TEACHING A FOREIGN LANGUAGE IN THE 21ST CENTURY

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Abstract: This article deals with the use of information technologies, such as Internet resources, which help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of training, aptitudes, etc. The Internet forms the ability and skills of foreign colloquial speech, teaches foreign vocabulary and grammar, providing genuine interest and, consequently, efficiency. A teacher working in a modern school needs to use not only basic, but also auxiliary teaching tools to achieve the goals of teaching a foreign language.

Keywords: Internet, a personality-oriented, approach, individualization, differentiation, project methodology, new information technologies, teaching tools, communication skills, computer training programs, self-confidence, authentic language, analytical and simulation abilities, auditory self-control skills, mental operations.

"The next century will be exactly the way future citizens will be brought up for it." What will be the beginning of the XXI century depends on who, what and how teaches and learns now. The role of the teacher is great, because the teacher, engaged in the upbringing and education of children, works for the future. And to create the future, the teacher needs to be a person who sees herself, her profession and the result of her work through time.

There is a student of the XXI century in front of the modern teacher, and such a student is bored to receive ready-made formulas of knowledge and proven life postulates. This means that he is waiting for another teacher - not a person who gives ready-made truths, but a seeker, a wanderer who is always on the way. This search should be inherent in both the young and the experienced teacher. If a

teacher wants to be needed, she should not be afraid to change her approach to teaching, even after many years of work.

In recent years, the question of the use of new information technologies in secondary schools has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching the practical mastery of a foreign language.

Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, inclinations, etc.

Forms of working with computer training programs in foreign language lessons include:

-study of vocabulary;

-practicing pronunciation;

-teaching dialogic and monologue speech;

-learning to write;

-working out grammatical phenomena.

The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from newspapers and magazines, necessary literature, etc.

-Students can take part in tests, quizzes, contests, and Olympiads held on the Internet, and correspond with peers from other countries, participate in chats, video conferences, etc.

-Students can receive information about a problem that they are currently working on as part of a project. This can be a joint work of Russian or Uzbek schoolchildren and their foreign peers from one or more countries.

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network called the Internet, which literally means "international network".

Outside of communication, the Internet does not make sense - it is an international multinational, cross-cultural society, whose livelihood is based on the electronic communication of millions of people around the world speaking at the same time - the largest conversation in terms of size and number of participants that has ever taken place. By engaging in it in a foreign language lesson, we create a model of real communication.

Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in the solution of a wide range of significant, realistic, interesting and achievable tasks, schoolchildren are taught to spontaneously and adequately respond to them, which stimulates the creation of original statements, and not the stereotyped manipulation of language formulas.

Students ' communication skills are developed through the Internet by engaging them in a wide range of meaningful, realistic, and achievable tasks, the successful completion of which is satisfying and increases their self-confidence.

By teaching an authentic language, the Internet helps in the formation of conversational skills, as well as in the teaching of vocabulary and grammar, providing genuine interest and, consequently, efficiency. Moreover, the Internet develops skills that are important not only for a foreign language. This is primarily related to mental operations: analysis and synthesis, abstraction, identification, comparison, verbal and semantic forecasting, etc.

Thus, it can be said that the rational use of modern technical means of teaching foreign languages allows:

-To make up for the lack of a foreign language environment at all stages of teaching a foreign language.

-Increase the motivation of students to learn a foreign language.

-More fully implement the important didactic principle of clarity.

-Create better conditions for programming and control.

-To carry out training taking into account the individual typological capabilities of each student.

-Provide accelerated formation and development of auditory self-control skills.

-Perform many active types of exercises with all students at the same time, including speaking.

-Maximize the use of students ' analytical and simulation abilities, and better mobilize their internal resources.

In conclusion, it can be said that a teacher working in a modern school needs not only to know the nomenclature of available tools and their didactic purpose. But also use each of the tools effectively. Since only fully using not only the basic, but also auxiliary means of teaching can achieve the goals of teaching a foreign language.

The XXI century is the century of high technologies. Teachers now have the opportunity to use various technical means in the classroom, such as a computer, video and audio equipment, satellite TV, the Internet, and much more. This allows teachers to make foreign language lessons more interesting and productive, and increase students ' motivation to learn a foreign language. After all, using the latest technical means, students not only learn a foreign language, but can also fully use it, for example, communicating with foreign peers both by email (which allows students to train in writing), and using a webcam (which allows students to train in speaking).

Unfortunately, not all teachers understand the true value of using technical means in teaching a foreign language and do not strive for it.

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