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THE USE OF MODERN INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING AND ITS EFFECTIVENESS

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Abstract – *The article provides information on modern methods of teaching foreign languages. There are also ideas about the use of modern innovative technologies in foreign language teaching and its effectiveness.*

Key words: *modern methods, teaching foreign languages, innovative technologies, teaching methodology, general and specific linguistics.*

I. Introduction

Foreign language teaching methodology as a science has a history of more than 200 years. During this period, it can be observed that different approaches to foreign language teaching methods have been expressed. One such view belongs to academician L.V. Shcherba. In his view, the teaching methodology of any subject is not a theoretical science, even though it is a science. It solves practical problems. In particular, the methodology of teaching a foreign language is not only based on the evidence of psychology, but also on the research of general and specific linguistics. If linguistics deals with the laws of origin and motion of linguistic phenomena, the methodology answers the question of what must be done to put into practice the necessary linguistic phenomenon based on these laws.

II. Literature review

The most valuable books on methodology have also been written by linguists. These included G. Suite, one of the great English linguists of the nineteenth century, O. Jespersen, the most original phoneticist and theoretical linguist in England in the late nineteenth and early twentieth centuries, and F. Bruns and Brealya, prominent Englishman and well-known phoneticist V.Fiyotor and others. Academician L.V. Shcherba and his teacher, the great linguist I.A. Baudouin-de-Courton and their students dealt with the issue of language teaching methodology in Russia. Psychologists have taken a different approach to foreign language teaching methods. Professor V.A. Artemov gave a valuable opinion on the relationship between

the sciences of methodology and psychology. In his view, psychology provides material for methodology. The methodology explores how the teacher teaches. Psychology, on the other hand, deals with how students master the subject. However, it is not possible to fully agree with this opinion. Because the teacher is in the process of teaching, and the student is experiencing certain mental processes and situations during the mastery process, they are exposed to and affected by the laws of psychology, whether they want to or not.

A closer look at the historical literature shows that some researchers call methodology an art. They usually point to the idea of the French Methodist Penlash, i.e. there are "good" or "bad" teachers who do not have a "good" or "bad" method. To those who hold such an opinion, the German Methodist E. Otto can answer with the ideas expressed in 1924. He says, among other things, "If anyone considers methodology to be an art, he will confuse the theory of science with its application in practice."

Each science has its own set of concepts. Among the basic concepts adopted in the methodology of foreign language teaching are education system, teaching method, teaching principle, teaching tool, methodical method.

III. Analysis

A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean, "Set of teaching methods" and "direction of teaching". The first is used in the theory of education in the sense of process methods, while the second sense can be found in works on the history of teaching methods. For example, translation method of foreign language teaching, correct method, cognitive-comparative method, traditional method, intensive method and others.

The phenomena of nature and society develop in an interconnected and continuous relationship. Since the sciences are the reflection of objective reality, none of them exists in isolation from the others. An event and a subject can be a source of research for many disciplines at the same time, for example, the study of the social phenomenon of "language" from its point of view linguistics (psychology), psychology (psychology), pedagogy (didactics). The term "foreign language methodology" evokes in the human mind the association of "connection": first, a set of methods and methodological approaches to language teaching, or scientific knowledge of teaching methods, and finally, independent pedagogical science comes to mind. The methodology of teaching a foreign language has developed in accordance with didactics, in an interconnected way. It is well known that the teaching theories of all disciplines are based on the science of didactics, from which they receive scientific nourishment. Foreign language teaching is also based on didactics. General theory of didactic education, methodology is considered as a science of teaching a certain subject, lingvodidactics is considered as a general theory of teaching languages, linguomethodology is considered as a science of teaching a specific language. The term "method" means the method of work of the teacher-teacher and the student in the acquisition of knowledge, skills, abilities, and the formation of worldviews in students and the creation of opportunities for learning. This concept has countless definitions. The application of methods in foreign language teaching dates back a long time, and principles are relatively new methodological terms. Historically, the methods have been grouped into four groups, and their names have been adopted as "translation," "correct," "comparative," and "mixed."

History of methods

The famous Methodist prof. In-depth study by IV Rakhmanov. The method of translation is mainly in two forms and is called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general educational purposes. Grammar exercises are designed to develop the learner's logical thinking. Explaining grammatical knowledge is considered to be the main goal of teaching. The main principles of this method are:

1. Language learning is based on written speech.

2. Grammar was taken as the subject of study, and the vocabulary was chosen accordingly. Doing grammar exercises was the main way to work.

3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.

4. The grammatical form and the meaning of the words are revealed by means of literal translation.

5. Language material is mastered through literal translation and dry memorization.

6. Limited to individual memorization of words, out of context.

Method without translation. Different views of this method are known historically. They can be divided into two major groups: natural and proper methods. Learning a foreign language in a natural way should be in line with the conditions of mastering the native language. The idea that the main goal of the method is to learn to read and write by learning to speak a foreign language was formed for practical purposes. The most important of the principles included in the natural method is to create a language environment. Different approaches have emerged in the field of practical application of the advanced methodological principles. This can be clearly seen in the creative work of the representatives of the method.

The new interpretation of the goal of foreign language education was mainly based on the results of pragmatic linguistic research. This branch of linguistics interprets language as a field of human activity rather than a system of linguistic forms. A new set of findings that have been accumulated in the field of foreign language education since the early 1970s has led to heated discussions in the field of educational goal setting. New curricula have been adopted with the goal of "teaching students to behave" and "Communicative Competence", which define the main directions of foreign language education. In the 1970s, the "communicative method" proved its worth in several stages after a series of attempts. At the same time, the science of methodology developed. No foreign language can we master without an in-depth study of its methodology. The method of "communicative didactics" is also important in the methodology of teaching a foreign language. Communicative didactics combines the following.

- Open and flexible course concept;
- Topic and content are important;
- The main form of work in the classroom: conversation and group work;
- Special attention should be paid to the activation of students and the creative and free use of language;
- Strong emphasis on exercise based on the principle of understanding and expression;
- Visualization (visual support) plays an important role in revealing meaning, determining the scope of movement and organizing the exercise;
- To study everyday speech in real-life situations (practice dialogue);
- It is important to use the language orally and at the same time understand the original texts.

Communicative didactics has given priority to the use of natural speech situations as a material for listening comprehension, i.e., in transport, at the station ads, radio and television commercials, phone conversations, and so on. The goals of listening and understanding information have changed. Telling and controlling what he heard was also different. Based on the purpose, this method distinguishes the following types of listening comprehension:

■ Understand the main content of a text in a broad sense, without paying attention to certain details;

■ When accurate information is important, such as the need for weather for a particular location, the announcement of a train's arrival and departure, and so on, this method is included.

It is precisely the retention of this knowledge in our minds, the study of information related to communicative didactics that are semantically linked to the term 'intercultural communication', based on the concept of 'communication'.

IV. Discussion

The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can apply in a variety of contexts. In fact: Intercultural dialogue is the dialogue of different cultures about their social origin, mentality, national character, lifestyle, customs, value system, etc. In this process, it is necessary to educate and develop students in the spirit of respect, patience and understanding of the culture of another country. Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication. Because every word in a foreign language in this process reflects a foreign life and culture. The task of teachers is to develop the communicative ability of pupils and students. To do this, it is necessary to master textbooks that teach people to communicate effectively and new teaching methods aimed at developing four speech activities in a foreign language.

The formula of intercultural communication is patience, tolerance. Socio-cultural errors are required to be avoided in intercultural communication. For example, in the German people, "Tee oder Kaffee?" that is, we answer the question "tea or coffee" in our native language - "Tee", "tea" - but in German such an answer is incorrect. In German, the answer is "Bitte, Tee," meaning "Please, tea." The word connects people through communication. Applying new material to all types of speech activities at the same time builds skills and competencies. In this process, the quality and effectiveness of education will increase if the means of communication, exhibition, and types of modern technology, methods, and the principle of consistency are provided. In order for a teacher to be successful, not only subject, pedagogical and psychological knowledge, but also other special features - the ability to communicate - are necessary.

Human beings begin to acquire communication skills from infancy. However, not everyone can communicate as well as they should when they grow up. The pedagogical profession is by nature a "human-to-human" type of profession, and therefore the ability to communicate is one of the leading, professionally important skills for the educator. Interest in the subject that is, learning motives are formed. The students' knowledge of the subject, the effectiveness of skills, the culture of interpersonal relationships, and the specific ethical influence the method of pedagogical communication and psychological creates a climate. Communication is an important condition for the socialization of the individual. Here it is necessary to know what pedagogical communication is actually.

Pedagogical communication is an interaction between teacher and student, which is based on the exchange of information, primarily educational information, helps to understand the partner of pedagogical communication, as well as to carry out interaction activities. In this case, the information is conveyed both verbally, that is, through speech, and through nonverbal means. In the process of pedagogical communication, the teacher should play a key role and be a role model for students. This is assessed by its communicative culture.

The communicative culture of the teacher is a professional-pedagogical dialogue with the subjects of the educational process; can unconditionally ensure the achievement of their goals. The social significance of communicative culture is that the teacher who possesses it can create a positive psychological climate in the interaction of all subjects of the educational process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that the educator with a communicative culture has high self-confidence, enjoys the communication built with the pupil, and feels free in the chosen work activity. The following can be included in the communicative culture of a teacher:

1. Communicative skills.
2. Communicativeness of the teacher.
3. The culture of communication of the teacher.
4. Methods of pedagogical communication.

Communicative skills can be divided into the following groups:

1. Socio-psychological skills. They prepare students to communicate, make a positive impression, help each student to accept his personality, level of status, predict the development

of interpersonal relationships, use psychological means of persuasion, persuasion, absorption, allows identification.

2. Ethical and aesthetic skills. This dialogue should be viewed in a humane, democratic manner, adhering to the rules of professional ethics, restoring the dignity of each student as an individual, and collaborating creatively with the student body and each student acquisition skills.

3. Aesthetic skills. It is determined by the ability to combine internal and external situations, to have artistic ability, aesthetic expression, to engage adolescents in a high culture of communication, to activate their emotional mood, optimistic perception.

4. Technological skills. This is determined by the choice of different forms of interaction of teaching aids, methods, techniques, the choice of the optimal method of communication management, adherence to pedagogical tact, increasing its educational effectiveness.

A number of personal qualities required for a culture of pedagogical communication include honesty, openness, self-control, assertiveness, sincerity, patience, perseverance, and tactics. The teacher needs to shape not only their communicative skills but also the intercultural communication of the students. The teacher is required to have a good knowledge of the psychology of students, their social views, the processes of socialization. It should be noted that the success or failure of pedagogical, intercultural communication in the end depends on what method of treatment the teacher chooses and how to apply it in practice. The educator should not only work during the lesson, but also be able to engage students in the lesson process, to teach them to express themselves freely. Of course, this result can be achieved only through the correct organization of the lesson, the widespread use of advanced, modern innovative technologies. The innovative activity of the educator includes the analysis and evaluation of innovation, the formation, implementation and analysis of the goals and concepts of future actions, the evaluation of effectiveness. From all the above considerations and considerations, it is clear that in order to achieve such positive results, the educator must resort to the next step in foreign language teaching, i.e. "exercise technology", and its application in practice leads to the acquisition of knowledge and skills.

V. Conclusion

Learning a foreign language is a multifaceted doctrine, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. Using modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technology play an important role in the process of learning a foreign language. There are different methods of methodical science in the organization of the lesson. The most widely used methods of teaching a foreign language are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related to each other and complement each other. Because the science of methodology is related to the science of didactics, it is based on communicativeness during the study of a foreign language, and the method of communicative didactics emerges.

In the process of applying the method of communicative didactics, the teacher's method of forming intercultural communication is also formed. Because of learning a foreign language, the culture of another country is mastered. "Exercise organization technology" plays an important role in acquiring the necessary knowledge in foreign language teaching.

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FLIPPED LEARNING IN THE EDUCATIONAL PROCESS: ESSENCE, ADVANTAGES, LIMITATIONS

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Abstract – *The article considers the essence of flipped learning and defines the features of the activities of the teacher and students in the process of implementing the flipped learning model. The didactic and technological aspects of the application of this teaching model at different levels of education are analyzed. The advantages and limitations of the use of flipped learning in the educational process are formulated.*

Key words: *flipped learning, teaching model, educational process, pedagogical community, new teaching practices, pedagogical methods and technologies.*

I. Introduction

In the modern pedagogical community, issues of improving the quality of the educational process, associated with the use of new teaching practices, pedagogical methods and technologies at different levels of education, are actively discussed. Significant experience in pedagogical innovations, the results of psychological and pedagogical research that affect the development of educational processes, require generalization, systematization, analysis of the positive and negative aspects of various innovations. One of the promising innovations is the flipped learning model, which is confirmed by the practice of its application at various levels of education.

II. Main part

Flipped learning is based on a different, in contrast to the generally accepted, organization of the activities of the teacher and students. It swaps the content of homework,