MODERN TECHNOLOGY IN LEARNING FOREIGN LANGUAGES

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ABSTRACT

The article is dedicated to the modern technology and its use in eliminating interference in two contacting languages and the existing the difference between similar sounds and half similar sounds.

Keywords: Modern technology, pronunciation, similar sounds, different pronunciation, the same sound, their varieties, target language, etc.

INTRODUCTION

At present it is impossible to imagine learning of FL without the use of multimedia learning instruments. Modern methodology dictates the importance of the use of different ways and technology in technology in teaching processes. Important task for the methodology of teaching foreign languages include providing opportunities to illustrate the real and actual process of communication in English. Modern creating an educational condition which provides optional and optimal learning foreign languages and its culture.

The 21st century is the age of information, it is bringing the changes to the traditional methods of teaching target language. The use of modern computer technology in teaching process in our days is of great importance, thanks for the conditions and possibilities. These advantages give the teachers of target language great potential for teaching oral speech in other languages. Language laboratories, video, television, radio, newspapers, magazines, books, Bibliographies, phones and many sources give a great advantages and form foreign language environment for the learners of target language.

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language

METHODOLOGY

In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards. Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each pupil can progress at his/her own pace

It is evident that modern pedagogical science seeks to use new technology in teaching. The wide variety of interactive educational tools for learning English is aimed an independent elaboration of types of speech and making their use automatic.

The importance and features of these activities include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech habits and skills, videos with translation, translation, searching one`s own way of learning outcomes.

The learners of target language(languages)of course, use their mother tongue experience in learning process. This brings some difficulties for the learners of target language. Because, the learners have already got learned the mother tongue or the second language habits and skills try to use the earlier having get experiences are always present in their mind and are ready for the use in any case of language operation.

RESULTS

In this concept, there appear bilingualism, three linguism and of course, difficulties, which require special investigation in learning a target language. Investigation, of course, gives wide and complicated analyses of languages structures and their phenomena the teachers of a target languages have to analyses the similar and differences of language phenomena in two contacting languages.

Bilingualism, three lingualism in learning a target language need special investigation. Language, in great is analyzed under the four language levels phonology, morphology, lexis, and syntax. Every of these levels has its specific peculiarities, objects of investigation and the problems which require very attentive investigation. When investigating the language phenomena or phenomenon one needs to compare every language unit separately and analyze them one by one. In this work it is analyzed phonological aspect of comparison. We know the phonemic system of two contacting

languages is different. According to S. Rh.Shatilov there are three types of phonemes in contacting languages similar sounds, half similar sounds and quite sounds.

DISCUSSION

Similar sounds: b, t, k, m, n, l, d, v, io, p, s, and f

There is a question – are they really similar sounds, for example, in Uzbek and English languages? Of course, not. If surfasely to look at them they seem to be similar, but if one deeper looks through or analyses, there also appear differences.

The sound [t] in English is pronounced by using the tip of the tongue pressing it to the hard palate. But the hard palate has its territory – from the upper teeth to the middle of the upper state of the hard palate. In this case there appear in different case [activity] different sounds. In English the sound [t] and [l] may have different variations.

The following examples can show [t] and [l] differences;

L [l]	T [t]
let [let]	tall [tɔ:l]
cut [kʌt]	talf [tɔ:k]
but [bʌt]	Tom [tɔm]
hut [hʌt]	hot [hɔt]
mute [`mjut]	motto [mɔtuə]

[l]	l[l]	[l]
Let [let]	long [lɔŋ]	live [liv]
Language [læŋgwidʒ]	hall [hɔ:l]	life [laif]
Less [les]	ball [bɔ:l]	light [lait]
Lasso [læ´sn:]	tall [tɔ:l]	Bill [bil]

If these are analyzed in the phonetic laboratory, of course, these appear man difference. The aim of comparing and showing these differences the authors try to show that while teaching English in uzbek classrooms the teachers should pay attention to the pronunciation of these sounds in learning process.

CONCLUSION

Of course, it is impossible to pronounce English sounds like English speaking people, or whose mother tongue in English. Well-known methodologist A. Polmer in his work offered to pronounce English sounds close to the original and gave the term approximation. So the learners of the target language may pronounce the English sound, work, phrases and sentences close to the original approximately. Uzbek speakers pronounce some Uzbek consonant letters in words, but don’t pay attention to their

differences. It is necessary to distinguish them, because while learning English they compare two contacting languages. English consonant letters in their pronunciation have their specific features. One and the same consonant letter may have variations in pronunciation.

In this article we gave only examples for the similar sounds, in our future work we will continue investigation on other sounds, which will be the material of our next works.

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