

# THE INTEGRATION OF EFFECTIVE TEACHING METHODS AND MODERN TECHNOLOGIES FOR THE FORMATION OF THE XXI CENTURY SKILLS

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**Abstract:** The purpose of this work is to consider the educational opportunities of modern information technologies, as well as to identify effective modern methods of teaching English in the education system of the Republic of Uzbekistan.

**Keywords:** information and communication technologies, multimedia technologies, teaching English, development of foreign language communicative competence

**Аннотация:** Целью данной работы является рассмотрение образовательных возможностей современных информационных технологий, а также выявление эффективных современных методик обучения английскому языку в системе образования Республики Узбекистан.

**Ключевые слова:** информационно-коммуникативные технологии, мультимедийные технологии, обучение английскому языку, развитие иноязычной коммуникативной компетенции

According to the educational standard for a foreign language, teaching English has the following goals:

development of foreign language communicative competence, which implies the development of linguistic, sociocultural, pragmatic competencies,

developing critical thinking skills and the ability to self-study English.

Among the main tasks of an English teacher is the formation of students' ability to self-esteem by observing their own speech in their native and English

languages, maintaining motivation and interest in learning English, and developing communicative skills.

The goals set can be realized subject to the integration of innovative technologies and modern methods of teaching English. Consider a number of techniques that are more effective when applied with ICT, in this case with multimedia technologies.

*The method of audio-lingual teaching* of a foreign language envisages the use of repeated listening and reproduction of sentence samples following the speaker, which leads to their automation. The method appeared in the 40s. in the works of the descriptive linguistics of L. Bloomfield and the works of C. Fries, R. Lado. [3,5,8] [3,5,8]

The concept of the method confirms the priority of oral speech over written speech, where oral anticipation and organization of classes follow in the sequence of listening - speaking - reading - writing. The focus of classes on the formation of speech skills as a result of multiple repetition of samples when performing exercises like "drills" and the prevalence of speech practice, widespread use of cultural information. The audiolingual teaching method refers to the situational type of teaching. C. Fries and R. Lado considered a comprehensive mastery of all types of speech activity as the main goal of teaching. The authors identified the importance of studying the culture in the study of a foreign language. C. Fries and R. Lado put forward the following methodological principles:

teaching oral speech is the basis of teaching and should precede teaching reading and writing,

language learning should be based on imitation, analogy, training, explanation, contrasting, but not on the basis of language theory,

mastery of grammar is carried out on the basis of selected specific criteria,

consideration of the native language is necessary in the preparation of educational materials, but the native language itself and translation are excluded from the learning process. [5,8]

When selecting linguistic structures subject to receptive assimilation, the criterion of frequency of use and the level of knowledge of students were taken into account. C. Fries believed that at the initial stage of teaching, the number of structures should be limited, since "mastering interchangeable structures at the product level is an unnecessary additional burden, which will only slow down the practical use of the language." Structures should be selected as the difficulties for the students increase. C. Fries also suggested using themes for the development of speech with a clearly expressed cultural orientation, for example, the theme "What games are popular in the country of the target language and how are they played?" recommended for elementary school children.

R. Lado suggested using various types of substitutions:

simple substitution with one specified element;

simple substitution of different elements;

substitution of one element, which requires changing the shape of another element;

simultaneous substitution of several elements.

R. Lado recommended such exercises as transformation of models; question-answer exercises; completing sentences started by the teacher; connection of several structures into one whole. [8]

#### *Total physical response - TPR*

This method was developed by the psychologist J. Asher and is based on structural linguistics, behaviorism and the humanistic direction in teaching. The essence of this method is that when teaching a foreign language, it is necessary to reproduce the same process as the mastery of students of their native language. That is, when children learn their native language, they first learn to understand complex and long structures by ear, and only then reproduce them in speech. [1]

The perception of linguistic structures is facilitated if it is accompanied by active action. The TPR method is widely used in the educational process in

primary schools in Uzbekistan. Young learners will master the material well, when active exercises are provided with the ability to run, jump, move during class. The use of multimedia applications in this case contributes to the introduction of games, songs for performing TPR activities. Primary school education is based on the principle of oral advancement with the development of listening and speaking skills. This method is characterized by the implementation of instructions and commands that are given by the teacher or offered in a video / audio exercise. The teacher needs to remember that the mistakes of young learners are not corrected at the initial stage, but the correct examples of how to complete the assignment are offered, which the learners review and complete.

In later stages of learning, learners can give commands to each other themselves, and theatrical performances and role-playing games are also introduced. Although the TPR method is close to the psychological characteristics of young learners, however, it is impractical to use it throughout the lesson. We offer an alternation of active and calmer types of activities that stimulate learners' mental activity and allow learners to develop critical thinking.

#### *Communicative approach*

This approach first appeared in the 70s as a result of the work of experts from the Council of Europe. After that, the approach became widespread throughout the world and became one of the main in teaching foreign languages. Effectiveness is achieved by minimizing the use of the native language during class. With this approach, it is very important to teach a person to think in a foreign language so that he perceives foreign speech without any associations with his native language. With this method of teaching, the study focuses on live communication, i.e., colloquial speech. When using a communicative approach, the study of grammar is not the main goal of learning a foreign language, but is introduced in linguistic situations along with lexical material. Increased attention is paid to group cooperation and communicative games. [6]

The task of the teacher, together with the learners, is to learn how to work in a team, as far as possible, to move as far as possible from individualism in

teaching. The learner must know to conduct a conversation, participate in a discussion, listen to friends, work on projects together with the rest of the team. Thus, the learner should be guided not by the teacher as a model, but by his teammates.

The communicative approach does not consider the impeccability of linguistic structures, but the following tasks:

Achieving a communicative goal through the interaction of participants in the communication process,

Explaining ideas and personal opinions in various ways and building competencies through communication with other participants.

In communicative teaching of a foreign language, an unlimited variety of educational materials is used - based on the text, on the communicative task, realities (video, audio, news, TV programs, etc.). The main role is assigned to the learners themselves, the teacher acts as an advisor, assistant and friend. [9,10]

Currently, in the context of a pandemic and the introduction of distance learning due to the Decree “On priority measures to mitigate the negative impact on the economic sectors of the coronavirus pandemic and global crisis phenomena” [4], the communicative method using multimedia applications has its own distinctive features:

The attention is paid to an individual approach, and the teacher adapts the teaching program for a specific learner in accordance with the abilities and skills in speech activity, personal experience, topics, interests, etc. This allows you to identify gaps in knowledge and quickly eliminate them;

The ability to choose material for the learners themselves in educational Internet networks, multimedia applications, mobile applications, etc.; it can be online tests and crosswords, songs and various resources in English to test knowledge [7];

Natural use of grammatical structures and active vocabulary without memorizing the rules through the practical application of language structures seen and heard in authentic video and audio resources;

Maximum practice in class. Most of the lesson, students practice speaking. Tasks to improve writing and listening skills are most often given to do at home, listening or reading an interesting text may be offered, which later becomes a topic for discussion. This approach allows you to save time and practice the development of conversational speech, because this skill is usually the most difficult to master. [2]

In conclusion, it is necessary to emphasize that the process of teaching and learning goes far beyond the educational process in the English classroom. It is also impossible without the use of digital resources and Internet technologies, which allow to take into account the individual characteristics of learners to the maximum extent, motivating self-study, developing critical thinking skills and maintaining an interest in learning English.

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