



NEW APPROACHES FOR TEACHING THE STUDENTS IN MODERN CONDITIONS

**Khalibekova Amangul Kenjabaevna¹, Jahonova Marjona²,
Doniyorova Guzal³, Eshmurodova Dinora⁴,
Suyunova Sevara⁵,**

¹Teacher, ^{2,3,4,5}Student

^{1,2,3,4,5}Navoi State Pedagogical Institute

ABSTRACT

This research paper investigates the study of various subjects, more and more attention for teaching. This led to the need for teachers to individually study and put into practice various electronic learning services. It also analyzes the importance of development of teaching students in modern conditions. This investigation was conducted by using various electronic distance learning services showed the presence of a large number of existing platforms for different target audiences (Moodle, ISPRING, Google, etc.). The study revealed that the development of they must be more informed and disciplined, learn to assimilate and generalize the information received from various sources independently (video lectures, books, teaching aids, recommendations, various information sites on the subject under the study, etc.)

KEYWORDS. *Generalization, Systematization, Educational environment, Correspondence education, Internet, Video, Experience, Moodle.*

1. INTRODUCTION

In modern conditions of development of new directions in the study of various subjects, more and more attention for teaching in various higher educational institutions is paid to the development of learning foreign languages. However, today an increasing number of teachers are beginning to work with their students remotely. But to conduct classes from home, teachers and students both need other learning skills. Therefore, changes in approaches to learning and the formation of skills for students are needed.

2. AIM

To analyze and summarize the data of the main organizational issues and experience in introducing in practice work with students in new areas in the pedagogical approach in the form of learning language, as a modern direction in the current educational environment.

3. METHODS AND MATERIALS

Analysis, comparison and generalization, systematization the data of the topic.

4. RESULTS

Due to the need for a quick learning in all higher educational institutions, which was caused by strict quarantine measures, there was an urgent need to introduce learning system that was convenient and understandable for both teachers and students. To date, higher education institutions conducted learning, which provided a correspondence education. Therefore, when there was a sharp need for education, in a number of universities there was no experience in organizing such work and no unified system of teacher training, as well as there was no single methodological approach. This led to the need for teachers to individually study and put into practice various electronic learning services.



The analysis of various electronic learning services showed the presence of a large number of existing platforms for different target audiences (Moodle, ISPRING, Google, etc.). Among these platforms for teaching students in our conditions, resources on Google were chosen as sufficiently clear and convenient for quick mastering. These resources would be helpful for educational institution for teachers and students. The choice was based on the prevalence of the system, convenient support for different content, the ability to create the content of “original test items”, user management, reporting system. Another important selection criterion was free of charge, technical readiness and the ability of students to connect to this system and the availability of educational video materials for quick preparation of content by the teachers themselves. The quick development of the Classroom for teachers was facilitated by the simple settings and integration of the Google Classroom with Google Drive, Documents, Forms, and an e-mail, as well as ease of placement, the ability to share information and materials for training on the tasks page. It also became convenient for the teacher that it is possible to test the knowledge of students of the entire group simultaneously and post individual tasks for each student.

The question is what must the instructor know in order to use computer-assisted technologies more effectively particularly in the classroom? Use of the numerous Internet resources presumes sufficient hardware expertise on the part of the instructor to actively participate. Language instructors at any level of education should thoroughly consider the potential of available technology-assisted resources and web-based language materials. In order to do that, the instructor has to relate their chosen teaching methodologies to the various Internet resources and other computer-assisted teaching tools. To proceed in such an endeavor, the instructor should be familiar with the most popular information-search engines on the World Wide Web. They must know methods of information retrieval and must have the skills to explore hyperlinks for the best suited multimedia assistance useful in each specific language learning activity. The questions are then how to integrate these new technologies into our daily teaching of foreign languages, how to build our lessons. Incorporating specific resources in classroom activities, and what online activities would be helpful in each student’s pursuit of their chosen foreign language. This section will first trace the history of language learning methodologies and the role of technology. It will show the relationship between them in terms of theories, choices, and objectives. The history of connecting foreign language acquisition with technology and multimedia tools in the educational process represents a certain duality. On the one hand, after being incorporated into the process of foreign language acquisition, multimedia tools influence how language is taught. On the other hand, learning objectives and goals in the foreign language acquisition process influence how technology, particularly computers and the Internet, will be adapted for the educational process. Many scientists consider these changes not simply as “a polar shift from structural to communicative perspectives,” but as “a more complex overlapping of three theoretical movements structural, cognitive, and socio cognitive”. Lots of experience in the language acquisition process demonstrates that using technology as a tool in the learning process brings a noticeable improvement in students’ foreign language competency. Audio and visual technology has a significant impact by providing foreign language instructors with a support tool that brings higher quality, real-life learning experiences from the world into the classroom. Using video instruction adds visual and auditory stimuli to language learning. Authentic video stories became useful. Video integrated into a course storyline or created for communicative situations extends and enriches the listening process by supporting student perceptions with facial expressions, body language, intonation, and the rhythm of the language. However, there should be some technical difficulties in the preparation of training material among teachers, since the reference materials on creating forms for teachers on Google would not provided in full volume, which led to the loss of part of the prepared data and to the loss of time. Also, during the learning the language, the requirements for the students themselves also increase: they must be more informed and disciplined, learn to assimilate and generalize the information received from various sources independently (video lectures, books, teaching aids, recommendations, various information sites on the subject under the study, etc.). During the summarizing the lessons using the various remote control forms, where there is a solution to practical problems of different difficulty levels: test situational cases,



solving more complex multilevel problems to compare or deny any facts and others, the student reveals his weaknesses in the preparation of theoretical material. And when identifying its weaknesses in knowledge, the student must consciously work on the errors, returning to the repetition and understanding of the theoretical part of the material that he poorly prepared, that not every student understands or is ready to fulfill.

5. CONCLUSION AND DISCUSSION

Thus, will be an experiment mastering learning through the internet among students will show, that students quickly acquire new technical skills in working with computer services, at the same time, the positive thing is that the student can immediately see both his strengths and weaknesses in the preparation of educational material. However, it requires a higher degree of motivation and a conscious aspiration for independent work from the student.

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