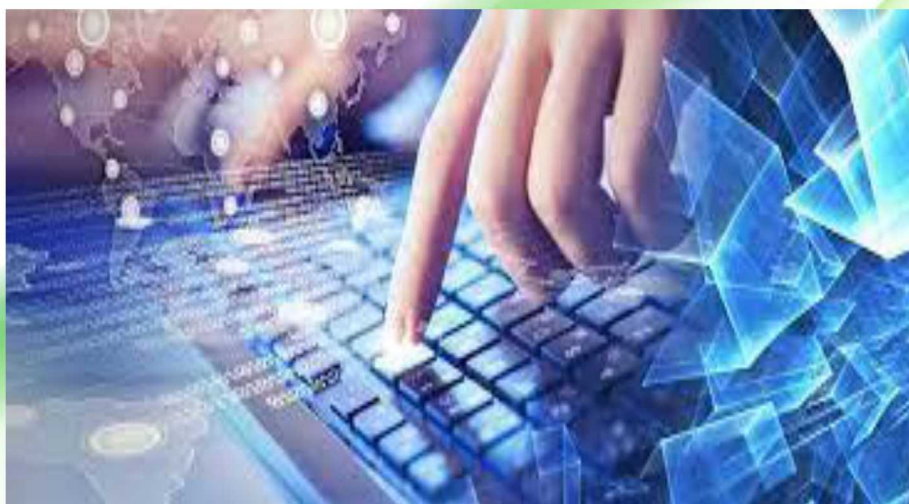


O'ZBEKISTON RESPUBLIKASI INNOVATSION RIVOJLANISH VAZIRLIGI
O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
NIZOMIY NOMIDAGI TOSHKENT DAVLAT PEDAGOGIKA UNIVERSITETI



**“TILLARNI O'QITISHDA RAQAMLI TEXNOLOGIYALARNI
QO'LLASH ZAMONAVIY TA'LIM MUHITINI TASHKIL ETISH VOSITASI
SIFATIDA: MUAMMOLAR VA YECHIMLAR”**
**mavzusida xalqaro ilmiy-amaliy anjuman ilmiy ishlar
TO'PLAMI**

ТРУДЫ
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«ПРИМЕНЕНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ КАК СРЕДСТВО
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UDK 372/3 D89 BBKR 74.22.4. **“Tillarni o‘qitishda raqamli texnologiyalarni qo‘llash zamonaviy ta’lim muhitini tashkil etish vositasi sifatida: muammolar va yechimlar”** mavzusida xalqaro ilmiy-amaliy anjuman ilmiy ishlar to‘plami

Tashkiliy qo‘mita:

Abdullaeva Shahzoda Abdullaevna- Nizomiy nomidagi Toshkent davlat pedagogika universitetining Tillar fakulteti dekani, pedagogika fanlari doktori, professor. (O‘zbekiston, Toshkent shahri)

Azmieva Elzara Ernestovna- Nizomiy nomidagi Toshkent davlat pedagogika universitetining Tillar fakulteti “Rus tili va uni o‘qitish metodikasi kafedrası mudiri, pedagogika fanlari nomzodi, dotsent (O‘zbekiston, Toshkent shahri)

Afanasev Andrey Sergeevich-Qozon Federal universitetining “Rus adabiyoti va o‘qitish metodikasi kafedrası mudiri, filologiya fanlari nomzodi, dotsent (Rossiya, Qozon shahri)

Lounaskorpi Petri- Finlyandiya maktablarida yangi o‘quv dasturlarini ishlab chiqish bo‘yicha mutaxassis (Finlyandiya)

Matenova Yuliya Umidovna - Nizomiy nomidagi Toshkent davlat pedagogika universitetining Tillar fakulteti “Rus adabiyoti va uni o‘qitish metodikasi kafedrası mudiri, filologiya fanlari nomzodi, dotsent (O‘zbekiston, Toshkent shahri)

Sarapas Marina Vladimirovna-filologiya fanlari nomzodi, Moskva davla pedagogika universitetining Umumiy tilshunoslik kafedrası dotsenti, Xalqaro masalalar bo‘yicha filologiya institutining direktor o‘rinbosari (Rossiya, Moskva)

Pan Chanvey -Iqtisodiyot fanlari doktori, professor, O‘rta Osiy mintaqalari bo‘yicha Xitoy neft universiteti ilmiy-tadqiqot Markazi direktori(Xitoy, Pekin)

Xidirov Xolmurod Norimovich- Nizomiy nomidagi Toshkent davlat pedagogika universitetining Tillar fakulteti Umumiy tilshunoslik kafedrası mudiri, siyosiy fanlar nomzodi, dotsent (O‘zbekiston, Toshkent shahri)

Ergashev Akmal Sherali o‘g‘li- Nizomiy nomidagi Toshkent davlat pedagogika universitetining Tillar fakultetining 2-bosqich talabasi

«Tillarni o‘qitishda raqamli texnologiyalarni qo‘llash zamonaviy ta’lim muhitini tashkil etish vositasi sifatida: muammolar va echimlar” mavzusidagi xalqaro ilmiy-amaliy *анжуманнинг илмий ишлар тўпламида olimlar, tadqiqotchil-doktorantlar, professor-o‘qituvchilar, tadqiqotchilar, magistrlar tomonidan taqdim qilingan va ularning izlanishlarini o‘zida aks ettirgan maqolalar mo‘jassamlashgan.*

Anjuman to‘plami elektron shaklda taqdim etilgan, mualliflik nashrini saqlab qolgan materiallar asosida tayyorlangan. To‘plamda nashr etilgan maqolalardagi ma’lumotlarning haqqoniyligiga mualliflar mas’uldirlar.

В сборнике материалов научно-практической конференции «Применение цифровых технологий как средство обучения языков в современной образовательной среде: проблемы и решения» представлены результаты актуальных научных исследований ученых, докторантов, преподавателей, аспирантов, магистров, бакалавров Сборник научных трудов подготовлен по материалам, представленным в электронном виде и сохраняет авторскую редакцию. Всю ответственность за содержание статей несут авторы.

Creative technologies.

In our work, we tried to highlight innovative technologies - streaming and gamification.

Stream - information received by the user in a video sequence or audio sequence. This term is also used by Internet users as a concept of live broadcast on video hosting.

According to Sh.A. Abdullayeva, G. Norimova, "streaming (stream) is a set of methods for preparing, broadcasting and storing audio-digital information from the screen of a personal digital device and a webcam using modern telecommunication services on the Internet for distance learning"

As it turned out during the literature review, streaming technology allows you to record, store, edit and retransmit information from the Internet.

Another innovative technology that is more effective in teaching English is gamification technology.

In the monograph of F. Abdullayev and D. Shavkieva "The use of gamification technologies in teaching English" noted that "gamification is the introduction of game forms into a non-game context: work, study and everyday life. Gamification is used in business, marketing, and schools. Gamification uses people's natural inclinations to compete, compete, collaborate, and achieve. This technique motivates you to achieve goals and increase productivity".

An analysis of the literature has shown that it is worth distinguishing between gamification and game learning.

The game approach is learning within a specific game, and gamification is the application of game techniques in everyday processes for the sake of increasing motivation.

The *explanation* is supplemented with instructions on how to perform operations, actions, tasks: how to learn a poem, do an exercise, organize a workplace, etc.

The *story, explanation and lecture* are among the monologue, or information-communicating teaching methods. Conversation is a dialogical method of presenting educational material (from Greek. Dialogos is a conversation between two or more persons), which in itself speaks about the essential specifics of this method. The essence of the conversation lies in the fact that the teacher, through skillfully posed questions, encourages students to reason, activate thinking, analyze the facts and phenomena studied in a certain logical sequence and independently approach the relevant theoretical conclusions and generalizations.

A *conversation is a dialogue*: the teacher's questions and the students' answers. It forces the student's thought to follow the teacher's thought, as a result of which the students progress step by step in mastering new knowledge.

Conversations are allocated according to their purpose: 1) introductory, or organizing; 2) messages of new knowledge; 3) synthesizing, or fixing; 4) control and correction. According to the level of cognitive independence of students, reproductive and heuristic conversations are distinguished.

An introductory (preparatory) conversation is usually held before the start of academic work. Its purpose is to find out whether the students have correctly

understood the meaning of the upcoming work, whether they have a good idea of what and how to do.

A conversation-message (explanatory) can be: question-and-answer, not allowing objections, with memorization of answers; socratic (soft, respectful on the part of the student, but allowing doubts and objections); heuristic (putting the student in front of problems and requiring their own answers to the questions posed by the teacher). All kinds of conversations are used in elementary school.

Synthesizing (final or consolidating) conversations serve to generalize and systematize the knowledge already available to schoolchildren, and control-correction (verification) conversation is used for diagnostic purposes and when it is necessary to develop, clarify, supplement the knowledge available to students with new facts or provisions.

For a successful conversation, a teacher needs serious preparation for it. It is necessary to clearly define the topic of the conversation, its purpose, make a plan-summary, select visual aids, formulate the main and auxiliary questions that may arise during the conversation, think over the methodology of its organization and conduct.

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USING TYPES OF TRANSLATION WITH THE INNOVATIVE TECHNOLOGIES DURING THE LESSONS

Xoshimova Dilnoza Rixsiboevna

PhD in Pedagogical sciences, Senior teacher of ISFT institute

Annotation: *The article deals the benefit of using the types of translation with innovative technologies in teaching foreign languages.*

Key words: *desirable qualification, bilingual identity, advocate translation, method, complementarity, project-based learning, team spirit, verbal competence, communicative approach, project method.*

Many job notices for positions in English language teaching and applied linguistics specify knowledge of technology as an essential or desirable qualification. Warschauer (2000) predicts even more sweeping changes in job requirements for

form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts. As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with leading questions. During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to “feel” new words and remember situations in which they are used correctly. At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos.

In recent years, increasingly it raises the question of the application of innovative technology in the classroom. It is not only new facilities but also new forms and methods of teaching, new approach to learning. Introduction of innovative technologies in the educational process is interconnected with the improvement of the content and methods of education in the process of teaching foreign languages in relation to the needs of modern life.

The main objective of foreign language teaching is the formation and development of the communicative culture of pupils, learning practical mastery of a foreign language. The task of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow each student to show their activity, their creativity. Modern teaching techniques such as cooperative learning, project methodology, the use of new information technologies, Internet resources help to realize the learner centered approach to learning, providing personalization and differentiation of learning abilities of children, taking into account their level of training.[3] The communicative approach is a strategy that simulates the communication, aimed at creating a psychological and linguistic readiness to communicate, on a conscious understanding of the material and methods of action with him. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative job must offer students a problem or question for discussion, and students do not just share information, but also evaluate it. But the main criterion to distinguish this approach from other types of learning activities is that students choose their own linguistic units to process their thoughts. Using the Internet in the communicative approach could not be better motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience. One of the basic requirements for teaching foreign languages using the Internet resources, is to create interaction in the classroom, what is called in interactive methods. Interactivity is a «unification, coordination and complementarity of efforts communicative purpose and outcome of speech means». Teaching genuine language, the Internet helps in shaping the conversation, as well as in teaching vocabulary and grammar, providing a genuine interest and, hence, efficiency. Interactivity is not just creating real situations of life, but also makes the students to adequately respond to them through a foreign language

даражасида такомиллаштириб, амалиётда қўллаш, экологик маданиятни ривожлантиришнинг зарурий шартидир. Бунинг учун таълим — тарбиянинг барча йўналишларини, усулларини, воситаларини уйғун ривожлантириш ҳамон долзарблигича қолмоқда.

XIX асрнинг охири XX аср бошларида хавфсизлик муаммоларини тушуниш учун асосий ғоялар - бирдамлик, халқнинг ижтимоий тараққиёт ва хавфсизлик йўлидаги жамоалари, ўзгаларни ўзбошимчалик ва зўравонликка қарши курашиш тамойилларининг якуний ғалабаси, бошқалар ақлий, ахлоқий ва ижтимоий ривожланиш учун барча ғоялар номи билан аталади. Буларнинг барчаси аҳолининг барча қатламларини ҳаёт хавфсизлигини таъминлашнинг зарур жиҳати ҳисобланади.

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