TEACHING A FOREIGN LANGUAGE WITH ADVANCED TECHNIQUES

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ABSTRACT

In the field of modern education, the system of teaching Foreign language is also developing as a result of the progressive achievements of the 21st century. In this article the essential features and reasonable results of the use of distance learning and its facilities in the system of teaching Foreign language in the field of education of Uzbekistan are outlined. The advantages of the formation of the process of continuous education are presented based on theoretical and practical basis, as well.

Keywords: Foreign language, education, teaching, language, focus, innovation, skills, approach, pedagogy.

INTRODUCTION

Sphere of education is a continuous process which includes new methods, approaches, techniques and means so as not to stay behind innovations or news. Applying new means and techniques in the process of teaching and learning Foreign language aims at making the process as much convenient as possible for the benefits of teachers and learners. Also, it is known to specialists of teaching Foreign language that the system of teaching the language is an interactive process in which both a teacher and learners should work cooperatively in order to reach their goal. The widespread use of computers and the internet have made distance learning easier and faster, and today virtual schools and virtual universities deliver full curricula online. Admittedly, the field of education is rapidly changing in the world because of the newly applied techniques and means in practice, and this is also the same in the system of teaching Foreign language of Uzbekistan. In this article, we are highlighting the most important factors of innovating the system of teaching and learning foreign languages of Uzbekistan education according to the theoretical and practical basis of our research step by step. As it is highly important to form the continuous education process in the field of education in practice, the factors of ‘continuousness’ and ‘connectedness’ are the most crucial basis of creating a real fully provided process of education in practice. According to this, the whole system of teaching Foreign language should be formed based on those two factors in order to prepare real future personnel of Uzbekistan who are capable of competing with their foreign colleagues meeting the demands of our time and government.

LITERATURE REVIEW

To start with, before creating the process of 'distance education' the following factors should be taken into account by teacher: Technical provision of learners and teachers – this can be the first element in the process because what a teacher and learners are provided with while teaching and learning the language plays an important role in the process of modern education. In other words, nowadays' learners (school pupils or university students) use various modern information technologies, such as smart phones, tabloids, PCs, laptops and so on by which we want to mention that it is stated by most teachers of foreign languages of educational institutions that pupils, students waste most of their time on different mobile games or social networking services (SNSs) and messengers. Thus, those means should be utilized to teach them foreign languages in the right an effective way. Besides that, teachers of Foreign language should learn how to use modern sources of teaching and learning the language based on new methods, materials, and techniques which means that we as teachers of foreign languages should use what we have to reach our goal of teaching the target language perfectly.

Psychological readiness of learners – this factor means that before and while teaching foreign languages teachers should pay attention to learners' age and interests in detail by which we want to highlight that a teacher can test learners using innovative means, such as Google forms to find out their interests and preferences. Focusing on such factors may take extra time but leads us to expected results.

Variety of sources to learn Foreign language – it can be noticed that most language classes may seem boring for language learners because of using the same sources in the process; however, current learners cannot get accustomed to that condition. As a consequence of this, it is time to utilize innovative means and sources in the process of teaching the language. As our research is connected with applying innovations in teaching Foreign language, a teacher can use info graphics, video, audio files to arouse learners' interests in a distance form of learning the language. For instance, we have used clips from famous movies, cartoons for pre and post stages of our lessons to introduce new topics, involve them to interact with each other in discussions and so on. Furthermore, at higher education institutions, students mention that materials of lectures, such as theoretical grammar, phonetics, stylistics, are much more complicated for them to comprehend. To resolve this problem in practice we have planned to make varied forms of study materials for students, such info graphic materials, video files on which basic scientific information is presented in a simplified form. Atmosphere of teaching and learning Foreign language – the environment of

teaching and learning the language is also the most significant factor in the process of modern education.

Innovative tasks and activities – as the system of teaching it is getting innovative, it is natural that tasks of teaching and learning Foreign language will also become innovative.

METHODOLOGY

Innovative assessment – assessing language learners in an innovative form makes the process clear and fair for both a teacher and learners. Accordingly, learners can be assessed daily or weekly, and their results are presented on the platforms of SNSs and means as the modern means of distance education. Taking all the most significant factors which are mentioned above on forming and innovating distance education in the field of Uzbekistan education, it can be summarized that modern information technologies and means should be utilized to provide the process with the factors of real continuousness and connectedness because this is a system which demands that everything should work systematically to fulfil its tasks efficiently in practice.

When we walk into a lesson, students get an idea of who we are as a result of what we look like (how we dress, how we present ourselves) and the way we behave and react to what is going on. They take note, either consciously or subconsciously, of whether we are always the same or whether we can be flexible, depending on what is happening at a particular point in the lesson.

As we have said, teachers, like any other group of human beings, have individual differences. However, one of the things, perhaps, that differentiates us from some other professions, is that we become different people, in a way, when we are in front of a class from the people we are in other situations, such as at home or at a party. Everyone switches roles like this in their daily lives to some extent, but for teachers, who we are (or appear to be) when we are at work is especially important.

Some years ago, in preparation for a presentation to colleagues, we recorded interviews with a large number of teachers and students. We asked them “What makes a good teacher?” and was interested in what their instant responses would be. A number of the people we questioned and answered by talking about the teacher’s characters. As one of them told us, “I like the teacher who has his own personality and doesn’t hide it from the students so he is not only a teacher but a person as well - and it comes through in the lesson.”

Discussing teacher personality is difficult for two reasons: in the first place there is no one ideal teacher personality. Some teachers are effective because they are “larger

than life", while others persuade through their quiet authority. But the other problem - as the respondent seemed to be saying to me in the comment above - is that students want not only to see a professional who has come to teach them, but also to glimpse the "person as well".

What often marks one teacher out from another is how they react to different events in the classroom as the lesson proceeds. This is important, because however well we have prepared, the chances are that things will not go exactly to plan. Unexpected events happen in lessons and part of a teacher's skill is to decide what the response should be when they do.

Good teachers are able to absorb the unexpected and to use it to their and the students' advantage. This is especially important when the learning outcomes we had planned for look as if they may not succeed because of what is happening. We have to be flexible enough to work with this and change our destination accordingly (if this has to be done) or find some other way to get there. Or perhaps we have to take a decision to continue what we are doing despite the interruption to the way we imagined things were going to proceed. In other words, teachers need to be able to "think on their feet" and act quickly and decisively at various points in the lesson. When students see that they can do this, their confidence in their teachers is greatly enhanced. Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing. If, for example, the teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency. Being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example. In such situations we may need to be prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed. At other times, we may need to act as feedback providers (helping students to evaluate their performance) or as assessors (telling students how well they have done or giving them grades, etc.). We also need to be able to function as a resource (for language information, etc.) when students need to consult us and, at times, as a language tutor (that is, an advisor who responds to what the student is doing and advises them on what to do next).

RESULTS

Children, perhaps more than any other category of learners, delight in make-believe. They are immediately at home in imaginary worlds, where they can act out a

role, engage in ‘pretend’ activities, dress up, and for a short while become another person. Foreign language teachers at this level commonly have to face two difficulties however. On the other, they need to develop a repertoire of concrete activities which appeal to the children: failure to do so will result in chaos or boredom. If we offer carefully structured activities with clearly articulated educational and language teaching aims, we think article brings together a collection of ideas and activities which the busy teacher of young children can draw upon to suit the needs of her own class. The use of songs, rhymes, and chants, the making and use of puppets, and culminates with slightly more advanced role play and simulation activities. As the demand for Foreign language for younger learners continues to grow, so too does the demand for reliable and stimulating teaching materials. They are especially useful in classes of younger children who may not be able to produce much of their own language. Rhythm and melody make language easier to learn and remember, and movement and gesture help illustrate meaning. Songs appeal to the whole child through visual, aural, and kinaesthetic (physical) channels. Songs, rhymes, and chants can be used as the first steps to a more independent kind of acting. By providing children with the words, we leave them free to concentrate on expressing feelings and character through body language and gesture. Later, as they become more confident and aware of the possibilities of their own bodies, they are able to use their own words. Both teachers and children vary in the amount of control they want to have over an activity. As a teacher, it is sometimes difficult to let the children have a free hand in what they are doing, and some children find total freedom of decision difficult to cope with. You need to decide what balance you feel comfortable with, and work towards it step by step. They combine the visual, aural, and kinaesthetic (physical) in a way that is hard to resist. In role plays and improvisations the children are asked to assume a role and act out a situation, using whatever language they have. The roles may be characters that the children recognize from their everyday lives (doctor and patient, parent and child, bus driver and passenger), or fantasy characters (princess and dragon, space visitors to Earth, animals in a zoo). At higher levels, role play can be used to explore situations which the children will come across in real life: the resolution of dilemmas, assigning tasks, sharing resources, making and keeping rules, and so on. This kind of ‘educational’ role play allows children to explore issues in a non-threatening way and can lead to interesting discussions. A role play can be quite simple, requiring little preparation and few props, or more elaborate, requiring you to spend time preparing the language and setting up the situation. Role plays may involve two or three children, or the whole class. There are usually three stages to doing a role play or improvisation in class. In the first stage, the teacher prepares the children for the role play by setting

up the situation and making sure the children have the necessary language. In the second, the children do the role play and the teacher observes them, noting down comments in preparation for stage three. At this point, it is important not to interfere unless absolutely necessary. Once the role play is finished, the teacher organizes reflection and feedback on the process (how the children did the activity) and the product (how it turned out). Most of the role plays are designed for use with the whole class working together. The classroom is the setting for a scenario and each child takes a role: they tend to become deeply involved in the action and there is generally a good atmosphere. Mixed-ability classes respond well too, as each child can use the language they are comfortable with: those with a greater language resource are able to hold more elaborate conversations, while those who feel less confident can stay with the basic dialogue. Some are suitable for children with a limited knowledge of Foreign language, and there are others which will encourage children at a higher level to be creative and to use the language they know in an unpredictable situation.

DISCUSSION

It was found that the use of computer and information technologies in the training of future teachers is an irreversible process, which is associated with the updating of the content, forms and methodological principles of training. The use of computer and information technology in the classroom during the training of teachers is appropriate if it provides a higher efficiency of training than using traditional means, as well as provided that the teacher uses them professionally. In the process of teaching means of computer and information technologies should be used: during the study and consolidation of new material, which contributes to the better assimilation of information by students, increases visibility, the possibility of versatile consideration of phenomena or processes, expand the methods of presenting information, saves time for its presentation interactive multimedia lectures (slide lecture, video lecture), electronic textbook,; during practical work – as a means to find and study the necessary material, develop skills and abilities of self-solving tasks (using programs Power Point, Corel, Adobe Photoshop); during the control of knowledge, which allows to increase its objectivity (test programs of educational purpose); during the organization and holding of Internet conferences, seminars, round tables for the exchange of different ideas on interesting topics, issues, analysis and study of international experience; At the same time, the main task of the higher education institution at the present stage is to train specialists capable of non-standard, flexible and timely response to changes that occur in the world. To improve the efficiency and quality of teacher training, it is necessary to organize the educational process with an active position of students during

the acquisition of new knowledge, which creates conditions for creativity in learning. The success of achieving this goal depends not only on what is assimilated, but also on how it is assimilated: individually or collectively, based on attention, perception, memory or on the entire personal potential of the future specialist, through reproductive or active methods of training. Direct involvement of students in active educational and cognitive activity is associated with the use of techniques and methods, which received the generalized name "active teaching methods". The emergence and development of active methods is due to the fact that the training faced new challenges: not only to give students knowledge, but also to ensure the formation and development of cognitive interests and abilities, creative thinking, skills and independent mental work. It is this form of interaction and communication that teaches future teachers to formulate thoughts in a professional language, to master oral speech, to listen, hear and understand others, to argue correctly and argumentatively. Joint work requires not only individual responsibility and independence, but also self-organization of the team, demands, mutual responsibility and discipline. Based on the analysis of scientific sources, we note that changes need to be made in the conduct of practical classes and the organization of students ' activities, which will contribute to the development of creative thinking of the future specialist, improving the ability to find the necessary information, creatively interpret and apply it in specific conditions. We believe that the Central point in the organization of training is the search and development of such forms and technologies, in which the emphasis is placed on the independence of students during educational activities. Develop independence and initiative in practical and laboratory classes can be using the method of projects with students using programs such as Excel, Power Point, Corel and the Internet. The project method is very widely used in the educational process of higher and secondary educational institutions, but it happens that in practice it is about working on a particular topic or just about group work. In fact, if it is a method, it involves a certain set of educational and cognitive techniques that allow you to solve the problem as a result of independent actions of students and involve the presentation of these results.

CONCLUSIONS

The way we act when we are controlling a class is very different from the listening and advising behaviour we will exhibit when we are tutoring students or responding to a presentation or a piece of writing (something that is different, again, from the way we assess a piece of work). Part of our teacher personality, therefore, is our ability to perform all these roles at different times, but with the same care and ease whichever role we are involved with. This flexibility will help us to facilitate the many

different stages and facets of learning. Teaching Foreign language especially to non-native speakers is not an easy task to do. It is a long process which may be influenced by different issues. However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. To teach Foreign language as a foreign language, one needs first to consider his/her learners as social beings because each learner is an individual, who is characterized by a personality and by social traits which may influence the process of learning. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. Students will acquire Foreign language as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes.

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