"OLIY TA'LIMDA DARSDAN TASHQARI MASHG'ULOTLAR – TALABALARNING KASBIY KOMPETENTLIGINI SHAKLLANTIRISH OMILI"

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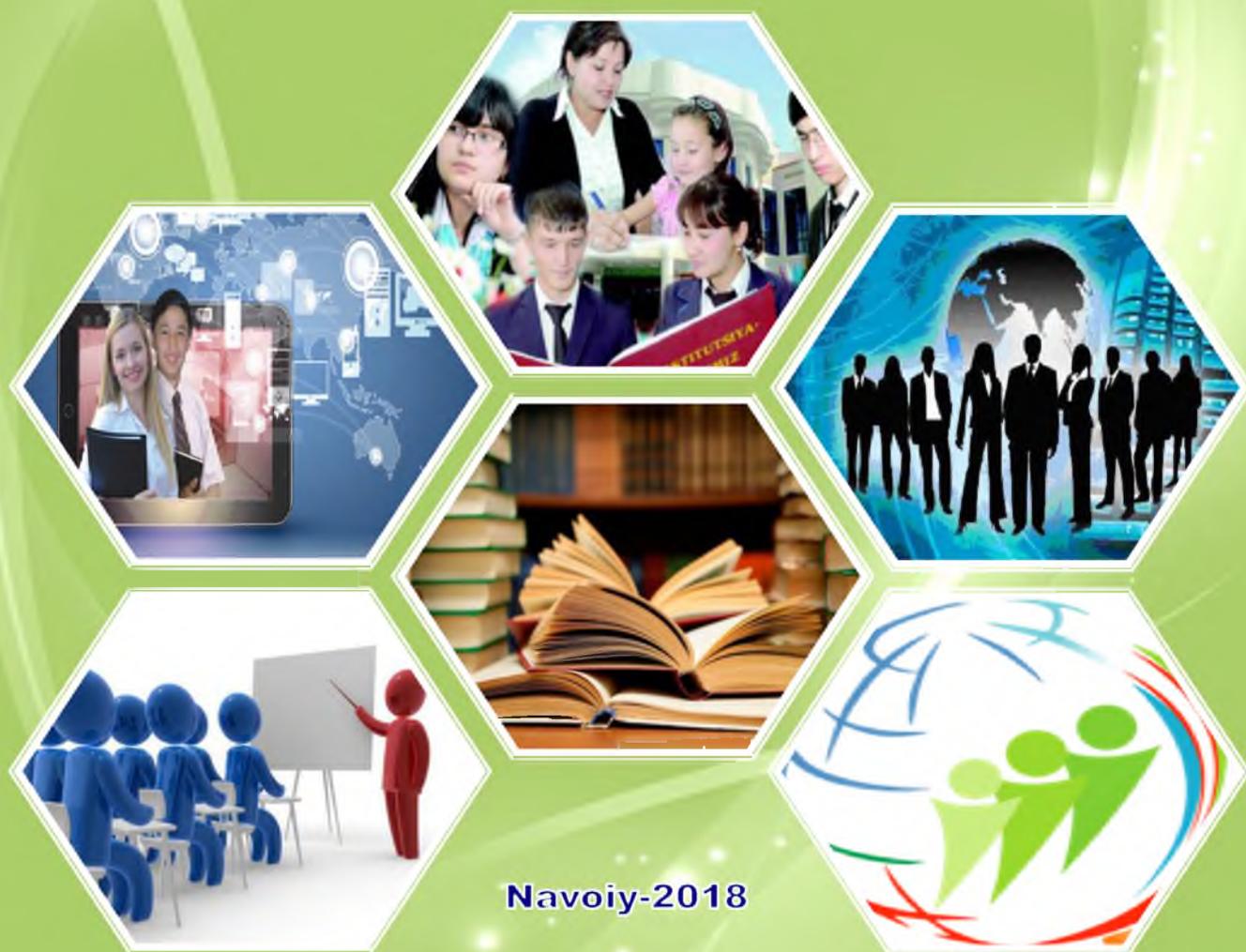
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NEW TECHNOLOGIES OF THE ENGLISH LESSON

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With the development of information technologies and their integration to teaching languages, with changes in motivation to language learning and increase in the pace of life, applying modern methods of teaching language became more important than ever.

English teachers have always used some technologies because technology has opened up new and exciting possibilities. New technologies being introduced into education serve the increasing of the quality of the scholastic process and lead to positive results. The use of the technologies raises students' interest to studying foreign languages, forms their individual creative abilities and corresponding skills. Each student reveals his/her creative potential skills and gifts for work on his/her own.

Why use computer technology in English? There are two kinds of reasons for using computer technology in English. First there are the benefits to teachers and students from including computer technology in any learning area:

For students technology can:
- be very motivational
- be the source of a significant amount of reading material
- be fun –and when it's fun you learn!
- help students to produce excellent published work.

For teachers technology can:
-allow for the easy production, storage and retrieval of prepared materials such as certificates and work required sheets.
- free up communication with other teacher.
- help teachers to find information easily.
- assist good teaching but not replace it!

Secondly, there are the challenges and opportunities presented by computer technology that make it an increasingly important part of English in particular. These include: - the emergence of new kinds of text and the consequent need to teach students to create and use these texts effectively;

- changing social practices associated with communicating via computers and the consequent need to teach students how to make Judgments about appropriate use of different avenues of communication;

- the pervasiveness and power of texts created through computer technology and the consequent need to teach students to be critical readers and viewers of such texts. Each of these is discussed briefly below.

Creating and using new kinds of texts.
- such as hyper-text, web-pages, e-mail communication and multimedia texts.

The region of the verbal has been at least interrupted, if not overthrown. Hypertext heralds a different way of accessing texts since, even more than with traditional print or

screen texts, the reader or viewer actively creates an individual text through choices made. We can choose to jump from link to link in different ways, creating many possible texts from one set of material. Adults often comment ironically on the almost irresistible lure of hypertext links that invite us to flit from site to site, searching to the better, brighter site that surely waits just one screen away. We need to explore the same issue with students to ask what effect this has on our understanding and how we judge when it is better to resist or go with the lure.

Judging the appropriate use of new kinds of texts. When we use computer technology to make and acces texts, we operate in changing social contexts. E-mail, discussion groups and chat rooms create qualitatively different contexts for communication. Teachers often comment that the kinds of relationships they and their students establish through these kinds of channels are unlike others they are familiar with. For example, with no status cues such as paper quality, handwriting or letterhead, e-mail is potentially a great leveler. While this has possible advantages, we also need to establish new ways of judging authenticity and credibility. As the clamour for better Netiquette suggests, there is a need for everyone to make judgments about the appropriate use of new texts. Students need to weigh up the relative advantages of e-mail, letter, fax or phone call in any particular situation as all will become increasingly available. Other questions arise, such as:
- What is appropriate information to include on a personal home page?
- What are the pros and pitfalls of computer chat?
- If e-mailing someone we don't know, what is an appropriate tone to use?
- Does layout matter?
- What are the social and personal implications of not having access to computer technology to communicate?

Critically reading and viewing computer-based texts. While teachers have been busy learning to use computer technology, the emphasis has understandably been on practical applications rather than critical analysis. Now that critical literacy is recognized as a significant part of English, teachers are starting to develop a critical approach to computer technology. The same kinds of questions that we ask of other text can be asked: - Who is privileged in this text? - Who might this text exclude or marginalize? – What attitudes and values are implied in this text? Just as students increase their personal power when they improve their traditional literacy skills, they also gain significant social power through competent, critically – aware use of new communication technology. English teacher are in a powerful position to help students develop this new dimension of literacy.

Resistance aside, computer technology will remain a key component to most everything we do in the 21st century, the so-called "information age". Language professionals need to capitalize on its advantages and strengths wherever consistent with the best teaching practices which in turn should also informed by second language acquisition theory. Language teachers who wish to remain competitive in the profession should observe and contemplate instances where technology can assist good teaching practices; today's language professionals must educate themselves to adapt these techniques to the needs of their own respective classrooms.

Scholars and teachers agree that computer technology is crucial in language teaching. The way to arouse students interest can be achieved by using something extra-ordinary and new. Especially among teenagers and young adults, computers can be used efficiently for

this purpose. Making a conclusion to above said matter, using new technologies in the learning process can make the lessons very interesting , productive and effective.

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ADVANCING STUDENTS CULTURAL AWARENESS IN ENGLISH LANGUAGE TEACHING

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Teaching English is becoming one of the most important problems in Uzbekistan. As we know English language is an international language and many international relations are based on English language. That is why English language is considered as the language of commerce, economy, policy and even sometimes culture. There are a lot of studies being done by methodologists of our country in teaching English to different learners, especially young learners.

In English language teaching many approaches and methods have appeared during more than hundred years and all of them are dedicated to the effective teaching of English.

Pupils who learn English language are very eager to learn about the culture of English speaking countries. Incorporation of cultural aim and culture studies to lessons are very interesting and enjoyable.

Morain quoted in her article the words written by Voltaire in the 18th century. Although, it was two hundred years ago, it depicts all important parts of culture and shows that all of these are centred to a human being. "God of all beings, of all worlds, and of all times: ... may the small differences between the clothes that cover our weak bodies, between our inadequate languages, between our many ridiculous customs, between our imperfect laws, between our numerous foolish opinions ... may all these tiny nuances that distinguish the atoms named homo sapiens be not the causes of hatred and persecution, may those who light candles at noon in order to celebrate you, tolerate those for whom the light of your sun is sufficient; may those who are wearing a white robe to preach your love be not hating those who preach the same thing wearing a black robe; may it be the same whether one worships you in a jargon made of an ancient language or in a newer jargon;... May all men remember that they are brothers."