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## **THE USE OF MODERN TECHNOLOGIES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE**

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***Annotation.** The article is aimed at informing teachers and students about various technologies for learning a foreign language using communicative and constructivist methods.*

***Key words.** Technology, foreign, skill, education, science.*

At the present stage of development of society, the education system must meet the modern needs of the state, society and family. Education of the 21st century implies the development of universal educational activities, mastery of key competencies that form the basis for self-development and lifelong education, the development of communication qualities and information skills of the individual. Among the many academic disciplines, the subject “foreign language” occupies a special place. In the course of studying foreign languages, students do not acquire knowledge of the basics of science, but develop the skills and abilities to use a foreign language as a means of communication, a means of obtaining new and useful information. The teacher’s task is to awaken interest in learning activities and to ensure that students are active in learning the material. Therefore, teachers often face questions about how to simultaneously ensure that the lesson is effective and engaging. It is very difficult to keep students interested in learning nowadays. The difficulty of teaching is to develop in each child a thirst for knowledge, to motivate not only to obtain ready-made information and knowledge, but also to develop independently, self-learn, look for solutions, analyze and draw conclusions.

A foreign language, like any language, is first and foremost a means of communication. Therefore, the goal of teaching a foreign language today is for students to master communicative competencies. In our opinion, in a modern university there should be no place for methods such as rote learning or mindless memorization of texts in a foreign language. Students must be able to consciously use language in later life and work. Good command of a foreign language is one of the leading requirements of modern employers.

Methodological science distinguishes two main methods - communicative and constructivist.

Communicative method. Its goal is to master communicative competence. Exercises of this method are always communicative in nature. Students learn communication through interaction with each other. Therefore, all exercises and assignments must be justified by a lack of information, that is, students must be presented with a certain problem that they can solve only by interacting with each other. One manifestation of this method is the so-called tandem method. This is a way for partners with different native languages, working in pairs, to independently master language material. The application of this method will be quite interesting. For example, in our republic, where native Uzbek and Russian speakers can study in a group at the same time. This method has huge advantages: improving oral communication skills and overcoming fears of mistakes. However, it is also necessary to highlight its disadvantages: insufficient attention is paid to the quality of language and grammar, and communicative competence itself quickly reaches its limits.

Constructivist method. This is a method of active learning for students. The teacher's task is not just to teach, but to facilitate the learning process. All communications with the teacher should be action-oriented. All tasks and exercises should be close to the reality of students (to their real life, problems, interests). This method is very similar to project activities, project-based learning involves working in a team, where a certain situation is correlated with real life, each project member has his own task, the project is viewed as a single whole, the work

of the entire project team is aimed at a specific product or result. Each member of the project team presents a part of the project or the project as a whole. It should be noted that various techniques and forms in project activities, such as brainstorming, insert, cluster, mental map, are most attractive to students when choosing a project topic, solving problems, repeating and generalizing. Information and communication technologies are used to search for information, present the results of their work, and also when participating in network projects.

Script method. It is similar to game methods in which one or another conditional situation is modeled, for example, store - goods - sales. Students, playing one role or another, create a story. This method does not require texts or textbooks. Students pose their own questions and find the answers themselves.

The carousel method is an interactive method of work, during which two rings are formed - internal and external. The inner ring is formed by standing participants, and the participants in the outer ring change every 30 seconds. This way, students have time to talk through several topics in a few minutes or repeat the same topic in different versions. Using this method is effective, for example, in practicing etiquette dialogues.

When monitoring and assessing, we necessarily take into account the following criteria: a) whether the student can fully and accurately express his thoughts in a foreign language in accordance with the communication task; b) whether the student knows how to ask clarifying questions and look for additional information; c) whether the student knows how to control, correct and evaluate the actions of his comrades; d) does the student take into account different points of view; e) can the student argue his opinion and convince; f) whether the student shows respect for partners and expresses a willingness to help them. If a student's work has high grades for all these criteria, we can talk about the development of his communicative learning skills.

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## TEACHING READING COMPREHENSION BY USING SOME METHODS IN HIGH SCHOOLS

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***Annotation:** The main purpose of reading is to extract and comprehend the information contained in the written text. In the process of reading, the reader not only perceives information, but also carries out its semantic processing. The relevance of this article should be overestimated, since today there is a tangible need for teachers-practitioners working at universities to get acquainted with both modern theoretical approaches to teaching reading and practical experience - in different educational contexts, in different foreign languages, for different purposes and learning objectives.*

***Keywords:** teaching reading, specific reading situation, vocational guidance, skills and abilities, reading strategy, subsequent translation, scientific texts, speech tasks.*

One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing. A student at the end of a foreign language course must have professionally oriented skills and abilities, all types of scientific text processing for