TEACHING ENGLISH BASED ON MODERN APPROACHES AND METHODS IN THE SOCIAL ENVIRONMENT OF NEW UZBEKISTAN

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The monograph provides information about English language teaching based on modern approaches and methods in the social environment of New Uzbekistan. Ensuring the unity of content, form and methods of leadership in the education of moral qualities in students, the method of taking into account its results, integrates the unity of education.

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Introduction

It is not secret that the English language is spreading all over the world rapidly, the usage of that language as a foreign or second is becoming dominant comparing to other languages. Accordingly, special attention is given for teaching and learning English from early ages of school to Higher Educational Institutes. Furthermore, the Government is also developing and adopting measures to increase the importance and prestige of the English language in Uzbekistan, to strengthen and deepen the focus on its study and teaching. For instance, in accordance with the state program, in 2022 a number of laws are aimed at developing the teaching of foreign languages as a priority of education policy, radically improving the quality of education in this area, attracting qualified teachers and increasing public interest in learning foreign languages documents were developed and put into practice. The main aim of the Publication is to introduce new teaching opportunities in Uzbekistan, current and ongoing research activities, importance of English language in different tertiary educational institutes. We believe it helps to encourage students in academic life and give opportunity to exchange new ideas and establish research relations and find educational partners for future collaboration.

"A word is a "Brick" in the construction of a building, whereas the building is the language and the construction is the study" says famous translator Kato Lomb. For a building it is important to have a steady and strong brick. Similarly for a language, the word should be a reliable and understandable form of expression.

Because of its unique role globally and in an effort to catch up with the Western world, English has become the most widely learned foreign language in Central Asia. Nowadays, Central Asian people realize that the knowledge of English is an essential skill for those who are eager to achieve personal growth, better careers, and advanced education. Moreover, the fact that English is the most widely learned foreign language could be perceived as Central Asia's

response to globalization and modernity. The penetration of English into educational domains in post-Soviet countries, along with controversies around the reasons for its spread and functions in social domains have become popular issues explored in a number of empirical studies (Ciscel 2002;Dimova 2003; Dushku 1998; Fonzari 1999; Petzold 1994, Petzold and Berns 2000)since the downfall of the Iron Curtain. Yet, even though it has been more than two decades since English has gained a new status in the former Soviet republics, many functions and the growth of this global language in Central Asia, particularly in Uzbekistan, still remains unexplored. This study, the first of its kind, uses qualitative methods to investigate the spread and impact of English language in educational domains in the Republic of Uzbekistan following the political changes of 1991.

The spread of foreign languages and local people's motivation to learn them are not new phenomena in Uzbekistan. In fact, as a result of various political, social, and economic changes, there have been a number of significant language events in Uzbekistan in the 20th century, e.g., the Romanization of pre-existing Arabic-based alphabet in 1923 (Uzman 2009), the spread of the Russian loanwords in the Uzbek lexicon, the adoption of the Cyrillic script in 1940, the replacement of the Cyrillic alphabet with a modified Latin script in 1993, the disempowerment of the Russian language after the collapse of the Soviet Union, and the wide spread of the English language in the educational system in the late 1990s.

Tashkent, Uzbekistan (UzDaily.com) -- This year, British Council celebrates an important date: 25 years of their activities in Uzbekistan. Much of the work over these years has focused on partnership in reforming English language teaching and learning system in Uzbekistan, bringing the best international practice to this area.

Uzbekistan's commitment to high-quality and free secondary school education is an invaluable to the country's development. Providing equal

opportunities for students to gain English language skills can open the door to even more opportunities for school leavers.

Teaching foreign languages is one of the priority areas of education reform in Uzbekistan. In May 2021, the Presidential decree entitled "On measures to promote foreign language learning in the Republic of Uzbekistan to a fundamentally new level" set the goal of higher standards in foreign language learning in the country, including in English.

As part of its long-term commitment to support English language teaching in Uzbekistan, the British Council signed a memorandum of understanding with Uzbekistan's education ministry in January 2020. Under this memorandum, the British Council would assist the education ministry to achieve the targets set out by Uzbekistan's 2030 public education development strategy. The memorandum symbolises the continued cooperation between Uzbekistan and the United Kingdom in the field of English language teaching and education reform.

For 25 years of activity in Uzbekistan, the British Council and partners have engaged in a holistic approach to developing the English language teaching system: carefully examining the process of modern teaching, how teachers see it can be improved and what changes would be most effective in the first and next stages of reform. An important part of this holistic approach is to conduct analytical studies of the current situation and to formulate recommendations based on them.

In a recent example of the important cooperation with the Ministry of National Education, the British Council carried out a number of studies on English language teaching and curriculum reform in Uzbek schools. For this purpose they invited experts from the University of Cambridge and the University of Leicester to analyse the current state of school education in Uzbekistan. The researchers from Cambridge aimed to evaluation a new English language curriculum for Uzbek state schools, including a description of the basic principles, design processes, and structure of the curriculum. The researchers from Leicester focused on how Uzbek teachers could adopt innovative methods

for English language instruction, including the use of new technology, suggesting a set of guidelines to further support English language teachers in their professional development.

At present, English language instruction in Uzbekistan is based on an old curriculum and traditional methods that rarely see students put their skills into practice in real-world situations. The British Council facilitated research identified the importance of teaching practical language skills that will give students the confidence to communicate verbally and in writing in ways that allow them to express ideas and lead discussions. The Cambridge and Leicester researchers emphasized that students would benefit from recreating and discussing real-life situations and practicing their language skills with native English speakers, for example through online conversations.

The British researchers also suggested that Uzbekistan increase the number of teaching hours devoted to English language instruction and to develop a common standard for English language teaching. The British ELT (teaching English as a foreign language) programme could be helpful in this regard. As part of these standards, the opportunity to learn English should be extended with full inclusivity, meaning that children with special needs should have the opportunity to learn the English language alongside other pupils. This would help them to better integrate into society. Teachers' greater understanding and support for children with special needs plays a significant role in an inclusive approach.

"As education reform moves forward in Uzbekistan, it is important that all learners are included and supported, whether their accessibility problems are permanent or temporary, or driven by ability or learning preferences," explained the Cambridge researchers in their report for the Uzbek education ministry.

The researchers also highlighted the importance of assessment literacy. Generating useful feedback from teachers, pupils, and parents is perhaps more important than language skills assessments themselves. For example, making students feel invested in learning the English language should be more important

that compelling them to learn from mistakes in scored assessments. Creating a culture where students support each other through peer learning is also necessary to create more positive outcomes. Close cooperation between schools and higher education institutions will reduce the gap between school results and university entrance standards.

The results and recommendations of the research facilitated by the British Council have been submitted to the Ministry of National Education and the Agency for the Promotion of Foreign Languages under the Cabinet of Ministers of the Republic of Uzbekistan. These recommendations are expected to be implemented in the new curriculum in the near future.

Successful implementation will require that school principals and teachers understand the any new curricula and instruction methods. For this purpose there could be organised training sessions, methodological manuals, etc.

English language is the key to mastering the relevant and in-demand professions in the labour market. Thus provides a prospective opportunity for young people to get a modern higher education in a foreign language, to be in high demand not only at the national but also at the international labour market and as a result, to have wider employment opportunities both at home and abroad. And this is an effective way of introducing the best international experience in Uzbekistan for the further development of the country.

With the advent of advanced technologies, the prominence of education is surged so as to effectively consolidate the teaching process. Furthermore, modern ways of educating English have enhanced in the last twenty years. Nowadays everything alters, obviously in teaching the English language. As a matter of fact, there is an enormous variability of strategies of teaching foreign languages to language learners. It is universally known that each of this educational method is principally based on a particular vision of comprehension the language or the learning process, frequently using specific materials and techniques used in a set sequence. For this reason, we can see the following rules:

Language teaching methods:

(Teacher -focused)

* Audio lingual method

* Communicative language teaching

 * Competency –based language teaching

* Direct method

* Grammar –translation method

* Natural approach

* Oral and situational language teaching

* Lexical approach

* Silent way

 * Suggestopedia

* Task –based language teaching

* Total physical response

According to the above instruction, we can perceive overall strategies or approaches of language teaching styles for language teachers. On the one hand, today the process of English communicative learning will be more student – centered, but less time consuming. Therefore, it is promised that the educating quality will be improved and student`s applied English communication can be successfully cultivated, meaning that students` conversational capabilities will be further developed. Language in education would ordinarily create such naturally acquired language skill, enriching it through the improvement of literacy into a tool for abstract thought along with the acquisition of academic knowledge. Language teachers use a wide range of local stories, texts or English translation of literature in the classroom. The use of language as well as the use of various accents in listening activities or tests are widely inspired in the English language classroom. With the procreation of means of communication, such as smart phones, tablets and computers, it is inclined that textbooks will disappear in a few years. Additionally, the access to knowledge in terms of adjustment and movement has dramatically changed. Teaching in language

classes concentrates on encouraging the learners thinking and language content, outcomes within learning techniques or approaches. There are significant and complicated student –teacher interactions inside and outside the classroom. In a knowledge based society as well as to below remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the starting to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and capabilities. Having realized the need of the hour: the English teachers convene distinctive kinds of conferences along with seminars to flourish or create a platform and to get to find out the upcoming ideologies in the English language teaching and also to upgrade themselves professionally.

It is undoubtedly true that the fifth capacities, namely reading, writing, speaking, listening and grammar of language possibilities the efficiency to use grammatical structures with accuracy. Academic qualification merely may not assist teachers to grow professionally, on the other hand, they need to be equipped themselves with the up-to-date practices. What is more, the educating materials are being used in our country are nearly made available around the world. There had been so several methodologies of teaching English language. In addition to the aspect of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology.

New directions in English language educating like interactive approach or strategy of teaching English is increased as a consequence of sustain research by the central board of secondary education (CBSE New Delhi). This approach is also advocated by the Indian Council of School education(ICSE New Delhi). It is known that ''to interact'' means to communicate which each other during the interaction. Its means give the information, thoughts unfamiliar to receiver. In this case, we ought to focused on the below statement: ''Interacting approach it related to the actual use of language''. We can also look through the following

instruction: Interactive methods: Brainstorming, chain drills, Think pair and share, Discussion, Debates, Role playing, Project work, Group work, Aquarium, Microphone It is universally accepted that below (interactive) teaching styles are "Brainstorming", "Think pair and share" and so on. In interactive method some point of views are followed the leader, Test Tournaments, YouTube, Videos Quizzes, One word, Opposite Arguments, Total Physical Response (TPR), Electronic Role Playing, Puzzle pieces.It is undeniably true that such types of methods are extremely helpful to arrange teaching and learning processes successfully. For example, "Brainstorming" as well as "Think pair or share" are very crucial for both language learner and teacher.

Hence, such kinds of methods can persuade both of them to reckon logically, to analyze the thought appropriately, to express the ideas clearly, to assist to criticize or judge various views autonomously or to adapt the new atmosphere in any conditions, or else to strengthen language learners' ability. Taking into everything consideration it is concluded that above factor the utilizing interactive ways or methods into educating and learning foreign languages process is one of the most pivotal solutions to overcome the issue. Besides that, it is undeniably true that teacher should be skillful and experienced at not only educating foreign languages, but also organizing the connection between the lessons and innovative technologies nearly professionally. The reason for this is that modern approaches and methods are efficient in teaching English language comprehensively.

At the present stage of globalization and the huge economic, political, spiritual and social changes taking place in our country, the need to know foreign languages, use them for practical purposes, communicate freely with native speakers has changed the attitude of citizens to learning foreign languages. These requirements made it clear that the traditional methods used in the study of foreign languages cannot meet the needs of students. At a time when renewal is taking place in all spheres of society, there is an increasing need for language learning methods that allow innovation in the field of

language learning, the formation of language skills in a short period of time. But at the same time, it became clear that there are a number of shortcomings in this area, for example, our youth do not have conversational skills. They do not understand when they hear speech in English, but they can read and write quite well. In such cases, many are baffled by the fact that the main function of the language is communication, and that the ability to communicate has become the main criterion for knowing a foreign language. The purpose of writing this article is not to repeat a well-known fact over and over again, but to show language learners of different ages some situations, news and ways to understand and achieve them that ignite a spark of hope. Learning a language is not an easy process. The earlier a student begins to learn a foreign language, the easier it is for him to achieve success in this, and high school students can also learn it after a certain period of time.

Linguists and methodologists recommended many solutions to this problem and these recommendations effectively helped to learn foreign languages in small groups. But in our case, we are talking about hundreds, thousands or millions of language learners. The breadth of coverage requires a radical rethinking of the approaches used. We are talking about creating conditions for the study of foreign languages by citizens of our country. The first condition for this is training young people who are knowledgeable, innovative thinkers, who have mastered modern methods of learning the language. We have dedicated this article to innovation and its role in learning a foreign language. It's time to talk about an innovation. Many people have a general, vague idea about the word "innovation". The fact that our specialists do not fully understand the meaning of this term hinders the effectiveness of the reform. A formal change of this or that is not yet an innovation. Therefore, in this article, we decided to focus on the modern interpretation of the word innovation and why it is often repeated when learning a foreign language. The main directions of development of innovative activity are:

1. Strengthening the activities of higher educational institutions in the field of teaching and scientific research as a basis for the creation and dissemination of innovative technologies in the regions of the Republic;

2. Formation of resource and financial support for the effective organization of innovative activities;

3. Expanding the volume of extrabudgetary funding through innovative and educational activities to strengthen the financial sustainability of higher education institutions;

4. The formation of project and innovation skills among teachers, employees, researchers and students of higher educational institutions;

5. Study of advanced foreign innovative experience, holding scientific and practical conferences, seminars, round tables, methodological advice and similar - events to modernize education and develop activities that lead to the spread of innovative development;

6. Development of publishing, printing and marketing of scientific and educational literature and other types of printed products that meet modern requirements for the mass printing market.

To disseminate innovative developments, an expert must be able to see, know and apply them. This means that we believe that trips to the countries of the studied languages in order to exchange experience will increase the professional skills of employees and raise the teaching of foreign languages in our country to a new qualitative level. We would like to emphasize that innovation is an organizational element of this renewal process. No area, including the teaching foreign languages, can be developed without innovation. Therefore, innovation is the key to a better future.
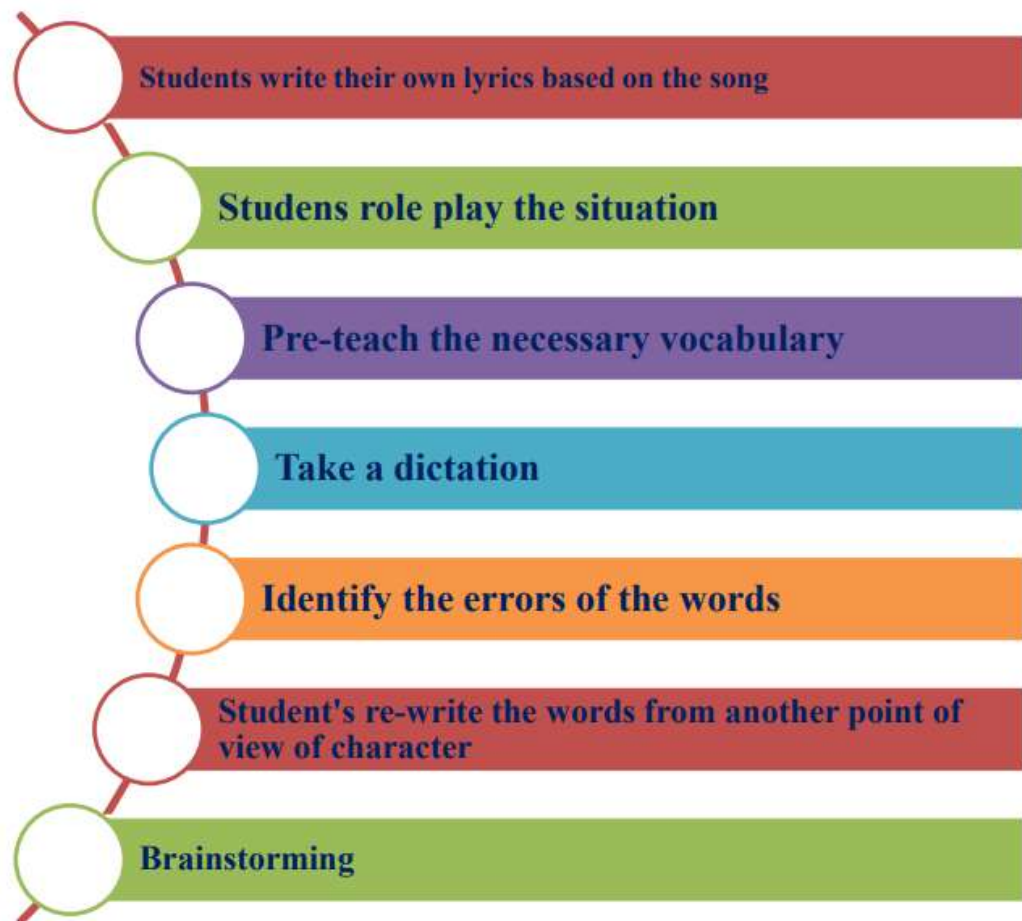
Motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using songs, children can get the feeling of success on an individual level, but also as being part of a group. They should not, at any time, feel forced, but

encouraged and motivated to participate in the activity, as well as have a sense of enjoyment of singing with the rest of the group. Therefore, songs, as claimed by scholars, are highly motivational because they increase understanding, and inspire and motivate students to learn, making the act of learning fun. Songs' most noteworthy characteristic in a language learning context is the ability to affect and change students' mood. These may have a positive or a negative effect on motivation. The emotion that songs evoke in students may transfer to motivation, making a stronger bond with the language and the desire to learn. Repetition and simple language structures are probably the reasons why students are more motivated by songs than any other type of text and are stimulated to understand the content of the songs.

More than 100 years ago, French scientist Pierre Paul Broca (1824–1880) identified a part of the left frontal hemisphere of the brain as the area in which the syntax of language is processed. Century later, using magneto encephalography(MEG) imaging, researchers found that music syntax was processed in that same area, named Roca's area1 . Fascinatingly, researchers found that Boca's area responded in a similar way to dissonant music and ungrammatical sentences. This finding suggested close relationship between the —patternmaking activity found in both music and language. This was the first of many discoveries made possible in the field of brain research using equipment available at the time. More recently, researchers have found that emotional reactions to music are registered in the limbic system, one of the oldest areas of the brain from an evolutionary standpoint.

Scrivener mentions about ideas for using music on its own in the classroom. A teacher may use music to set the mood, especially at the beginning of a lesson. Also, when a lecturer wants their students to talk about something at the beginning of a less onto warm them up, he can play music, too. An interesting proposal is that of playing music while students are doing _dull' activities. Moreover, background music may be used to set the scene when students work on a specific task, for example space music played while

discussing life on other planets. Simply, music may be used for relaxation between demanding activities. enumerates forty activities arranged around songs and music in a linguistic classroom. Some of these activities were described above. Undoubtedly, presents a wide range of song activities. Every teacher may choose the most favorable and apply them in his own practice. Obviously, activities connected with songs may take various forms but definitely they should be conducted in an enjoyable and pleasing way.

Students write their own lyrics based on the song

Studens role play the situation

Pre-teach the necessary vocabulary

Take a dictation

Identify the errors of the words

Student's re-write the words from another point of view of character

Brainstorming

However, there are stages that need to be followed in order to achieve the learning goal, but also to satisfy intellectual and personal needs of each individual student. The first stage is creating a purpose for listening which in turn can motivate students to participate in it. Therefore, the pre-listening stage plays an important role. In this phase, teachers introduce necessary language points and intrigue learners' imagination. Furthermore, children must not be bored while listening to the song, so they need to have a specific task to do.

These are whilelistening activities where learners process the information learned in the introductory part of the lesson. Finally, they need to use this information and also increase the educational value of the song. In this post-listening stage, the focus is normally on developing the skills. Just as with any listening activity, songs are Students write their own lyrics based on the song Studens role play the situation Pre-teach the necessary vocabulary Take a dictation Identify the errors of the words Student's re-write the words from another point of view of character Brainstorming used following the three stages. Sevik, in his recent article, however, suggests preteaching activities, while-teaching activities, post teaching activities and follow-up activities.

Young children are not like other students. Their needs are unique and teacher must beware of this. It is important to understand that instructor could be one of the first adults a young child has interacted with outside of his or her own family. The separation from their parents in the beginning can be difficult, and a teacher must help them through this transition. A child can become very attached to you as a —substitutell for their parents, or they may shun you completely. Great teachers are adaptable to the emotional reactions of their students. And when it comes to your students' interactions with other children, this can be one of the first times they interact with children their age.

Currently, Uzbekistan is at a turning point in its development, and its economy is growing rapidly. Finding, implementing, and achieving relevant educational technologies is one of the most important tasks facing the education system in these processes. The basis of these tasks is:

- to prepare the next generation to live in a market economy and to operate in a rapidly developing society;

- focus mainly on solving existing problems based on independent, critical thinking, not on theoretical knowledge based on large volumes of information;

- to be constantly ready for change, to draw the right conclusions and act in the context of "high information attacks".

In its place, education and training require the search for new pedagogical technologies for personal development and a creative approach to each issue. Education and training will certainly work well if classes are organized with a clear knowledge of the student's level of intellectual activity in the way of personal development.

According to D.B.Bogoyavlenskaya, there are 3 levels of intellectual activity.

1. Reproductive. The upper boundary is interest, and the lower boundary is slower than the task of the person being tested.

2. Christian. The desire to improve activity arises, and the desire to find new methods of solution arises.

3. Creativity. This is the level of intellectual activity, with the help of which the initiative, theoretical general conclusions, interrelationships, and consequences in the task are determined.

We hope our current recommendation will be the foundation for its reproductive and heuristics intellectual activism to reach a creative level. Form "Individual lesson" (for individual work) Based on independent learning - The subject is given to the reader in advance. One-on-one education – Individually working with the student. In the case of Telegram, the students open a group and become members. Readers can ask in the group what they are interested in, what they don't understand. The following information will be posted on the "Individual Lesson" structure:

The scope of influence (interpretation of terms on a new topic) is based on what layer of the student is represented by the home, environment and school; because it is good to explain through the terms he or she understands close to him. A New Approach (The terms on the subject will be explained) - once you have learned the reader's dreams and future concepts, the reader will be directed. Based on the practice – based on the information provided during the course (preloaded to video, animation roller coaster, brochure and other telegram addresses), the reader will be directed to independently work on his or her idea

and implement it. Cooperation (the address of the telegram channels of the partner organizations) is to take into account the organizations that influence the process. An individual approach (each student is given a sequence of assignments based on their worldview and capabilities) is the product of personal and social life and the subject of intelligent work.

Individuality is evident in a person's character, temperament, characteristics of psychological nightmares, emotions, and motivations for his work. Accordingly, people differ from each other. The reader selects his or her orientation. Their knowledge of this direction is determined and filled by the teacher. "Individual lesson" stages:

Step 1. Will be a recurrence of the new topic, which has been read in advance. A brief description will be given. Information – The most important information on the topic will be provided.

Step 2. Research – The reader himself conducts free and independent research on the subject.

Step 3. Motivation is the initial stage of the lesson, it is necessary to focus students' attention on the material to be studied, to show them the benefits of interest and the subject to be studied.

The result of mastering the student's learning material depends on motivation. To stimulate students' interest based on "the opinions of the great," to direct them to distinguish important points, and to teach them how to explain their personal opinions.

Step 4. Personal opinion – The reader explains his thoughts from his worldview.

Step 5. The separation of key points is the most important of all of his thoughts.

Step 6. Reinforcement is a necessary stage of the lesson, not only to raise the outcome of learning material, but also to interest students, to develop logical knowledge and skills in their minds.

Identify the most important aspects of the stages from the first to the last step.

Step 7. IQ Assessment IQ is a unit of measurement that demonstrates a variety of other quality issues in psychology, a person's intellectual capacity (abilities), his mental development, the level of knowledge, his ability to accept, or analyze events around him. In developed countries of the world today, a person's IQ level serves as an important (necessary) examination of identification, study and recruitment through a number of methodological practices developed by psychologists. Evaluation is the main part of the lesson. Assessment should be fair, visual, flexible and not relatable. Evaluation needs to increase students' interest. During the evaluation process, it is necessary to take into account the general physiological and psychological characteristics of the students, as well as the characteristics of each student's nature. You can use the types of team, self-evaluation as a group.

Based on the information obtained during the topic, the reader's opinions, which are based on independent research, will be based on a reasonable conclusion. Past – History explores information that can be analyzed. Now – The current situation. Available resource – Possibilities will be studied. Future – Based on the past, future plans will be decided on the basis of opportunities. Aspects for independent learning (will be designed for 1 week).

To start with, the word innovation has been quite a buzzword across-the-board and in the context of ELT in particular. Teaching is an old trade though it is constantly refined through myriads of approaches, philosophies and techniques. Similarly, the task remains to be the same before the teachers of present times which is to blend teaching with innovation and harness its benefits to enhance learning and teaching experiences in the long run. To put that in perspective, modern English teachers are the ones who are multifaceted in terms of skillset and are ready to embrace novelties and the challenges that come along down the path. Modern English Teachers – Innovators In October 2020 a presidential decree, a 10-year agenda, was passed in Uzbekistan to bolster the

efforts of promoting the learning and teaching of foreign languages specifically English language which gained a political attention of the elite. Ever since, the importance of English language in Uzbekistan has risen in status. However, new doors of opportunities for the teachers of English in the country have also offered goals, tasks, and responsibilities to handle if they are to retain their teaching positions.

Who are the modern English teachers in Uzbekistan now? The answer may be quite tricky for the traditional impression and image of a teacher is no longer valid. As a matter of fact, teacher-centered and deductive approaches are out of fashion. What seems to be missing in the bigger picture of ELT in Uzbekistan? One of the salient qualities of innovation is networking! Today's English teachers of Uzbekistan are in great need of professional networking to further establish themselves as the true masters of their profession. Owing to global pandemic and the resulting restrictions in movement and offline events pushed teachers out of their regular routine and traditional comfort zone.

Teachers were forced to get themselves acquainted with ICT tools and integrate them into their classes. The idea of modern English teachers did not come into being overnight or all of a sudden in the form of technological advancement or global pandemic. The modern image of an English teacher is the prerequisite of changing times. Besides, the question of modern English teachers being innovators has been quite critical. There are a number of queries that need to be addressed in regard with innovation. Have English teachers really aligned their teachings with those of market needs and demands? Or did they only improve their mastery of use of technology to some extent? What has been brought about to their classes in terms of innovation? Irrespective of the answers to the abovementioned questions, one has to ensure there is compatibility between what students are learning and the application of their knowledge in the real world.

The 21st century language teachers are innovators in a broader sense whose teachings are more purpose-driven than ever before. Now, they consider their

learners' objectives, wishes and needs to effectively deliver classes. One such effective teaching technique is certainly none other than gamification which incorporates the elements of learning, fun, challenge, motivation and reward. English teachers in Uzbekistan may not have utilized the effects of gamification to a large extant in their classes. The notion of learning a language requires student engagement in an amusing manner. However, fun cannot be the only target in the overall teaching and learning process. Confusingly though the term gamification does not relate to playing games and having fun only. Instead, it implies to integrate wholesome approach in English teaching while enhancing student involvement. The role of a modern English teacher as an innovator comes down to the fact that he/she is capable of responding to the societal demands by fostering life skills on top of language competencies in their learners.

All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression. Many employ a variety of methods. Birds use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of teeth; insects use body movements, the most famous of which are the various dances' of the bees.

Difficulty with vocabulary words that have several different meanings, Have you ever come across a word that you knew (as you thought), but which was used in a completely strange way? English vocabulary is especially difficult because many words have many different meanings that can be easily confused. After all, it's not easy to remember many different definitions for each word. For example, let's take the word date.

This word can mean: A specified day of the month, A time two people spend with each other romantically, The only way to correctly determine which value is being used is to follow the context. This means that you need to use the

surrounding words and sentences to understand which of the definitions of the incomprehensible word is appropriate here.

Even if you don't know the meaning of a difficult word, contextual clues can help you understand it! Can you figure out what the meaning of the word date is in the sentences below? When's the date for the first day of school again? Would you like to go on a date with me? In the first sentence, someone asks what day school starts. This is not a romantic encounter between the two. The first definition fits here. Being trained, teachers know that there are ways to demonstrate and explain vocabulary or any other linguistic problem by using synonyms, antonyms, gestures, or mime and using these strategies may help teachers avoid the L1 use in the classes. Even though the Language Center policy is to only use English as a language of instruction, both teachers and students are tempted to use their L1 during the English classes. In this paper, I will discuss using the L1 in the English classes and is its role in the process of acquiring the target language. Literature review, Pros and cons of using the L1 in the English class, EFL teachers, based on their experiences as learners of a foreign language; claim that the mother tongue has a beneficial role in second language acquisition and learning.

Using L1 has a great impact on the EFL learning process. Many scholars claim that learners acquire a second language by using the knowledge they already have of their native language. Implementing this strategy enables them to cope with communication difficulties and interactions. Studies have shown that learners rely on their background experiences and prior knowledge of their native language to acquire a second language. They use structures from their first language that are comparable to the second language transfer forms and meanings while attempting to read, speak or write the second language. Using L1 in EFL classes has been a very debatable question. This question has divided scholars into two groups. On one hand, there are those who support the use of L1, such as Atkinson (1987), who strongly supports the theory that students' mother tongue shouldn't be completely ignored in the English classes since "the

use of L1 can be very effective in terms of the amount of time spent explaining" (Atkinson, 1987:242).On the other hand, there are those who are against the use of L1, claiming that the overuse of L1 restricts the students' exposure to the target language. Among a number of teachers in second language acquisition, there seems to be an increasing conviction that the first language (L1) has a facilitating role in the second language acquisition (Schweer, 1999). Also, Ferrer, (2000) states that a good number of teachers guided from their experiences as learners of a second language claim that the mother tongue has an active and beneficial role in instructed second language acquisition learning. Stern (1992) suggests that L1 and L2 could not be considered apart as he argues that: "the L1-L2 connection is an indisputable fact of life, whether we like it or not the new knowledge is learned on the basis of the previously acquired language" (1992: 282).

In his research, he concludes that excluding the use of L1 will obstruct the comprehension of the target language effectively. The author continues explaining that if the learner lacks comprehension, one will not be able to achieve any success in learning the language; therefore, the author supports the use of L1 when it is considered necessary. Macaro (2005:532) points out that avoiding the L1 increases usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.) which is time-consuming as well as makes the teaching boring and less realistic. In line with these facts, Nunan and Lamb (1996) consider that L1 is inevitable during the learning process, particularly at low levels. English Teaching Techniques, Since the builders of the Tower of Babel spoke different languages, society began to need translators. Interpreters were appreciated everywhere. Until recently, foreign language was more of a hobby than a cruel reality. To know a foreign language meant to be an esthete, to belong to a certain circle, or (the most innocuous option) - to be known as an eccentric. But times are changing.

Any house, as you know, begins with an architectural plan. Now we are less and less frightened by a huge fortress called "Foreign Language", at the top of which a flag (most often British) flies proudly. And, in this case, knowledge of modern teaching methods will serve as this necessary plan. Recently, when the educational technology market is replete with proposals for a wide variety of methods of learning English, the question "What method do you use to teach?" becomes more and more relevant, which indicates an increase in the culture of consumption of intellectual products. A perplexed applicant, student, or businessman (however, also a student) increasingly freezes in front of bookshelves with linguistic literature and media aids or pensively looks through a long list of advertisements. One of the selection criteria is the price, but the main one ... "English in two weeks", "Communicative methods of teaching English", "English with Englishmen in Moscow", "Effective express method", "English at the subconscious level", eventually. So much is new and unknown! And this gives rise to doubts about the results. Can you trust modern technology? Or give preference to well-established "brands" - such as "Bonk", "Eckersley" or "Headway", which are gradually moving into the category of methodological classics?

The fact remains that at the end of the XX century. in Russia there was a "revolution" in the methods of teaching English. Previously, all the priorities without a trace were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (to give it its due) still bore fruit, but at what cost? Language acquisition was carried out through long routine work. The tasks were quite monotonous: reading the text, translating, memorizing new words, retelling, and exercises on the text. Sometimes, for the sake of the necessary change of activity, - an essay or dictation, plus phonetic drills as a rest. When priority was given to reading and working on "topics", only one function of the language was realized - the informative one. It is not surprising that only a few people knew the language well: only very purposeful and hardworking people could master it

at a high level. But in terms of grammar proficiency, they could easily compete with Cambridge graduates! True, they received good compensation for their work: the profession of a teacher of a foreign language or a translator was considered very prestigious in our country. Now, to achieve this still high social status, it also requires a lot of diligence, perseverance and daily work. But what is truly "revolutionary" is that language has become accessible to the majority in one form or another. And the offer is more and more consumer-oriented. Why, for example, would the secretary acquire knowingly unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? A secretary-assistant or manager who has 8-hour, or, as it is now customary to say, "monopoly" office work, is focused on the development of very specific knowledge and skills, that is, on the consumption of a specific segment of the market for educational offers for learning English. A well-known specialist in the field of linguistics and methods of teaching a foreign language S.G. Ter- Minasova rightly notes that recently, language learning has become more functional: —The unprecedented demand demanded an unprecedented supply.

Foreign language teachers were in the center of public attention: legions of impatient specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate teaching of foreign languages as a tool of production.

English is the most studied language in the world - about 20% of the world's population speaks it. Knowing how to speak English can open up new life opportunities, from traveling easier to connecting with more people and even getting a better job.

To be a mastery of any skill, including communication, which is comes down after practice. By practicing speaking, you can learn from mistakes and expand your vocabulary and understanding. Here are some proven ways to improve your English conversational skills: Find apartner . If possible, it is best to find a native English speaker with whom you can practice your English. If

you don't know anyone in your direct network, consider finding a tutor. Otherwise, you can always find someone online to communicate digitally and practice your speaking skills. Make sure you listen the same way you speak: One of the best ways to understand the wording of sentences and expand your vocabulary is to listen to people speak. Try listening to podcasts and conversation recordings. From YouTube to real life conversations, there are so many places to access English.

Record your speaking practice. When it comes to speaking, you are more likely to make mistakes. But you must be open to making mistakes so that you can learn from them. If you record your conversation with the interlocutor, you can play it back and learn even better. This way you can track your progress and improve your pronunciation.

Surround yourself with English: English is everywhere. Wherever you live, you can find menus, distribution materials, books, films, road signs and more in Russian. The more you immerse yourself in it and pay attention to the daily bits and pieces of English, the stronger your foundation will be.

Practice with Music and Movies: Most people like to relax and unwind with music or video entertainment. You can watch movies in English or instead watch them in your native language with English subtitles that you can read. Read aloud: If you enjoy reading more than talking and making up your own conversations, try reading aloud. This way you will be able to hear the words spoken and remember them better because you both see and read them.

Talk to Yourself: If you're still not sure if you're ready to test your speaking skills, just talk to yourself ! The more you practice with yourself, the better your English skills become. Build your vocabulary: understanding tone, vocabulary and grammar is the core of language learning.

• Expand your vocabulary: As a child, you learn words when people point to objects and teach you what they are called. You can use the same approach when learning and improving your English skills. It all starts with vocabulary. You can learn a certain number of words every day.

• Improve your pronunciation. There are digital tools that speak words out loud so you can improve your pronunciation. From YouTube channels to online dictionaries, knowing pronunciation is a key to being understood when you speak.

Learn the natural flow of the English language: each language has its own flow and rhythm. When speaking English, it is helpful to know the abbreviations - for example, two words that are combined into one word, such as "I am", become "I'm". In addition, you want to know which syllable to stress when speaking. It all comes from speaking practice and listening to what the locals have to say.

Techniques to Improve English Speaking Skills: There are also many methods to help improve your English speaking skills. Try your hand (or better, mouth) at this: Speech shadowing: basically copying what a native speaker says. Speech shading is easiest done by watching a video or movie with subtitles. First, read the sentence and say it out loud. Then play it back the way it is spoken by a native speaker. Try to pause between them in order to copy the move and pattern as accurately as possible. If you like, you can write down how you do it to compare it with what a native speaker sounds like.

Self-talk: Whether you choose to speak your thoughts out loud or record your singing, talking to yourself and listening to the words can make you feel better. You can also read aloud. Think in English: This probably won't happen naturally, but you can help yourself learn to think in English by first translating the thoughts in your head. Otherwise, you can keep a journal or diary of thoughts and write them in English. Retell the story in English: Start with something simple, like a fairy tale or a traditional story from your childhood. You can then move on to the next step and challenge yourself to retell the story that someone else told in English. It helps to test your understanding and understanding. Frequently Practice to Improve Your English Speaking Skills. From friends to strangers, you can always find someone who speaks English to practice with. Here are some more ideas on how and where to speak English:

Participate in Public Speaking: Public speaking, from forums and conferences to poetry slams, offers a good place to listen to others speak. You can also apply to be a speaker. If it's something less formal, like sharing your creative writing or telling a story in front of a small group of friends, public speaking can really showcase your skills. Using apps. Technology is designed to help in learning languages. From apps like Duolingo to Busuu, which lets you chat with native speakers, you can improve your English conversational skills wherever you are.

Strategies and English Trainings : Everyone has their own favorite methods and ways of improving their English communication. There is no one right or wrong choice, so you can pick as many or as few as you wish and mix it up:

Talk to Yourself: Share your thoughts or read out loud.

Use a Mirror: Watch yourself speak to build confidence. Focus on Fluency, Not Grammar: It's ok to take time to learn grammar. But it's more important to be able to communicate your thoughts first.

English Tongue Twisters: Try English tongue twisters to master the sounds of each letter.

Listen and Repeat: Practice and keep practicing by listening and repeating what you hear.

Pay Attention to Stressed Sounds: The language has a rhythm and certain syllables are stressed in both words and sentences.

Sing Along to English Songs: Use music to memorize words.

Learn Phrases, Not Words: By learning longer phrases, you combine words in context and can memorize both their meaning and pronunciation.

Learn Your Most Common Sayings: First, start with things you need to say the most.

Whether it's words for work or eating at a restaurant, you can start with specific situations in your life.

Have a Debate: If there's something you're particularly interested in, talk about and debate it with English-speaking friends.

Don"t Stress: Don't be afraid to make mistakes and be kind to yourself in the process of learning. It takes time, so don't stress!

To be a professional of any skill, including communication, which is comes down after training. After practicing speaking, you can learn from mistakes and expand your vocabulary and understanding.

The importance of the usage of interactive methods while developing reading skills of young learners.

There are two main approaches to teaching reading in English:

1. Look and say- teachers often use it as part of vocabulary teaching. So when children learn to say a new word they learn to read it. Using word cards (labeled on real objects or props) we can help children to recognize the word.

2. Phonics (letters used to make sounds) –sky, mask, skates. English spelling is difficult. It is better not to teach the names of letters when we starting to teach reading, as of course some of the letters of the English alphabet no longer match the actual sounds of the language.

When we use phonics, we are teaching children the way the letter sounds, not the name of the letter. Children can ―read and do‖, so we can give them short written instructions on cards to follow. They can understand the word through pictures, sounds or actions.

Tips for teaching reading:

- focus on meaning;

- word recognition;

- prediction;

- making the connection between familiar sounds and written words or phrases;

- Meaning is the most important element in reading Always remember just as listening comes before speaking, so reading comes before writing.

The use of different teaching methods helps to consolidate language events in memory, create more stable visual and auditory images, and keep students interested and active. Play, which is, role-playing, provides ample opportunities

to improve the learning process. Role-playing is a methodological technique belonging to the group of active methods of teaching practical knowledge of a foreign language. Teaching methodology has long been a role play. Exercises such as ―read by role and ―stage a dialogue‖ have a strong place in the arsenal of methodological techniques, as the meaning of the text is more fully understood in the process of dramatization, and at the same time, a deeper understanding of linguistic material.

Main part. Role-playing is a simultaneous speech, play, and educational activity. From the students' point of view, role-playing is a play activity in which they play different roles. They often do not know the educational essence of the game. From a teacher's perspective, role-playing can be seen as a form of teaching dialogic communication. The goal of the game for the teacher is to shape and develop students 'speaking skills and abilities. The role play is controlled; its educational nature is clearly recognized by the teacher. Role-playing games are based on interpersonal relationships that take place in the communication process. As a model of interpersonal communication, roleplaying arouses the need for communication, stimulates interest in engaging in communication in a foreign language, and in this sense performs a motivational and motivating function. Role-playing can be incorporated into learning games because it in many ways determines the choice of media languages, helps to develop speaking skills and abilities, and allows students to mimic communication in a variety of speech situations. In other words, role-playing is an exercise to master skills and abilities in an interpersonal environment. In this regard, role-playing provides a learning function. In role-playing games, it means that conscious discipline, diligence, mutual assistance, activism, willingness to engage in various activities, independence, self-defense, initiative, finding the optimal solution in certain situations , we can talk about the educational function of role play, is nurtured.

Role-playing games shape the ability of school students to play the role of another person, to see themselves from the position of a communication partner.

It directs students to plan their own speech behavior and the behavior of the interlocutor, develops the ability to control their own actions, to objectively evaluate the actions of others. Consequently, role-playing plays a guiding role in the learning process. Role-playing games allow students to expand and expand their context. Thus, it performs a compensatory function. Thus, role-playing games perform the following functions in the learning process in a foreign language: motivational-motivational, educational, directing and compensatory. The success of teaching depends in many ways on how these functions are implemented in the learning process. Role-playing games have great educational opportunities:

Role-playing can be considered the most appropriate model of communication because it mimics reality in its most important features, and in it, as in life, the speech and non-speech behavior of partners are interrelated; The role-playing game has great potential for a motivational and motivating plan; Role-playing involves strengthening personal involvement in everything that happens. The student enters the situation not through his or her — "I" but through the — "I" of the relevant role, and shows great interest in the character he or she is playing; Role-playing helps to expand the associative base in the acquisition of language material, as the learning situation is built according to the type of theatrical play, which includes a description of the situation, the character of the protagonists, and the relationships between them.

Role-playing games help to explore collaboration and cooperation. After all, its implementation involves covering a group of students who need to be in a mutually compatible relationship and help each other, taking into account the reactions of their peers. However, a successful gesture, a silent auction, is encouraged by the whole group if appropriate to the situation. As a result, unprepared students overcome shyness, shyness, and over time fully engage in role-playing games; Role play has an educational value. Students will be introduced to theater technology, even in elementary form. The teacher should encourage them to take care of the simple props. Any invention is encouraged

because the opportunities in this regard are limited in the educational environment and new spaces for invention are opened up.

The science of modern pedagogy, along with the desire to study the ideas of the organization and management of pedagogical processes in a comprehensive, diverse perspective, develops guidelines for their application in educational practice. Today in pedagogical science it is impossible to imagine the effectiveness of pedagogical processes without the methodology of a systematic approach and the use of information and communication technologies. Such an innovative approach and the introduction of ICT tools will help to prevent accidents and contingencies in these processes. In the systematic approach, the whole set of processes of pedagogical importance, organized in educational institutions, is considered as a whole system, that is, as a complex pedagogical system that serves the external environment. This requires a holistic view of the content and nature of the connections and interdependencies of pedagogical processes.

The study of the effectiveness of pedagogical processes is divided into several parts with specific features; the relationship between them and the characteristics of interdependence are identified, as each part has its own impact on the change of the whole system. The systematic approach to the study of the effectiveness of pedagogical processes includes the introduction of new technologies, i.e. integrated technologies and ICT tools, based on such concepts as integrity, generality, universality, differentiation. The apparatus of universal concepts, the high level of abstraction, the integrative features of the basic principles allow us to use a systematic approach as an effective way to study the concepts, thinking and worldview of the subjects in different areas. The whole set of knowledge, skills and competencies in the field of systemic approach is a set of requirements for professors and teachers in the planning, organization and management of student activities, as well as the most important factors in ensuring their effectiveness. The basic concept of a systematic approach is "system", which is expressed in terms of communication, relationships,

integration, integrity, and components. A set of interconnected, interacting components of a system forms a single object.

The concept of "system" is widely used in pedagogy, for example, the system of education, the system of education, the system of forms and methods of organizing the educational process and so on. The pedagogical system, which is one of the types of social system, consists of a set of various structurally and functionally related components that serve the purposes of education and upbringing of people and the younger generation, the organization and management of the educational process. Changing, reorganizing and adapting the pedagogical system depends on the direction in which one or more components interact. For example, ensuring the activity of the subjects of the pedagogical process, the development of scientific and methodological support for the organization and management of this process, improving the content of education, etc. There are different views on the system approach, which include:

1. Systematicity, integrity - a system of this form consists of interconnectedness and interconnection of components, interacting parts and joints, and their interaction ensures the implementation and development of functional tasks.

2. In the pedagogical system, one of the factors that make up the system is the goal, which requires methods and tools to achieve it. The movement of the system and its components in achieving the goal determines the nature of the system function.

3. The pedagogical system represents a set of components that make it up, and its change depends on internal contradictions.

4. Because the pedagogical system is open, it is connected to the external environment through many communications. The external environment and existing relationships affect the movement and development of the pedagogical system.

5. The inflow and outflow of information into the pedagogical system are the ways in which the components of the system interact with each other and

with the system as a whole, as well as with the external environment of the system.

As the scientific basis for the organization and management of pedagogical processes in our country and abroad has its own deep historical roots, it is a process of development of a systematic approach. All the foundations of the scientific approach to the organization and management of pedagogical processes are based on the results of research on general, general, general technological, systemic approaches. Therefore, the researcher, scientist, leader or educator must apply the principles of a systematic approach, considering every event and event, each object and its activities as a system. The main task of pedagogical staff and leaders in the educational institution is to create the necessary conditions in the team to achieve positive results in the organization of pedagogical processes, to develop pedagogical processes as a whole system for the preparation of competitive graduates. If we consider pedagogical processes as an interconnected system, their organization and management should also be systemic. The content and essence of a systematic approach to the analysis of the peculiarities of pedagogical processes can be summarized on the basis of the following principles:

• Professors and students who are participants in the pedagogical process act as subjects of this process, i.e. the establishment of subject-subject relations in the pedagogical process;

• Purposefulness, consistency and interdependence of the subjects of the pedagogical process;

• Integrity - pedagogical processes are a set of interrelated and interrelated components;

• Integration - the unity of internal and external factors that serve the movement and development;

• Interdependence - the existence of pedagogical processes as a separate system and as a component of a holistic pedagogical system of higher order;

• Communicativeness - the ability of the pedagogical system to interact with the external environment and other systems.

The effectiveness of pedagogical processes, i.e. the effectiveness of educational processes, determines the level of compliance of personal development and training of subjects with the requirements of state educational standards. The versatility and complexity of the problems arising in the organization and management of pedagogical processes in the activities of the educational institution implies not only a qualitative change in the organization and management of pedagogical processes, but also the need to improve its content. The process of reforming an educational institution usually begins with local, individual, sectional, non-interrelated innovations in the creative and pedagogical activities of individual professors and teachers. Reforms then cover industries, sectors, links, and parts. In the period when the reform process covers the whole object, i.e. the educational institution, all students, faculty, leaders will participate and have a new goal and structure, aimed at development, achieving positive results. There is a need and opportunity to create a type of educational institution. In such cases, the educational institution develops as a separate social organism, a social system.

The process of pre-established, existing capacity-based activities aimed at achieving the goals of educational institutions includes basic (educational) and auxiliary (providing and creating conditions). The development processes associated with these activities are aimed at achieving newer qualities, higher and more effective results on the basis of capacity building, enrichment and expansion, and increase its efficiency and ancillary processes or operational processes will need to be improved. By receiving information about the failures of the operation and the noncompliance of the results with modern requirements, the system tries to solve the existing problems at the level of its potential on the basis of old methods. Tension relief is based on system reorganization. The pedagogical process as a whole develops on the basis of internal changes and the system of interactions is stabilized. Tasks to achieve the goal, the solution of

various problems are carried out using modern methods, the results are adapted to modern requirements and the effectiveness of the pedagogical system is ensured. An educational culture is an important part of the pedagogical system, which includes approaches, traditions, practices, established procedures and norms to solve existing problems in educational institutions. It is important to harmonize the philosophy and culture of the educational institution (administrative, pedagogical, educational, spiritual).

In order to effectively organize and manage the pedagogical process, the internal management of the educational institution, ie internal control, consisting of leaders and other members of the team, is established. The team of an educational institution is a complex system, the satisfactory organization of educational and labor activities, as well as formal and informal, horizontal and vertical, interpersonal and covers employment relationships and relationships. The educational institution as a systemic object of management has the following characteristics:

• Direction of development based on the needs, opportunities, indicators of the educational institution and the criteria for assessing their abilities;

• Its potential, functional capabilities, individuality and culture;

• Integrated pedagogical system of the educational institution;

• Opportunities to provide scientific and methodological products and ICT tools;

• Internal capabilities and relationships with the external environment;

• Development of pedagogical and educational community, as well as the internal management system of the educational institution and its development. In designing the organization and management of pedagogical processes, taking into account the importance of the influence of the components that contribute to the development of an integrated pedagogical process and the improvement of its unique model as a systemic object, as well as greater influence on the development of pedagogical processes It is necessary to give preference to the replacement of some parts and joints of the indicator. Changing the general

model of pedagogical processes should be based on the capabilities, basic concepts and beliefs of teachers and students, because the updated model can meet the changing educational and spiritual needs of students at the level of modern requirements, at a high level. It is necessary to use the experience of professors and teachers with the skills and qualifications and to create important conditions for the development of their scientific and creative potential, as well as the organization and management of pedagogical processes.

The basic principles should be considered:

• The success of their development depends on the ability of the subjects, the ability of teachers to see and not miss opportunities, when the ways of effective development of pedagogical processes are determined randomly and tentatively;

• The need to ensure and coordinate the pace of development of all its components, the integration of relationships and activities of the subjects for the successful development of pedagogical processes as a systemic object;

• Success in the development of pedagogical processes depends on the ability of professors to see the future and anticipate development opportunities based on existing factors;

• The impossibility of forcibly determining the direction of development of pedagogical processes without identifying the needs and opportunities for the development of complex pedagogical processes, the abilities and initial concepts of the subjects;

• Lack of opportunity to ensure the effectiveness of pedagogical processes based on strong, mandatory and comprehensive methods of influence;

• A well-defined (local) interaction on the constituent parts and links should serve as a basis for achieving good results in the effective development of pedagogical processes.

In pedagogical processes, the reflexive approach plays an important role in coordinating the activities of subjects as an important mechanism for their independent and effective thinking. Separate organization of the processes of

explaining the concepts studied in the context of a broad system in the process of reflexive approach (assessment of emerging situations and behaviors of subjects, identification of methods and directions for effective performance of tasks), selfanalysis of subjects, it creates the conditions for them to actively think about their concepts and actions. An individual-activity approach is also necessary in the organization and management of pedagogical processes, as a way to ensure the activity of the subjects in the pedagogical process and motivate the subjects to perform specific tasks. In the person-activity approach, the components of the person and the activity are studied in close connection with each other, because in the pedagogical processes organized on the basis of this approach, students act as subjects, and in turn, the development of the student as a subject is determined by the development of independent, free, critical, analytical and effective thinking.

English, a global language, has become one of the dominant mediums in politics, economy and education internationally. Nowadays English is the major medium to communicate with the whole world and the main language used for international trade and academic study. Accordingly, possessing basic English proficiency has become one of the essential requirements for many people. Getting the certificate of the National State Center before entering the university proves that it is crucial to master the language to study at the university. The significance of English, therefore, cannot be ignored. Moreover, English is now used by millions of speakers for several communicative functions across the world. It has become the preferred language in many ambits like international business or EU institutions. Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion. English is also directly influencing other European languages at different levels but it is especially obvious in the field of technical terms – lexical borrowings are often introduced in many languages without the slightest adaptation. English seems to have been adopted as the

language of globalization these days as the language of global culture and international economy.

Every learner is a unique individual. Nowadays the main task of the language teachers has become to organize fruitful lessons from which students can benefit not only for their future profession but also for their life. While teaching the language we should pay attention to their way of learning. Because some students can learn only with the help of teachers while others prefer to learn independently. In language teaching every detail utilized during the lesson is important. Feedback is considered to be one of the most important ones. It is a means which serves as a bridge between the teacher and the student during the lesson. Each feedback given within the lesson not only helps the student correct his/her mistake but also encourages him/her to give motivation in language learning.

Moreover, good feedback not only improves the learner's language but also motivates and encourages him or her. In this article, we want to share some information on the importance of giving feedback. It is something that will become second nature with just a little bit of practice. Feedback should be used to encourage students to work hard and indicate what they need to focus on when they are having difficulty. According to Gavan Watson, Ph.D. (Associate Director, eLearning, Teaching Support Centre, Western University) good feedback improves students' learning and comprises four peculiar features in itself. It should be specific because feedback is a tool for future change. It should be actionable because a teacher should emphasize what could be done differently next time. It should be timely because the most effective feedback is immediate and frequent. It should be respectful because the teacher should look for the good while still focusing on future solutions.

The main condition for the emergence and development of a professional orientation, and then the formation of a good specialist, is manifested by an interest in academic subjects of a special cycle. The ability to arouse interest in learning English is a great merit of the teacher. One of the most accessible and

practice-proven ways of studying a foreign language among students is the development of language competence based on innovative methods, modern technologies and methods. Game methods are a group of methods that characterize the game form of interaction between the subjects of the educational process. Educational tasks are included in the content of the game (role-playing games, business games, professional fights, discussions). This means the interaction of co-creation between the teacher and students in especially situationally organized conditions with the use of the necessary mechanisms, forms and methods of organizing classes. Role-playing games are a kind of creatively active method of training qualified personnel, since this training includes, in a certain form, personal research, training and education. At the same time, the influence on the need-motivational sphere of the personality of each student is carried out, reflexive abilities are developed, an integral professional consciousness is formed, the level of self-confidence rises. The proposed system of game assignments will help students to more successfully master the terms used in their legal world . For example, in English or Russian classes, you can conduct several roleplaying games of competitions between mini-groups:

A game-competition: "Be able to ask the right questions". The course of the game. a) Show a photograph, portrait, painting depicting a face known to all members of the group. Ask questions about the appearance (clothing, character traits) of the person depicted. (Participants answer questions). b) Then group B must find out which of the well-known faces the members of group A have asked for. For this, group A formulates and asks 10 questions about the appearance (clothing, character) of this person. Only questions that can be answered "yes" or "no" are allowed. Implemented material. Questions and answers about the characteristic features of appearance, clothing, personality of a person. Then the groups swapped. A comment. The winner is the one who manages to identify the hidden person with the minimum number of questions. Game options. The game can be repeated several times with changing conditions

(first, questions are asked only about appearance, then only about character, then only about features of behavior). It is advisable to include speech characteristics, for example, the rate of speech: Does he speak quickly? Alternatively, who were you with yesterday? (role-playing game). A few days ago you were at a stadium (in a park, in a theater, in a circus, etc.) and it seemed to you that there you saw your classmate and with him (her) an unfamiliar woman (man). Ask who it could be, briefly describe the companion (companion) of your classmate. Game-competition: "What to ask?" The course of the game. It is necessary to collect comprehensive information about the person. Try to come up with as many questions as possible to ask the person. Do not ask repetitive or questions that people prefer not to answer. The one who asks the last question wins. Material implemented the formulation of questions of a biographical nature . A comment. The game is played at a fast pace. In order to avoid delays, after the next question the teacher can count to three, for example: How old are you, once, how old are you, two... The weaker the group, the slower the score. In a strong group, the teacher can ask create additional difficulties associated with the formulation of questions, for example, ask additional questions. In a weak group, the teacher can suggest the desired answer by giving remarks like: "What about age? Have you forgotten your age?". At the end of the game, the teacher should repeat all the questions himself, as if checking if something significant is missing. Additionally (Continue sentences)

1. For service in the internal affairs bodies accept ....

2. The position of an employee of the internal affairs bodies is incompatible with….

3. An employee of the internal affairs bodies should not be a member of….

4. The legal requirements of an employee of the internal affairs bodies are obligatory ....

5. Employees of the internal affairs bodies, when fulfilling the duties assigned to them, obey ...

Project method. One of the most effective methods used in practice and implementing the system-activity approach in teaching English or another foreign language is the project method. A project is a work independently planned and implemented by students, in which verbal communication woven into the intellectual and emotional context of other activities. The project method allows you to solve the problem of motivation, to create a positive attitude in the study of a foreign language. This achieved by moving the center of learning from teacher to student, creating conditions for cooperation and interaction between students, which is a motivating factor, and positive motivation is the key to successfully learning a foreign language. Completing project assignments allows students to see the practical benefits of learning a foreign language, resulting in increased interest in this subject. In the English language course, the project method can be used within the framework of the program material on almost any topic, since the selection of topics is carried out taking into account the practical significance for students (a person and his environment).

The main thing is to form a problem on which students will work in the process of work. The textbooks structured so that there are no ready-made answers to complex questions, but there are interesting and exciting tasks, by completing which, with our help, students can formulate the main question (problem) of the lesson section and independently discover new knowledge. (Projects like "Our City", "City Sightseeing", "Youth Life" and many others). A good deal of preparatory work is required properly use the project method. It is necessary clearly define the theme and purpose of the project, their significance and relevance. Work on a project should take several lessons (work takes place in groups, sources discussed, information selected, a teacher consulted, and provisions on paper design discussed). Students then present their research projects. An expert group is necessarily created (one of the students from the group), assessment criteria are determined together with the children, after each presentation the experts speak out on the work of the group. Thus, the system-

activity approach within the lesson using the project method is based on the following principles:

1) Teacher's position: to the class not with an answer (ready knowledge, skills, abilities), but with a question;

2) The position of the student: for the knowledge of the world (in conditions specially organized for this);

3) Learning task – a task by solving which the child fulfills the goals of the teacher;

4) Educational activity – a controlled educational process;

5) Educational action – an action to create an image;

6) Image – a word, drawing, diagram, plan;

7) Evaluative action – I can! I can do it!

8) Emotional-value assessment – I think ... (formation of a worldview).

Case method To implement the system-activity approach in the lessons of English or another foreign language, you can use the case method. The organizational basis of case methods is active learning, and the content basis is problem learning.

Case method, analysis of specific educational situations – a teaching method designed to improve skills and gain experience in the following areas: identification, selection and solution of problems; working with information – comprehending the meaning of the details described in the situation. Analysis and synthesis of information and arguments; work with proposals and conclusions; assessment of alternatives; making decisions; listening and understanding other people – skills in-group work. The purpose of this method, through the joint efforts of a group of students, is to analyze the situation that has arisen in a specific state of affairs and to develop a practical solution; the end of the process – the evaluation of the proposed algorithms and the choice of the best in the context of the problem posed. The case method is not just a methodological innovation; the spread of the method directly related to changes in the current situation in education. We can say that the method aimed not so

much at mastering specific knowledge or skills as at developing the general intellectual and communicative potential of the student and teacher.

The use of interactive methods and techniques in the classroom forms in students a positive motivation for learning the German language, the ability to set tasks for themselves, analyze them and look for solutions using various methods. When conducting German lessons using these interactive methods, a more stable, effective assimilation of the material is observed.

Nowadays, in contemporary trends it's important to use the innovative methods in educational institutions. Modern approaches in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and develop the internalization of the educational process. In the context of teaching English it's crucial to use the innovative methods. The use technology has become an important part of the learning process in and out of the class. Every language class usually uses the some forms of technology. This enables teachers to adapt classroom activities thus enhancing the language learning process. It's important that in the lessons English language learners felt the beauty of a foreign language. This may be used by the use of different active forms and methods of work. In the process of education and upbringing of the modern generation one of the main aspects in addition to emotional development is increase of the intellectual potential of students. Currently, English class students are given a very large amount of information, influencing the process of training. The using of international technologies in learning language is very effectively as the function of the technologies is wide. The introduction of informational technologies in the educational environment of English language lesson allows learners to enhance and to stimulate the interest of students activate their thinking, the effectiveness of learning, individualize instruction, increase speed of presentation. This, in its turn, enables assimilation of information and rapid adjustments knowledge. Technology-enhanced teaching environment is more effective than lecture-based class. Teachers should find methods of applying technology as a useful learning

instrument for their learners although they have not learnt technology and are not able to use it like a computer expert. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. This method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts [1]. In this context, any scholars expressed their different point of views. For instance, Bennett, Culp, Honey, Tally and Spielvogel (2000) asserted that the use of computer technology lead to the improvement of teachers' teaching and learners' learning in the classes. The use of computer technology helps teachers meet their learners' educational needs [2]. The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. The positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms.

There are many kinds of technologies which can be used for teaching instruction: Firstly, different forms of social media that allows individuals to share personal information or join groups with one another, maintain or make relationship with others. By the using of the social media students develop their communication network with other students, enhancing students' communicative competence, and enabling the teacher to acknowledge authentic chance to use English with technology; Secondly, Web-based learning is another way to learn using web-based technologies or tools for learning or simply said it is a way to interact with teachers, other students, or learning material using computer and internet. The websites available seems not having high potential learning, but they can be attractive sources for English learners as they provide

interesting ways to keep the learner learning via games or interesting activities. Another way of the teaching English is mobile learning. Mobile learning has the positive effects for students in producing the quality of a text and also making the students more independent and being motivated in learning. Noriega (2016) conducted a study on the use of mobile learning, in this case Podcast to improve writing in English as Second Language in Columbia. Podcasting is a device to listen or watch an audio or video broadcast. The broadcast is published on the internet and downloaded to a desktop or laptop, and then it is copied o the device. The user can choose when, where, and how to watch or listen it. Noriega's study implies that mobile technology could be an alternative source for teaching writing by incorporating it into traditional using genre approach [3]. It can be concluded that nowadays it's important to attract learners by new methods. The computer technology is an integral part of the learning activity through which skills are transferred to learners.

Language teachers should urge their learners to use technology in developing their language skills. Universities should regard technology as a significant part of teaching and learning programs. Technology experts should provide extra assistance for teachers who use it in teaching their English courses. Teachers should create technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues. As it was truly pointed out that "under the conditions of the requirements of new standards of teaching foreign languages in Uzbekistan, the teaching process should move to a fundamentally new stage. New development is necessary for the formation of a new type of linguistic personality. To achieve these goals, the learning process should be organized in such way that the child becomes the subject of the educational process, the person who is ready to learn lifelong. That is why a modern English lesson should be built in a completely new way. In this regard, the use of interactive methods in the teaching process has an undeniable advantage for both students and teachers".

The teaching of foreign languages are done traditional or slightly teachercentered methods rather than modern student- centered applications and techniques while the transmission of knowledge and information has been realized with the usual form of lectures or discussions requiring physical presence of both student and the teacher. Furthermore the teaching methods used may differ in terms of the degree of influence on active learning. The aim of this article is to analyze the traditional and innovative methods for teaching and learning the foreign language as well as to reveal and prove a set of effective pedagogical conditions for learning languages. We can turn our attention to the comprehensive description of the key words , "traditional methodology" and "modern methodology". One of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction of the integrated process of using a foreign language. Very typical feature of traditional methodology is the teacher – dominated interaction. The teaching is deeply teacher-centered [3]. Unlike traditional methodology, modern methodology is much more student-centered. The teacher's main role is to help learning to happen, which includes involving students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, and do things [2]. Broughton adds that the language student is best motivated by practice in which he senses the language is truly communicative that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language [1, P.33.]. In a fact, students are the most active element in the process. The teacher is here not to explain but to encourage and help students to explore make learning interesting. Jim Scrivener suggested the most popular or the most common methods in modern teaching are [2, P.12]:

- Match the words with the pictures
- Check the meaning of these words in the dictionary
- Match the words with the definitions

- Brainstorm words on a set topic
- Divide these words into two groups
- Label the items in a picture with right names
- Complete gapped sentences with words from a list
- Discuss a topic
- Say which words you expect to be in a text about.

To conclude the modern methodology principles, we can highlight the studentcentered interaction which is connected to the involvement of the students in everything going on during the lesson. We can see the difference between the traditional and innovative methods of teaching foreign languages. As a traditional method, before, lectures were formalized – professors used to deliver a lecture and students used to write down the most important things from what they have heart. As a modern tradition, some innovations came through and lectures became more in active. So that students and professors organized their work via cooperation in the learning process. In the conclusion, we can say that for learners modern methodology is more motivating than traditional methodology. Especially for children, motivation is a vital aspect of education because there is a lot of schooling ahead of them. From this it seems that both traditional and modern methodologies brings results with respect to levels of encyclopedic knowledge, but that modern methodology is also more effective in encouraging children to communicate and in creating a positive attitude to the subject. Since it appears that motivation is one of the most important aspects of children's education, we might conclude that modern methodology should be preferred in schools, colleges, lyceums and Universities particularly.

Over the last two decades, the question of whether to use technology has shifted to how best to employ technology in the English language teaching (ELT). In this paper, we draw on theory and twenty-five years of practice to share insights on how to use educational technology in ELT and encourage teachers to integrate educational technology into their teaching. We share successful approaches and outline strategies practitioners in different English

teaching contexts can employ as they grapple with effective ways of using tech-nology to support pedagogy. In doing so, we reflect on our experiences teaching face-to-face technology classes in high-resource environments as well as teaching face-to-face and online courses for low- to mid-resource environments. We explore useful theory-supported affordances various technologies can provide, suggest ways to engage teachers in the deci-sion-making process, and outline how learners can be included in the process to arrive at a successful experience and sustainable pedagogical innovations.

In 1991, Nina Garrett published an article in the Modern Language Journal entitled "Technology in the service of language learning: Trends and issues", which provided "an overview, for teachers making little or no use of technology, of the kinds of technological resources currently available to support language learning and of various approaches to making use of them" (p. 74). In the years since, the status of technology in the language learning classroom has been upgraded from an optional, supplemental role to one that is often crucial and ubiquitous. Since the early part of this century, technology-mediated in-struction has become one of the most important educational advancements in tertiary insti-tutions (Thorne, 2003). As colleges and universities become filled with "digital natives" (Prensky, 2001, p. 2), some scholars have suggested that technology-mediated learning "may even become so ubiquitous that we will eventually … just call it learning" (Graham, 2006, p. 7). The function of technology in the language learning classroom has fundamen-tally changed in the last two decades, and the question is no longer if technology should be used but rather to what degree technology will be incorporated and how it will function in a symbiotic relationship with pedagogical and human resources. Thus, it is imperative that English language programme administrators and instructors become tech-savvy in order to be successful and effective in the 21st century. This article will focus on the transforma-tional nature of technology in the English language classroom and showcase its affordances, which can bridge traditional and progressive

pedagogical approaches. We outline use-ful affordances technology can provide in the English language learning classroom before illustrating skills-based technology integration options.

Technology-supported affordances

Our current dependence on technology to communicate has fostered a strong connection between English language and technology (Chapelle, 2017a). ELT professionals have many choices in this regard, including, but not limited to, what to communicate, how to communicate it, and what mode to use as the vehicle for that communication. Technology provides many affordances for written, oral, visual, and of course, electronic communica-tion. Just as previous technologies prompted many societies to change their oral and written traditions, new technologies and electronic communications are prompting socie-ties and languages to evolve again. In addition, technology today is not only used for communication, but it also plays an important role in language learning. The use of tech-nology in language learning has been so widespread that it is becoming a staple even in low resource settings (Hockly, 2014). In particular, the pervasiveness of technology can empower teachers by not only providing them with new strategies and methods for teach-ing and learning English, but also by affording access to the English-speaking world. Figure 1 shows the interconnectedness of language, English, and learning technologies as they relate to ELT.
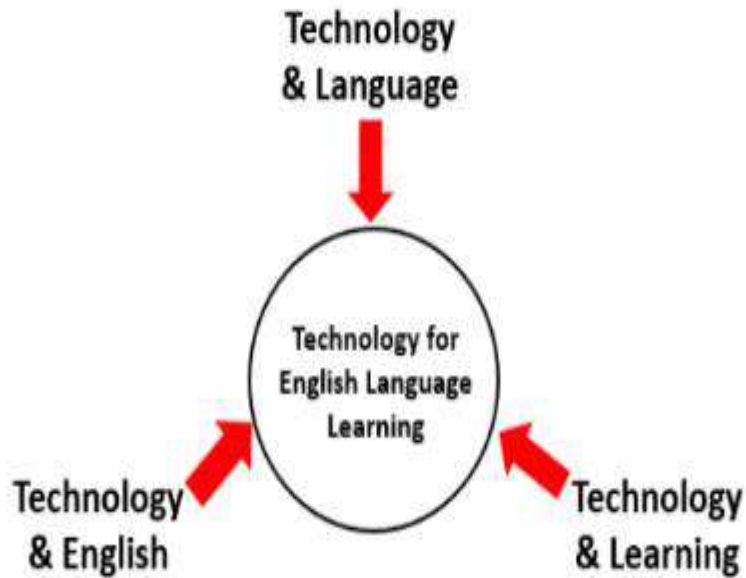
Figure 1. Technology and its connections to ELT (Chapelle, 2017a)

This interconnectedness (1) allows for the collection of data to discern how grammar and vocabulary are used authentically, (2) makes available more opportunities for indivi- duals to communicate in English, and (3) yields tools that teachers can use to help their students to develop learner agency. Technology benefits English language learning in a number of ways: wider choice of materials, broader scope of information (e.g., pop culture, 27 science, sports, politics, etc.), multiple opportunities to hear spoken English, new ways to discover authentic examples of grammar or vocabulary, greater participation in authentic English language communication, and increased learner autonomy. Besides language learning, there are a host of other skills associated with the spread of technology. In fact, some have argued that digital literacy is the most important skill set (Pegrum, 2016), contributing significantly to increase communicative competence. Never-theless, language teachers should beware of using technology just for technology's sake. Gruba and Hinkleman (2012) encourage language teaching professionals to introduce technology incrementally and only to serve a specific purpose. In other words, just because we can does not mean that we should. Another important skill related to technology's ubiquity is the importance of teaching critical engagement with

digital resources. To illus-trate this point, we can look at Dahlstrom, Brooke, and Bichsel's (2014) claim that despite the fact that Millennials engage daily with social media, they may not be thinking critically about these technologies or transferring their skills to learning situations. In light of the reciprocal benefits that technology offers to language learning and in-struction, this article highlights best practices for harnessing the power of technology for ELT in high- and low-to-mid-resource environments. In the following section, we will review the concepts of technology integration and computer-assisted language learning (CALL) normalisation in ELT.

Technology integration

We start this section by reviewing the notions of technology integration and CALL nor-malisation in ELT. We then briefly present scholarly views and discussions related to CALL teacher education. We finalise this section with a discussion on technology integra-tion and CALL practices in high- and low-to-mid-resource environments. To provide con-text for this discussion, we introduce the Global Online Course (GOC) in which we have had the chance to explore the concepts discussed in this article. We also provide general information about our online course participants and their teaching contexts.

Normalisation is a state in which technological tools become "normal" or are considered standard in a specific environment. The best classroom example is the blackboard (also known as a chalkboard). Since its invention in 1801 (Buzbee, 2014), its presence in schools and universities has become so normal, standard and ubiquitous that it is difficult to see it as an important technological artefact. Blackboards were revolutionary in their time as the first technological tool that allowed teachers to share notes with large groups of people (i.e., a classroom full of students) simultaneously. Blackboard-mediated instruction is technological normalisation in its purest sense. The concept of CALL normalisation introduced by Bax (2003) implies that computer-mediated technologies can only be considered normalised in an educational

environment when they become so integrated that they almost go unnoticed by both teachers and students. It also implies that both practitioners and learners are so familiarised with such technologies that little to no training is needed to use them, because everyone knows how they work – as is the case with the blackboard. In a fully-fledged normalised CALL environment, language skill practice, learner inter-action, language feedback and formative and summative assessments would be computer-mediated in a way that was perceived as normal and standard by both teachers and students. All these school activities would be fully integrated into the syllabus and adapted to learners' needs. Physically, they would be accessed as easily as any other academic materials such as course books and handouts. Common sense and experience, however, tell us that CALL normalisation cannot be fully realised because of how fast current technologies are created, upgraded and replaced by newer ones. This should not, however, deter educators and institutions in their normalisation efforts. Technological advancement and normalisation should be viewed positively as opportunities and not as problems and should be pursued not as a goal in itself, but as a process of learning for students, instructors, and administrators. Other variables must be accounted for when we discuss CALL normalisation. On the human side, we need to think of practitioner preferences of one technology over another, and the divide between technophiles and technophobes.

On the technical side, there are issues of resource availability, even in countries with a high degree of technological development. Gruba and Hinkleman (2012) acknowledge such issues and suggest a middle-ground alternative that can accommodate both traditional and progressive pedagogical approaches. Finally, and as importantly, CALL normalisation can only flourish when students, teachers, school administrators and educational authorities willingly embrace and incorpo-rate CALL into an educational system's syllabus and daily practices. Teachers should not feel that it is their responsibility to carry an educational technology revolution on

their shoulders nor should they be expected to incorporate technology in their ELT practices by working in isolation without external support. Integration and normalisation are highly collaborative processes which require the participation of many stakeholders at several levels of decision-making and accountability. A practical first step in this direction is to create or revise syllabi/curricula and other school documents so that they allow for technology to be gradually implemented. This can be done by inserting short statements in the appropriate school documents (including the syllabi) so that they mention the institution's and the practitioners' intentions to incorporate and use available technologies to enhance student learning. A broader statement which does not mention specific technologies is preferable as it leaves possibilities open for schools and teachers to make use of what is available and then request and incorporate newer technologies when they become available. This allows for the use of low-to-mid-tech and high-tech resources based on local availability.

Technology integration and call teacher education

Hong (2010, p. 53) argues that "The ultimate goal of CALL teacher education is to enable L2 teachers to integrate CALL technology into their classroom with confidence and knowledge". He points out that some researchers are wary and doubtful of the efficacy of

29 offering L2 teachers "one or two CALL technology courses" (Hong, 2010, p. 58) in hopes that CALL integration will occur. Attempts to solve this issue include offering ongoing professional development courses to the same L2 practitioners on CALL pedagogy, making efforts to approximate course content to actual L2 classroom environments, creating communities of practice for sustained CALL teacher development and collaboration, and offering ongoing support for L2 teachers to learn and incorporate CALL on their own. Torsani (2016, p. 45) points out that the notion of technology integration in CALL has been interpreted differently throughout time, except for one agreed-upon idea: "(…) inte-gration is a complex and articulate phenomenon", and

CALL training and research has been shaped "around this complex character". She notes that, as previously discussed by Reinders (2009), "knowing how to use a [software] programme does not imply being able to use it in actual teaching" (Torsani, 2016, p. 45). This realisation of "the non-immediate transferability of technical skills to language education" (Torsani, 2016, p. 45) has brought the notion of techno-pedagogy into CALL practices and research, with an understanding that technology and language pedagogy re-late to each other in a dynamic and non-linear way. In this sense, CALL integration calls for technology use that is active, useful, natural and authentic.

Technology integration and call practices in high- and low-to-mid-resource contexts.

There is an obvious digital divide between teachers who teach in high versus low-to-mid-resource contexts, hence the need to think about ways to use, adapt, or substitute technologies for ELT in different environments. For the purposes of this article, we refer to low-to-mid- and high-resource contexts by drawing on three supplementary notions. The first one, provided by Hockly (2014, p. 79), is that "(…) the costs of hardware and infrastructure generally limit access to technology". The second notion, provided by Warschauer (2003), is that unequal access to technology affects populations in rich countries as well as in poor countries, given that unequal access is not specifically related to a country or a group of countries, but rather to unequal contexts within each country. The third notion, provided by Egbert and Yang (2004, p. 281), is that the discussion we want to focus on is not on technology haves versus have-nots, but rather on how available technologies are used effec-tively or poorly and how ELT practitioners can create "optimal language learning environments" even when working in technologically limited teaching contexts. To discuss possible applications of technology integration in high- and low-to-mid-resource English language teaching environments, we will use examples from materials we developed for an eight-week online teacher training course which we describe below. Using

Educational Technology in the English Language Classroom is an eight-week online course developed by a team of professors and graduate teaching assistants at Iowa State University's English Department. It is administered by FHI 360, a non-profit organisation, and sponsored by the US Department of State through its Bureau of Educational and Cultural Affairs (ECA). It is part of the American English (AE) E-Teacher Program, a US government educational initiative which aims to offer professional development opportunities to English as a foreign language (EFL) teachers throughout the globe. An important characteristic of the courses offered under this initiative is that they are available as free, open-source content (ECA, 2018; FHI 360, 2018). The main audience for this Global Online Course (GOC) are non-native English-speaking teachers from Africa, Asia, Eastern Europe, Latin America and the Middle East. Most participants teach at universities and secondary schools, and a smaller number work at adult vocational schools, primary schools, supplementary English programmes outside of school, and teacher training institutions.

They spend an average of 20 to 40 hours involved with classroom work and have class sizes ranging from 15 to 60 students. Participants' level of access to technology varied greatly. Some teachers could take their students to school laboratories equipped with desktop computers, wifi, a projector and a sound system, while others had to download and save digital materials in order to work offline with their students. Institutional support varied from countries whose educational policies provided each student with a personal computer to countries where school administrators were not friendly to the idea of students using technology in the classroom. An interesting feature of our course participants was that all of them, regardless of working in high- or low-to-mid-resource environments, informed they were able to use data plans in their smartphones to access the Internet, explore online resources and participate in our course. This variety of teaching contexts and levels of access to technology further confirmed the need for our course to offer

discussions and activities which catered to both high- and low-to-mid-resource contexts. As many have argued, the goal of CALL training efforts is "to enable L2 teachers to in-tegrate CALL technology into their classroom with confidence and knowledge" (Hong, 2010, p. 53). In the online course, we have developed and improved through several itera-tions since Spring 2016, our approach has been to discuss technology integration into the teaching of reading, listening, writing, speaking, grammar and vocabulary. Each of the course's content modules is dedicated to exploring one of these skills via lectures, readings, tutorials, quizzes, discussions, and major projects. In the following sections, we will present and discuss the development of skills-based activities and tasks for language learning and/or language teacher training, including our suggestions for how language teachers can approach teaching each skill using technology in order to promote student interest, engagement and success. We highlight technology affordances and suggest concrete technology-based tasks to support English language students.

Technology and the skill areas

Building off the theories and research discussed previously, this section will highlight the tasks and activities, as well as the technologies used, that we incorporated into our global online course. The instructional activities and materials serve as a springboard for course participants to build their own meaningful uses for teaching English with technology in their own contexts.

Reading and technology

With the Internet's increasing availability and use around the world along with the advent of Web 2.0 resources, teaching digital literacy has become as necessary as any other form of literacy taught today. This is unsurprising, considering that the Internet provides easy access to reading resources in various forms. In teaching L2 reading, teachers can capitalise on this affordance by using the often freely available and authentic online readings (e.g., American English Reading Resources, Voice of America news stories, Project Gu-tenberg) as opposed to texts in language textbooks, which

as Allen (2015, p. 249) points out, "are being called into question by the emergence of increasingly interactive and freely available web-based tools and resources". However, taking advantage of this affordance is a challenge for teachers, who often struggle to select appropriate reading texts for their students' proficiency levels. Fortunately several online tools that measure readability, such as Readable.io (https://readable.io/) and Readability Test Tool (https://www.webpagefx. com/tools/read-able/), can help guide teachers in selecting appropriate texts for their students. Choosing appropriate texts is a way for teachers to facilitate their students' reading process. The selection of texts which resonate with students' experiences allows teachers to facilitate students' skills at making meaning through text and provides an opportunity to highlight the connections between reading, writing, speaking, and listening (Chapelle, 2017b). Teachers can help students to build their knowledge and interest in reading texts through talking about their reading. This is a way to activate students' background knowledge prior to reading the texts. As a result, students' understanding of their reading is enhanced. In an effort to critically evaluate texts they are using, teachers in training can be tasked with utilising two different readability tools to analyse a pre-determined reading text. The results obtained from readability tools allow instructors to compare, contrast, and interpret the similarities and differences in their selected reading texts. Figure 2 illustrates an example text readability output of a text taken from an adaptation of The Adventures of Huckleberry Finn by Mark Twain, provided in the American English reading resources (https://americanenglish.state.gov/resources/adventures-huckleberry-finn).

We use the example of Mark Twain's text in our course because it is an Open Edu-cational Resource (OER), and thus can be re-purposed with limited effort. Other teachers certainly could apply these tools to more modern media of reading, such as news articles found through social media outlets (e.g., Facebook, Twitter, etc.). Figure 2 shows only some features of the text readability output. For example, the por-tion of the text used was rated as an A-

text, meaning that it is very easy to read. The read- ability grade levels show estimates of the average amount of education needed to under-stand a text. In the example shown in Figure 2, the average grade level is 4.7, indicating that readers who have reached a schooling level equivalent to 5th-grade (US system) should be able to read this text.

According to the Decree of the President of the Republic of Uzbekistan on «Measures for further enhancement of the System of teaching of foreign languages» the system of teaching the foreign languages has been changed. As it is said in the decree to highlight that a complex system for learning and teaching of foreign languages focused on upbringing of comprehensively developed, educated and intellectual young generation of people, and further integration of the republic with the global community has been established within the frames of the Law on Education and the National Programme for Personnel Training. In view of entire enhancement of the system of teaching youths the foreign languages and training of specialists able to communicate in foreign languages fluently, by introducing progressive teaching methods using modern teaching and information-communication technologies thus enabling them to access the achievements of the world civilization and globally available information resources, ensuring international collaboration and communication. Our president established that 2021/2022 academic year: firstly, teaching of foreign languages, mostly English, gradually throughout the territory of the republic, would be started in the first grade of the primary school in the format of games and oral speech lessons, starting from the second form of the primary school — teaching alphabet, reading and grammar; secondly classes at higher educational institutions in major subjects of technical and international specialties shall be conducted in the foreign languages; thirdly, provision of students and teachers of the general secondary, senior secondary specialized vocational schools with textbooks and instructional materials for teaching foreign languages shall be accomplished on the free of charge basis using the current assets of the National target book fund at the Ministry of Finance of the Republic of Uzbekistan,

however observing republishing terms established for textbooks and teaching materials. Coming from this decree a new approach of teaching the foreign languages has been established in higher education in Uzbekistan. So, in the wake of discussions in higher education on the quality of teaching and learning, universities have recently began a new to clarify their purposes and strategies by which they achieve these. An important component of this has been to describe the disciplinary knowledge and skills, critical thinking skills, attributes and attitudes students are expected to acquire during their study, that's why new approaches were needed to fulfill the task.

Firstly, communicative language teaching via interactive methods was found as one of the most effective approach as it helps to provide opportunities in the classroom for the students to engage in real-life communication in the foreign language. Moreover, learner –centered approach was found useful as students should work more independently for getting higher education and become autonomous learners because it prepares them for further employment situations. But they need some skills which should be taught while studying independently and becoming autonomous learner. In order to clarify all mentioned approaches above we should define these terms in methodology more deeply. According to the online dictionaries communicative language teaching (CLT) was defined as an approach to the teaching of second and foreign languages that notices interaction as both the means and the ultimate goal of learning a language.CLT makes use of real-life situations that necessitate communication. The teacher organizes a situation that learners are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which depends on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will differ according to their reactions and responses. The tasks like real-life simulations become more effective rather then reading dialogues and repeating them. Students are motivated by their desire to communicate in meaningful ways about various life topics. Teachers in communicative classrooms will find

themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning. Being able to make informed choices and taking responsibility for one's own learning activities are two facets of learning independently. Two other important elements, vital for the success of learning independently, are motivation and feeling confident enough to make decisions and complete them.

Learners are required to assess the value of reflecting on your study and realizing whether it has been useful or whether they should try another method. Learners' perceptions of needs and making systematic decisions about effective learning styles are the incentives for autonomy in facilitating learners' study in English. So, it is indeed necessary to provide various language strategies and skills in a positive and supportive learning environment. Thus knowledge about the target language background i. e. the level, weaknesses and the personal qualities of the learners is useful for the language tutors as they create opportunities to provide the skills needed for participating in academic, cultural and social contexts. High productivity and quality of future specialist teaching depends on «happy choice of teaching technologies». If a teacher wants the choice of technologies to occur systematically, taking into consideration the logics of some particular disciplines, he «should have well developed system, model and reflexive levels of his/her own pedagogical activity. The outlet to the technological level of educational process confirms high level of methodological culture of teacher and his/her ability to adapt teaching technologies to some patricular terms». The specific peculiarity of foreign language is students'

negative and subjective attitude towards it, which was formed as to a very difficult discipline, which cannot be mastered through training in school and higher educational establishment. Though, the problem can be solved through everyday, systematic and motivated work. To Kobiatz'ka's mind «the purpose of foreign language learning should be concrete, perceptible, and necessary for student». Accordingly, when the organisation of disciplines teaching which have communicative value for students, is correct, foreign language can be mastered in the process of adequate pedagogical communication between teacher and student not worse than any other educational discipline. The goal of today's education system is to educate highly intelligent as well as intellectually-minded specialists empowered by highly competitive knowledge and effective practical skills.

In linguistic sense, students must acquire excellent communication skills in order to be able to integrate into the globalizing market with no or few language constrains. Basic notes on critical thinking in PMI method.Critical thinking is a large concept in different areas of human life: psychology, methodology, business and management, public relationships. Critical thinking development is a really sharp and up-to-date question for teachers because we deal with young generation representatives, students. It is really important to incorporate elements of critical thinking in ELT as in modern fast — developing world we have to change the mind and ways of thinking, we should teach our students to be called-for specialists and creative people. The goal of our teaching is to develop individuals who value knowledge, learning and the creative process, who can and will think for themselves, recognize the limits of individual reflection and build upon mutual understandings of social situations.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It is based on universal intellectual values: clarity, accuracy, precision, consistency, relevance,

sound evidence, good reasons, depth, breadth and fairness.There are many techniques and methodologies as how one can stimulate creative and critical thinking and it should be mentioned that most techniques or methodologies facilitate the breaking down of a situation into specific parts and following a repeatable process. Five techniques you can use in the creative thinking process are: lateral thinking, metaphoric thinking, positive thinking, association triggering, capturingandinterpretingdreams. As a result, a well cultivated critical thinker has a wide range of positive characteristics. He raises vital questions and problems, formulating them clearly and precisely; gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; thinks open-mindedly within alternative system softhought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences and communicates effectively with others in figuring out solutions to complex problems.

Another unique feature of pedagogical technology is that a well-designed pedagogical technology can be taught well by any teacher, even if they are not knowledgeable. Because pedagogical technology is created by pedagogical scientists, their skills are reflected in the design of the technological process. As before, statements such as "the purpose of the lesson was not achieved for objective reasons" or "the lesson was created for unexpected reasons" and the like have no place in pedagogical technology.

Based on the above-mentioned features of pedagogical technologies, it can be explained as follows: Pedagogical technology is a new approach to the educational process, and pedagogy is an expression of social engineering consciousness. It is a social phenomenon associated with the development of an optimal lesson plan based on the technical capabilities of the pedagogical process and human technical thinking. This means that the role of pedagogical technologies in the teaching of social sciences and humanities is great. Without them, the goal can not be achieved. In pedagogical technology, as well as a

special method, the method of development, research is used. In the formation of independent free citizens it is necessary to train specialists with a certain amount of knowledge necessary for the national economy and entrepreneurs who seek solutions to various problems. In the upbringing of such people, the product of teaching typical actions and research methods that learn to find a way out of non-standard situations are compatible. Pedagogical technology makes good use of the range of methods we need: The main difference between the traditional methods and techniques of pedagogical technology is that it is derived from the theory of complexes, which is subject to all the laws of this theory.

Today, the teaching of foreign languages to students on the basis of modern pedagogical technologies, ie modern interactive methods, is becoming a topical issue in higher education. One of the main issues is the use of teaching skills in the process of teaching foreign languages, the effective organization of the teaching process, adaptation to educational standards, raising to world standards, the perfect formation of knowledge and skills of teaching foreign languages to students. is one of the important factors in the learning process. Today, modern technologies for interactive teaching of foreign languages are being developed and used effectively in the teaching process.

The main difference between modern interactive methods and traditional methods is that students are free in the process of learning foreign languages, think independently, have the opportunity to express their opinions, engage in discussions, communicate freely with the teacher. In the process of teaching foreign languages on the basis of modern interactive methods, the following is done:

- Students plan and actively participate in the lessons; Students work independently and consolidate their knowledge according to a set curriculum.

- Students engage in a discussion on the topic during the lesson and all actively participate in it;

- Students participate as partners in the selection and implementation of teaching methods, express their views;

- Students are provided with the opportunity to describe and explain their knowledge, that is, to share it with others; Of course, in all of the above, students can achieve a step-by-step process of learning foreign languages through interactive methods. The following technologies of interactive methods are widely used in foreign language learning today:

1. Interactive game mode.

2. Methods of active participation of students in pairs and in groups.

3. The method of mental observation.

4. Type of frontal training.

5. Aquarium method.

6. Brownian motion method.

7. Incomplete speech method.

8. How to take your place.

9. Discussion and other similar methods.

The interactive method of teaching foreign languages is based on the abovementioned modern technologies, as a result of which the student's knowledge and skills of independent thinking and speaking are perfectly formed. Their freedom is created during the lesson, which means that students set their own goals and objectives, discuss, debate, and finally draw conclusions on the topic being studied.

In general, students play a leading role in the interactive method of teaching, which is determined by their excellent command of a foreign language, the ability to express themselves independently, that is, the ability to speak fluently. In the early twentieth century, the American philosopher, psychologist and educator John Dewey argued that the student should be active, not the teacher, in the classroom. He argued that dry memorization of knowledge in a book does not lead to anything, but rather cools students from

reading and corrupts their thinking. Dewey's major contribution to education is the "complete process of reasoning."

In conclusion, it should be noted that the teaching profession, unlike other professions, involves a multifaceted responsibility, firstly, it is the formation of personality, that is, a deep knowledge of the human psyche, and secondly, all aspects of education. He must organize the educational process through the effective use of tools, methods and ways, that is, he must achieve the effectiveness of teaching and thirdly, he must form his own qualities in the process of development of society and nature. The teacher must shape the personality of the younger generation in accordance with the requirements of society.

Modern technologies in teaching a foreign 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

This paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.

A case study has been done to appreciate the response of typical English language classroom students for using technology in the learning process. Upon this practical study, the paper diagnoses the drawbacks and

limitations of the current conventional English language learning tools, and concludes with certain suggestions and recommendations.

The introduction of information and communication technology (ICT) to education creates new learning paradigms. We are dwelling in a world which technology has reduced to a global village and the breakthrough in technology is underpinning pedagogical submissions. It may become imperative therefore to have a rethinking on how to ameliorate the constraints of second language users through the applications of modern technologies. The interactions between new technology and pedagogical submissions have been found to an extent to be addressing the heterogeneous needs of second language learners and any global discovery which aims at minimizing learners' constraints is a welcome development in a rapidly changing world of technology.

This monography therefore is an overview presentation of how modern technologies can be of assistance to both teachers and students of a second language setting. The rapid growth in ICT experienced by the technologically advanced nations of the world has helped them to overcome some of the barriers in teaching and learning. Applications of modern day's technologies in the field of teaching and learning can make it possible for teachers, students and others to join communities of people well beyond their immediate environment to critically review, analyze, contribute, criticize and organize issues logically and contextually having professionalism and the transformations of the entire society in view. Now, new technologies such as the reported computer enhancements with new software and networking make it much easier for educators to conquer space and time, with the motive of ameliorating constraints and academic conflicting issues. We can now bring learning to virtually any place on earth anytime for the purpose of achieving the desirable learning outcomes.

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 [1].

Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations. Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); these tools can literally deliver a 'classroom' in the homes and offices of people.

Technology allows group Learning: There are naysayers who argue that distance learning of this sort cannot help pupils receive the support of traditional group-based learning. For proving this theory wrong, technology has helped provide distance learners with online communities, live chat rooms and bulletin boards. All these allow pupils to collaborate and communicate even though they are isolated in their own space.

Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all.

Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs. Corporate and academic Institutions can reduce their costs of delivering lessons to pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology,

pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools.

Roadblocks in the use of technology in learning: Naturally, for education technology to have a positive impact on pupils, it should be designed and prepared well. Tools used for disseminating information must be developed with pupils in mind. There are also factors like lack of computer/technology literacy to be considered. Schools and businesses must bear in mind that education technology is simply a tool and its success depends largely on the amount of planning that goes into it. Using education technology can be a right choice as long as all such factors are considered.

With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better foreign language teaching and learning environment that is supported by multimedia technologies. As a result, Computer Assisted Language Learning, or CALL, has become increasingly popular in the foreign language teaching field. Based on the analysis of the features of CALL, this paper is focused on how multimedia can play an important role in EFL classrooms. The literature review was conducted on definitions and the development of multimedia. Furthermore, the review of the literature was conducted on multimedia as a teaching method from both theoretical and pedagogical aspects. By analyzing the weakness and the strength of CALL, some practical and effective teaching ways, as proposed by professional educators and qualified teachers, are discussed on how to effectively use multimedia in the classroom [2].

Following the literature review, the writer makes the following conclusions: multimedia English teaching is a recent technique with both strengths and weaknesses. Teachers, who are regarded as the most important factor in instruction effectiveness, need to make full use of multimedia to create an authentic language teaching and learning environment where pupils can easily acquire a language naturally and effectively.

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including "e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs". In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet pupils' requirement. Smith and Woody defined multimedia as "the use of both visual aids and verbal descriptions to illustrate concepts" [3].

Development of Multimedia Applied in English Teaching

According to Mudge , Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn ***of 90s, multimedia technology was becoming increasing available in foreign language instruction because of the development of computer technology and the coming of the digital revolution.*** In the early 2000's, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a worldwide means to get information, lighten the work load, and communicate with each other at any time and at any place. CALL which is Computer Assisted Language Learning came into play during the later part of

the 20th century. Warschauer divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the behaviorist learning and featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the pupils. An example of a behaviotistic CALL strategy is PLATO [4].

PLATO (Programmed Logic for Automatic Teaching Operations), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals. The next stage, communicative CALL, appeared in the late 1970s and early 1980s. It focused on the communicative teaching method and encouraged pupils to generate original utterances through the process of discovery, expression and development rather than just repeat the prefabricated language. Pupils were supposed to make use of the computer or the hardware to assist them in language learning. What they actually work with is not the computer but their classmates or teachers. In this model, the computer is viewed as stimulus or tool. Popular CALL software developed in this period included word processors, spelling and grammar checkers. Following this stage is the third stage, integrative CALL which included the development of multimedia computers and the Internet. This model not only integrates various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative perspective of teaching to a more social way, which emphasizes the language use in authentic social environments.

Applying this multimedia networked computer in the language class provides pupils a more effective means to learn English. For instance, pupils can have rapid access to the background, grammatical or vocabulary explanations, pronunciation information while the main lesson is in the foreground. Besides, pupils under this model are usually encouraged to engage in their own language

development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir pupils to think. With the advent of the advanced technology and internet, computer usage in language teaching provides an authentic environment for pupils to communicate with native speakers in an inexpensive means [5].

Nevertheless, the application of multimedia in English teaching is not as widely used as expected. A reason for this could be the underdevelopment of technology and immature pedagogy about using multimedia in teaching foreign languages. For example, multimedia cost is high and not all educational institutions can make use of this tool. In addition, many teachers are not trained in using multimedia to teach English. According to Gong & Zhou, some teachers who have been aware of the applicability of multimedia teaching tend to focus on the flowery and fancy courseware and neglect the teaching aim, teaching object and teaching content, so the whole English classroom would become a demonstrating hall of computer functions.

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression.

According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results. The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

Concept of educational technology

There are many definitions of educational technology, each referring to its various aspects. Before the application of technology in its new sense, planners helped improve the teaching and learning outcomes of audiovisual cases and devices. Thus, it can be concluded that the contributions of this branch are summarized from education to the use of purely educational items. But Brown (1972) has defined educational technology differently: Educational technology goes beyond the use of instruments. Educational technology is thus more than just a set of components (Ipek & Ziatdinov, 2018). It is a systematic way of designing, executing, and evaluating the whole process of research and learning

to use specific goals, utilizing research findings in psychology and human communication, and employing a combination of human and non-human resources to create more effective learning, more reliable, and more deeply. In-depth attention to the above definition leads the reader to several basic conclusions:

1. The first conclusion to be drawn from the first part of the definition is that educational technology is not just about the use of educational instruments, but the broader scope of the use of educational instruments and the use of educational materials as part of it.

2. As educational technology is considered to be a systematic way or method, so it is more like an empire than its constituent parts because they are actions and reactions. Because the action, reaction, or interaction between its constituents lead to effects and results that are greater than the sum of its constituent elements.

3. Educational technology uses scientific findings such as psychology and the humanities to design and implement the whole process of teaching and learning.

4. Educational technology employs a good mix of human and non-human resources. In other words, unlike the use of educational materials or audio-visual training in which the use of material instruments is concerned, in technology, human resources are appropriately used.

The use of digital technology in English language teaching and learning has had a considerable impact. To be able to integrate digital technology in the learning process, as we have already mentioned in the previous pages, teachers need to be aware of the type of support technology provides to enhance students' learning of the English language. In what follows, we briefly outline how digital technology may support the development of basic skills in English.
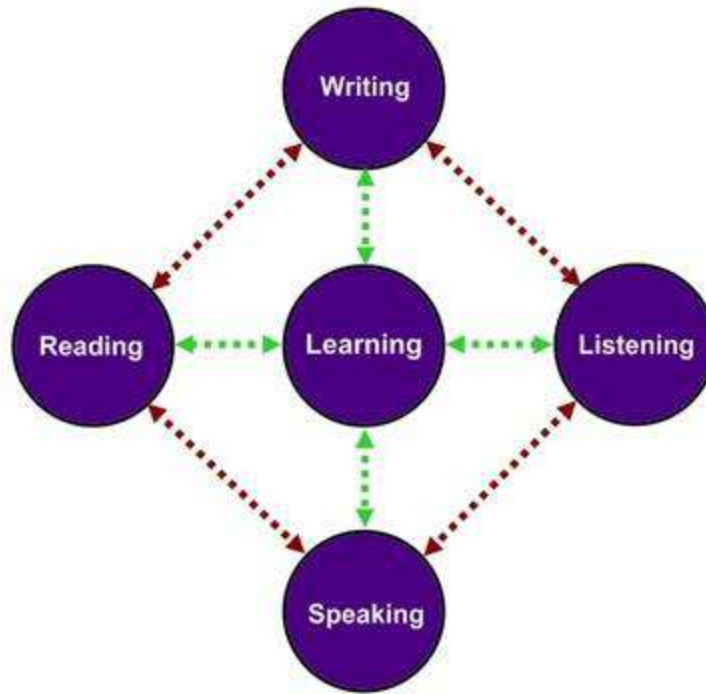
One of the basic skills in the English language is listening skills. Listening involves understanding the accent, the pronounciation, the intonation and the meaning of speaking. Multimedia technology can enhance the development of listening skills with students. Multimedia technologies, such as audio, video, and animation are widely used to foster listening skills with learners. With the use of tools such as podcasts and videos in English, students can comprehend intonation and learn pronounciation of words with different accents.

There is a wide variety of podcasts available on the Internet for different levels of ESL/EFL learners. For example, podcastinenglish.comLenker til en ekstern side, offers several podcasts for elementary to upper-intermediate students, business English and a large number of lessons plans, worksheets, ideas for classroom activities for teachers.

Various digital technologies can support the development of reading skills in English. Current research indicates that students benefit from technology-integrated text reading instruction. Students can improve their reading skills by browsing the Internet, using multimedia software, suing electronic dictionaries, reading newspapers/books on the Internet, etc. Websites that teach English on

the Internet make reading activities as enjoyable as possible and offer the opportunity to interact with vocabulary learning.

Recently, a large number of online technology developments and the ever-growing expansion of electronic devices have provided language learners with pervasive and genuine language input. Modern technologies have supported English as a foreign languages (EFLs) to participate in the educational context of language learning (Rassaei, 2017). Lately, numerous investigations have examined the impacts of integrating various technologies in education (Benson and Chik, 2011). Face to screen language learning has a key role in developing language competencies (Fathali and Okada, 2018). Integrating technology into classroom instruction involves more than just teaching computer skills. It demands that educators look for means of innovation to encourage students' motivation and build up their learning. Therefore, one way to accomplish this important aim is the use of instructional technology in an effective way.

Foreign language learners' emotional states, like motivation, have played influential roles in foreign language learning. Motivation is normally characterised as a learner's "willingness or desire to be engaged in or commit effort to complete a task" [Zhou (2012), p. 1318]. Without the desire to learn, students are less likely to co-operate, take self-responsibility, or fully engage in the language learning process. Dörnyei (2001) stated that motivation is regarded as a critical emotional state that affects foreign language learning achievement. Many investigations have been done on the influence of various kinds of motivation on academic performance (e.g., Arabmofrad et al., 2019; Karabatak and Polat, 2020; Mammadov et al., 2021).

If we want our learners to put up with the prolonged procedure of foreign language learning and foster the academic motivation required for learning and understanding English as a foreign language, then we are required to create proper methods of instruction (Dörnyei, 2001). This review investigates the related literature toward using technology in the classrooms and its effect on

learners' motivation. In addition, a significance of the current review is the adaptation of digital tools in different contexts of language learning.

Teacher educators and mentors can provide some techniques for teachers to select network-based materials based on learners' needs analysis and motivations. They can hold workshops for in-service teachers to encourage them to use technology in education. It is also suggested that teacher educators highlight interaction tools, like mobile applications, which motivate learners and promote interaction among learners. This review recommends that teacher educators should have a positive view toward teachers and learners, and that they should provide well-organised and inspiring teaching methodologies which can construct a motivation for language learning and engagement in the classroom. Teacher educators should provide elbow support to enhance paedagogical skills in online instruction. They should develop confidence and competence among in-service teachers to entice learners' interests and engage them in the learning process.

This review can also stimulate educational policymakers to consider EFL learners' motivation in online educational contexts. They should provide computer labs, projectors, CD and DVD players for instructors and help them use digital tools. They can hold academic workshops to help teachers increase motivation among learners. They can provide internet-based facilities and positive learning contexts for increasing positive behaviours and motivations among learners. Therefore, this review implicates that policymakers can change their opinion about using technology as the authentic material in English classrooms. The importance of motivation may make consultants expand their agendas to diagnose learners' demotivating reasons and the obstacles they cope within language learning.

Future studies need to be done on learners' motivation in online contexts in numerous cultural backgrounds. Some investigations need to be done on the effect of educational technology on learners' mindsets and other positive emotions. Online learning for EFL learners might not be appropriate to all

learners. Therefore, future research should be devoted to the impact of gender, background, age and earlier online learning experience on learner motivation. Furthermore, the proficiency level of EFLs and its effect on motivation to learn in online learning should be considered for the future. Furthermore, case and phenomenological investigations which provide us the reasons behind learner motivation in online learning contexts are required to be done. The effect of different digital tools on learners' motivations and positive and negative emotions need to be studied. It is also desirable to investigate the impact of technology on improving other language characteristics, such as attitude and emotional intelligence.

Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading and writing for their proficiency and communication (Grabe & Stoller, 2002). In addition, Ahmadi (2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. According to Becker (2000), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high -quality education.

In this monography, the researcher reviewed some important issues pertinent to the use of technology in language learning. The literature review indicated that technology resources cannot guarantee teachers' teaching and learners' learning. Teachers should be convinced of the usefulness and advantages of technology in improving learners' learning. This means that teachers need support and training for integrating technology into language teaching. The review revealed that when technology is used appropriately, it can bring about a lot of advantages to teachers and learners. It is a resource that can be used by learners because it helps them solve their learning problems and find methods to use what they have learnt in ways that are effective and meaningful.

In addition, the review literature indicated that the use of technologies plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation in learners for the effective learning of language skills. Furthermore, the paper represented that learners should use technology to enhance their language skills because it has as a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language. To sum up, the findings of this literature review showed that technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student -centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language.

Technology is one of the important factors of progressing the teaching/learning process in the schools and universities especially for the English language teaching. It can help the teacher to present a better lesson to students. Technology is very necessary for the field of education because there are too many things that the teachers can do such as playing videos in English language or a song, movie and even a theatre show. Now a days using technology is very common in the world; however, Uzbekistan public schools do not use any technology in their classes except the private schools. The ministry of education has neglected this most important factor in this age. In the pandemic most of the countries faced problems in studying in the schools because of the lock down. Most countries seek to use the technology to finish the school year and they successfully finished their school year by using E Learning and Online Zoom even other resources to rich the learning process but in Uzbekistan the schools do not use any kinds of technology and our students are not familiar with the online systems and E learning because we do not apply such valuable recourses in our schools that's why in this year we have

encountered a lot of problems of finishing the schools year because our students did not know how to use and access them easily.

Technology works best when it is used as a tool to help solve problems. For instance, in-person immersion is a desirable way to speed up language training, since all activities must be completed using the English language. But it is simply not possible for most people to pick up and travel to a country that speaks the language you want. With technology, students can still benefit from immersion. Thanks to messaging and social networks from the next generation, remote students can access fluent speakers of the languages they study and deliver real language practice in conventional classrooms.

Dynamic resources encourage a sense of unity and engaging learning experiences, enable students to take part in classes if they are convenient and eliminate barriers to space and time. Generally, technology-enabled learning environments promote more consistent student interaction and give students access to peers and teachers around the globe and worldwide. The analysis revealed that such technology increases student engagement and focus, as it enables students to communicate with one another in the realistic processes of language learning. The usage and positive effect in classrooms of multimedia technology on the learning process is associated with the evolving productivity of the teacher role (Shyamlee, 2012, p. 155). Technology provides even hundreds of resources in real time to assist students. Students can use simplified dictionaries, make flashcards, and explore the internet in the language they are learning.

You can find colleagues, conversational partners and tutors online. They will find rich examples of the languages they study, not just static examples from traditional textbooks. Technology may also increase the quality of language learning in traditional environments. For instance, the learners may record themselves in the foreign language they learn and bring their feedback and reviews into the classroom. Learners can use technology during class to interact with each other via text chat instead of speaking, since it gives the

learner time to focus and evaluate their performance. Teachers can see how their students perform, by offering useful information about what kind of practice is required by learners. Teachers should adapt their teaching practices and educational approach to the needs of learners and make the whole process much more efficient and effective. For instance, a teacher who understands that all her/his students struggle to read passages that contain examples of the future tense should review them in the classroom, not waste time with examples that do not meet the group's needs. Technology can be a precious part of an overall language learning approach when it is used to address challenges creatively and/or improve language learning processes.

CONCLUSIONS

This study indicates that using technology in learning English language is very essential, having such technological tools in the classroom allows the teacher to use different methods and approaches in teaching his/her students. In addition, the studies that we talked about proof that technology is one of the important backbones in the modern era. It is very helpful in facilitating topics and assisting the teacher with the lessons. However, in Uzbekistan's public schools we are suffering from lack of technological devices which is really a big disaster for our education sector. Moreover, there are schools in Uzbekistan which have provided these necessities, but they are private schools. So, it is the government responsibility to provide such technological devices to public schools as well in order to maintain the equality between the society and to protect the rights of the lower-class people. At the end of this study, it appears that technology these days are very important in our lives and especially for teaching/learning. We have to take into consideration that students can take advantage from technological devices in gathering information, learning

vocabularies, and listening to English discussions. Overall technology must be used in the classrooms for its importance and effectiveness.

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