language.

So, the teacher prepares the cards and divides the group into two teams. The student draws out a card and explains the meaning of the word in a foreign language, at this time the student from the second team must guess and guess what the word is. Thus, there is a memorization of a new word, and communication in the target language.

Another way to check the level of training of students is the use of computer technology, but rather the program Microsoft Power Point.

The teacher shows on the slides pictures of the objects. The pupil, who calls this word, in English, gets one point. Or, the teacher demonstrates on the slides an explanation of new words in a foreign language, and assigns one point for each guessed word. Whoever scores more wins. Thanks to the spirit of

rivalry, students will be better able to learn words at home and prepare for classes.

The assignments prepared by the teacher in the form of a presentation make it possible to deepen and consolidate the knowledge gained earlier in the course of a regular lesson. To improve the perception of students of foreign speech by ear, you can organize the viewing of various video materials - both adapted and original.

Working with video includes three stages: pre-demo, demo and after demo.

Pre-demo stage. This stage includes preparation for film viewing, namely, language difficulties are removed, new words are introduced and fixed, conversational formulas unusual for students, and linguistic-cultural realities are analyzed.

Demonstration stage. Demonstration of the film should be accompanied by active educational activities of the audience-students. Pupils can be offered a program for managing the perception of a film in the form of annotations, a plan, supporting words, tasks.

After the demo stage. At this stage, the effectiveness of using in the process of viewing the film proposed by the pre-demonstration stage of the perception of the film by the students is checked.

Many critics of the communicative methodology argue that using this method of teaching takes time to study grammar and read texts. Actually, it is not. The grammar is studied intensively, but in a somewhat different form, namely, the teacher gives the task to each group on the topic covered. Pupils do it on their own and then inside the group they discuss on the topic of the assignment and argue their choice.

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