



# ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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## CONTENTS

<b>Section 1. MODERN PROBLEMS OF TOURISM AND ECONOMICS.....</b>	<b>4</b>
ABDULLAEV ILYOS SULTANOVICH, KOMILJANOVA EZOZKHON UMIDOVNA /// THE ROLE OF INVESTMENT IN THE DEVELOPMENT OF THE REGIONAL ECONOMY.....	4
MATJONOV BEKJON RAVSHONBEKOVICH /// SOME ISSUES OF FOOD SAFETY IN UZBEKISTAN.....	9
<b>Section 2. MODERN PROBLEMS OF PHILOLOGY AND LINGUISTICS.....</b>	<b>14</b>
ABULOVA ZILOLA AZIMOVNA /// MODERN APPROACHES TO TEACHING FOREIGN LANGUAGES.....	14
AZIMOVA NOZIMA HIKMATOVNA, NARGIS SULAYMONOVNA KOBILOVA /// SOCIO-CULTURAL ASPECTS OF LINGUOCULTURE "CLOTHING" IN ENGLISH AND UZBEK LANGUAGES.....	18
AHMADJONOVA BAHORA JARQINOVNA, JABBAROVA SITORA BAHODIROVNA /// LITERARY ANALYSIS OF SA'DI SHERAZI'S WORK "BOSTON" AND THE VIEWS OF HIS CONTEMPORARIES.....	21
BABAEVA DILBAR KHAIBIBJANOVNA /// THE PROBLEM OF RECREATING THE AUTHOR'S STYLE IN LITERARY TRANSLATION (BASED ON THE WORKS OF SAADI SHIRAZI INTO FRENCH).....	25
ERGASHOVA SHOHIDA ULMASOVNA /// LINGUISTIC FEATURES OF THE NAME OF THE DISEASES IN THE DICTIONARY (ON MATERIALS OF ENGLISH, RUSSIAN AND UZBEK LANGUAGES).....	29
ISMATILLAYEVA MOXINUR SAYFIDDIN KIZI /// STRATEGIES FOR TRANSLATION OF THE IMPLICATURE EXPRESSED IN LITERARY DISCOURSE.....	32
SAIDOVA KAMOLA ILKHOMJANOVNA, IBRAGIMOVA DILBAR SADULLAEVNA /// ANALYSIS OF MORAL-DIDACTIC THOUGHTS IN SA'DI SHERAZI'S WORK "BO'STON".....	36
MAKHMUDOVA SABINA AVAZJONOVNA /// REPRESENTATION OF THE CONCEPT "FRIEND OR FOE" IN THE WORK OF JAMES ALDRIDGE....	39
MATYAKUBOVA SHAKHNOZA ILHAMBEEK KIZI /// TYPES OF NEW METHODS OF FOREIGN LANGUAGE TEACHING.....	43
AXMEDOVA XOLISXON ILXOMOVNA /// MATHEMATICAL MODELS THAT DISTINGUISH HOMONYMY IN THE FRAMEWORK OF A WORD SERIES.....	46
NORMURODOVA NASIBA /// METHODS OF TEACHING A FOREIGN LANGUAGE: SOME PROBLEMS AND NEW WAYS.....	52
YOROVA SAYYORA KARIMOVNA /// USAGE OF SPEECH ACTS IN THE ENGLISH AND UZBEK MEDICAL SPEECH.....	56





## MODERN PROBLEMS OF PHILOLOGY AND LINGUISTICS

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### MODERN APPROACHES TO TEACHING FOREIGN LANGUAGES

**Abulova Zilola Azimovna**  
Senior teacher of  
Foreign Languages in  
Natural Sciences department  
Bukhara State University  
[zilolaa849@gmail.com](mailto:zilolaa849@gmail.com)

**Annotatsiya** – Maqolada xorijiy tillarni o'rganishda loyiha usulini qo'llash va uni an'anaviy jarayon bilan birgalikda axborot-kommunikatsiya texnologiyalariga integratsiyalash, shuningdek, chet tili sifatini oshirish uchun Internet va veb-texnologiyalardan foydalanish masalalari muhokama qilinadi.

**Kalit so'zlar:** loyiha usuli, axborot-kommunikatsiya texnologiyalari, veb-kvest, ko'nikmalar, Internet.

**Аннотация:** В статье рассматривается применение проектного метода в изучении иностранных языков и его интеграция в информационно-коммуникационные технологии в сочетании с традиционным процессом, а также использование Интернета и веб-технологий для повышения качества владения иностранным языком. обучение.

**Ключевые слова:** проектный метод, информационно-коммуникационные технологии, веб-квест, навыки, Интернет.

**Abstract** – The article discusses the application of the project method in the study of foreign languages and its integration into information and communication technologies in conjunction with the traditional process, as well as the use of the Internet and web technologies to improve the quality of foreign language learning.

**Key words:** project method, information and communication technologies, web quest, skills, Internet.

**Introduction.** The scientific and technological revolution has led to a sharp increase in information, defined the requirements for knowledge of foreign languages, and thus marked a new approach to the methodology of teaching foreign languages.

Traditional pedagogical technologies are not enough to fully master the ever-increasing knowledge and the rapid updating of teaching materials does not contribute to the rapidly changing flow of information. The problem of self-education, independent mastering of educational materials, processing of the received data, drawing of conclusions and support skills on the basis of the necessary information is becoming more and more important. Working with data in foreign languages is especially important given the capabilities of the Internet. The use of information and communication technologies (ICT) reveals the enormous potential of computers as educational technology and allows us to create a wonderful world of knowledge that is open to all. ICT has a number of advantages over traditional learning technologies. They combine audio-visual information of any form (text, sound, graphics, animation, etc.). This type of achievement allows the user to interact with the system, as well as





use various forms of independent activity to obtain and process information that significantly affects the quality of student knowledge.

**Literature review.** Recent research and analysis of publications have shown that the problem of using the project method in the teaching process, its integration with information and communication technologies V. Bikov, R. Khurevich, M. Jaldak, N. Morze, S. Sisoieva, Y. Steel, Polat, M. Buxarkina, M. Moiseieva, O. Petrov, I. Trainiev, Y. Bykhovsky and others. Emphasis on the use of project-based technology and telecommunications projects in foreign language learning.

The purpose of the article is to consider the project method, its integration with ICT and the use of Web 2.0 technologies in foreign language teaching, to influence the formation of information and communication competence and quality of knowledge of a foreign language.

**Analysis.** Today, the advantages of modern information and communication networks and the possibilities of electronic forms of educational materials are widely used. The use of ICT in the teaching process allows us to reach a qualitatively new level of learning foreign languages. However, it is important to distinguish between the concepts of 'learning through ICT' and 'learning through computers'. In this case, using a computer does not mean using ICT for slide presentations, such as using Power Point [11].

The transition to e-learning in education will lead to changes in the structure of the educational process [9].

*Consider the definition of e-learning.*

E-learning is an e-learning system that is often used as a synonym for the following terms: e-learning, dis-education, computer-assisted learning, network learning and virtual learning, learning using information or electronic technology.

There is also a definition given by UNESCO experts: E-learning is a form of learning using the Internet and multimedia.

Nowadays, foreign language teachers in Ukrainian universities have gained great independence in the choice of educational technologies. While acknowledging the existence of different methods of teaching foreign languages, it should be noted that the rapid introduction of technologies based on the use of ICT. Most universities, on the other hand, do not abandon traditional teaching methods. Therefore, in the current situation, it is necessary to find a reasonable balance that will allow solving this problem as effectively as possible and thus helping the teacher to take a new approach to the educational process. It is necessary to expand the "narrow scope" of communication in the classroom, relying on practical forms of activity [6]. In order to learn, students need to move "out" of the classroom, demonstrating activism and self-confidence. In other words, it is necessary to activate the cognitive motivation of students to increase the effectiveness of the learning process.

To solve this problem, scientists and experts resort to a project approach [5]. The essence of the project approach is that the student, instead of learning new concepts from the speaker, discovers new facts and understands them for himself (the principle of constructivism). Hence, the role of the teacher is changing: the teacher changes from a teacher to a qualified colleague, a teacher [1].





The use of new teaching methods, such as project-based teaching, can help ensure the quality of education. Thus, in the process of applying the project approach in the educational process, a complex interaction of all the elements of this process, i.e. conceptual, illustrative, and training, control, etc., occurs. Use of game elements, e.g. "Questions" help to better understand and master the learning material.

**Discussion.** The quest is a computer game in which the player must use his knowledge and experience, as well as interact with the people participating in the quest to achieve the set goal [2].

When specially equipped (computer) classrooms are available, the project approach naturally integrates with the teaching process and at the same time does not affect the curriculum. This will allow you to achieve the expected learning objectives and unlock the potential of each student in the most effective way. Taking into account the peculiarities of the subject of "foreign language", such technology provides the necessary conditions for the activation of cognitive and speech activity of each student, allows him to understand and comprehend new language material, sufficiently practical gives you the opportunity to have fun; teaching the necessary skills. In the study of foreign languages, it is important that students receive independent instruction under the guidance of a teacher. This in turn helps in teaching skills that require systematic, continuous daily work [3].

Compared with traditional teaching technologies, this teaching technology has the following important advantages:

- develops creative competence as an indicator of a certain level of communicative knowledge of a foreign language [4];
- allows you to teach different aspects of communication and connect them in different combinations;
- helps to know the features and skills of speech;
- promotes the formation of linguistic skills;
- creates communicative situations;
- helps to automate speech movements;
- promotes the implementation of an individual approach;
- activates independent learning of students;
- saves time [5].

In order to effectively organize the learning process from ICT, the teacher should prepare the presentation in advance, provide a list of websites and other resources that can help solve the problem raised, as well as select questions or formulate the problem. The key is to raise issues that need to be addressed. The clearer and more precise the text of the assignment, the better the result. It is also important to discuss the final presentation, the outcome of the work (design, tour, site placement, etc.) [6].

The quality of the assignment largely depends on how well the lesson is organized using ICT methodologies. Performance results can be verified through ongoing monitoring using ICTs using test systems. Thus, the use of ICT and game technologies and the Internet opens up opportunities for the use of Web-quest project technologies [7].

**Conclusion.** The most important aspects of the use of modern educational project technologies are: the availability of the necessary equipment with access to the



Internet, as well as the training of professors and teachers who have mastered ICT, how to implement these technologies and methods requires relevant knowledge; can be used when learning foreign languages.

Therefore, it is necessary to take into account the great responsibility of the teacher in such lessons, as he is not only a science consultant, but also an organizer of independent learning and cognitive, communicative and creative activities of students. The teacher has the opportunity to improve the learning process, to develop the communicative competence of the students and to develop their personality as a whole.

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