

USE OF NEW TECHNOLOGICAL TOOLS IN FOREIGN LANGUAGE TEACHING

Nilufar Giyazova Shoir Qizi

English language teacher at English department
Tashkent State University of Economics, Uzbekistan

Annotation

This article provides information on the use of new pedagogical technologies in teaching English and how they serve as a basis for language practices that occur in the classroom. The purpose of this analysis is to explore the importance and necessity of technology in teaching English.

Keywords: English, information, result, teaching, student, language, method, education.

An analysis of the literature showed that the textbook was reviewed from the point of view of the development of the methodological preparation of a foreign language teacher in the training system of foreign and English as foreign languages, a description of the content in the context of the development of language skills and speech skills was presented, electronic textbooks were considered. Particular attention is paid to the professional orientation of the content of the university tutorial, it is interesting to consider the content of the textbook and from the standpoint of intercultural focus, research on expert assessment of textbooks occupies a special niche. All these studies make it possible to determine the main characteristics of the textbook of a foreign language, which can be attributed to:

- a holistic (system and conceptual) representation of substantive content in the required volume;
- the focus on the coordination of the activities of the teacher and students, management of the learning process and assimilation;
- the possibility of obtaining the necessary knowledge and developing the necessary skills and skills, experience of independent creative activity;
- the ability to adapt to the actual conditions of the educational process;
- the ability to create multidimensional incentives for the implementation of the real activity;
- Intercultural orientation.

It is worth noting that, despite the apparent evidence, it is rather difficult to determine the parameters and criteria for analysis, since most of what is found in the literature cannot be considered unambiguously reliable. As indicated by Dr. Montasser Mohamed Abdelwahab, most of these so-called "checklists" are either too short, either too long, and some criteria are vague in them, so they are not a sufficient tool to evaluate the textbook. Luis M. Dos Santos, which believes that the selection criteria should allow the textbooks to be selected fairly

accurately, since it depends on the possibility of taking into account the personal needs of students.

The latter seems to us particularly important, since, despite the numerous theories of writing a textbook in a foreign language, today not enough conceptual foundations of its meaningful, functional and structural construction, not only in terms of training students to intercultural communication as the main goal of foreign language learning, But from the point of view of the implementation of the personality-developing content of continuous linguistic education.

In this regard, the first of the conceptual foundations, according to E.G. Taree, modern approaches to language education should be made, the key of which is a personal-oriented approach providing for the maximum orientation on the identity of the student, its real life and / or professional needs, motives, development programs. From these positions, the construction of a foreign language textbook should be carried out, in the opinion of the same author, not from the point of view of the logic and systematic of the subject of assimilation, but from the point of view of the logic of the development of the personality of the study, its subjective internal state, its individual training program for educational and / or professional activities. The textbook should ask the opportunities for the formation of individual self-development programs of the student, should include possible individually caused options for learning, the formation of skills and skills necessary for intercultural communication.

In this regard, it is necessary to allocate the main parameters for which an analysis of a textbook of a foreign language in the context of the implementation of the personality-developing content of continuous language education will be possible.

All parameters can be divided into two main groups: a) from the position of the structure of the textbook that implements the personality-developing content of language education and b) from the position of the organization of the personality-developing content of language education. A separate group will be parameters associated with the specifics of the "Foreign Language" subject to the subject.

So, consider the first group of parameters - the parameters from the position of the structure of the textbook that implements the personality-developing content of language education.

The key in the context of our reasoning is a parameter for the purpose of the textbook, manifested a) in general orientation on the purpose of learning a foreign language in accordance with the level of education b) from the point of view of implementing personal goaling - in this case, the evaluation criterion will be the availability of an opportunity for a learner independently determine for The final and interim targets and the tasks of mastering the content of language education (for example, the presence of descriptors, which determine the general requirements for the results of the development of the content).

The following parameter is the personal orientation of the content of the textbook associated with the help of the personality development of the student in relation to the course studied. "

The criteria for assessing personal orientation are a) accounting for individual and age features,

needs and motives; b) support for intellectual opportunities and level of training; c) Personal (from the standpoint of learning) significance of the educational material.

"There may be a personal point of view on the content of the subject studying" (in our case, this is a foreign language). The evaluation criteria in this case are: redundancy of the content of language education or the presence of invariant (mandatory) topics for studying and unfilled blocks whose specification is the prerogative of students to meet personal educational needs. At the same time, as S.A. notes Mikheev, so that the excess of scientific information becomes dignity, it is necessary to take into account the volume and nature of the material, the degree of relevance and accessibility for this age category of students, the availability of training time for its study, etc.

The presence of means of mastering the learning methods of independent creative, cognitive and organizational activities, for example, the inclusion in the textbook a variety of iconic means and models that ensure identification, processing and coagulation of the necessary information. In this case, the textbook will not be a "student's potential limiter", and will give it an opportunity to develop. The following parameter is to provide a textbook productivity of learning, in which the main reference point is the "personal educational increment of a studying, developing from its internal and external educational products of training activities."

Evaluation criteria are a) the presence of such educational situations in which the study itself performs the necessary actions, makes creative activities, takes its own decisions - it is necessary to have such a content that does not allow to "swim within", and becomes complicated by tasks, training situations requiring independent decisions; b) the availability of an opportunity for the implementation of educational reflection necessary in order for the process of mastering the personal-developing content of language education constantly realized, was monitored and evaluated by students (for example, the presence of estimated tables for (self) estimate) or "competency descriptors, masterful or improved on A certain segment of the learning process that is modeled in the textbook "

So, completing the consideration of the key positions of the assessment of the modern textbook of a foreign language in the context of the implementation of the personality-developing content of modern language education, it can be noted that today the market is oversaturated with textbooks and, unfortunately, the teacher, despite the existence of the federal list, is still difficult to deal with. That is why the problem of choice remains quite acute. There is still a need for a teacher with clear criteria, which he could be guided by choosing a textbook on a foreign language, focusing on specific goals and objectives, and most importantly, the personality of the studying.

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