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## HOW TO IMPROVE ENGLISH TEACHING PROCESS THROUGH DIGITAL TECHNOLOGIES

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**Annotation:** The article examines the influence of digital technologies on human life and professional activities. The author defines the term “digital generation”, note a number of features of representatives of this generation and state that under the influence of information and communication technologies, the thinking style of modern, so-called “digital natives” is undergoing significant changes. The purpose of the work is to show how education is forced to respond to the changing realities of social life and transform its activities to the needs and characteristics of the learning style of the “digital generation”. In this article, the author presents a methodology for using some authentic sources, which not only contribute to the research, comparison, contrast and development of knowledge about the language and culture being studied, but also helps to master modern information in the specialty, which is extremely important in teaching English.

**Key words:** digital technologies, information and communication technologies, authentic sources, researchers, development, motivation.

**Аннотация:** В статье рассматривается влияние цифровых технологий на жизнь и профессиональную деятельность человека. Автор даёт определение термину «цифровое поколение», отмечают ряд особенностей представителей этого поколения и констатируют, что под влиянием информационно-коммуникационных технологий стиль мышления современных, так называемых «цифровых аборигенов» претерпевает существенные изменения. Цель работы – показать, как образование вынуждено реагировать на меняющиеся реалии социальной жизни и трансформировать свою деятельность под потребности и

особенности стиля обучения «цифрового поколения». В данной статье автор представляет методику использования некоторых аутентичных источников, которые не только способствуют исследованию, сравнению, сопоставлению и развитию знаний об изучаемом языке и культуре, но и помогают освоить современную информацию по специальности, что чрезвычайно важно при обучении английскому языку.

**Ключевые слова:** цифровые технологии, информационно-коммуникационные технологии, аутентичные источники, исследователи, развитие, мотивация.

**Annotatsiya:** Maqolada raqamli texnologiyalarning inson hayoti va kasbiy faoliyatiga ta'siri ko'rib chiqiladi. Muallif "raqamli avlod" atamasiga ta'rif berib, ushbu avlod vakillarining bir qator xususiyatlarini qayd etib, axborot-kommunikatsiya texnologiyalari ta'sirida zamonaviy, "raqamli mahalliy aholi" deb ataladigan fikrlash uslubi sezilarli o'zgarishlarga duch kelayotganini ta'kidlaydi. Ishning maqsadi - ta'lim ijtimoiy hayotning o'zgaruvchan voqeligiga qanday munosabatda bo'lishga va o'z faoliyatini "raqamli avlod" ta'lim uslubining ehtiyojlari va xususiyatlariga aylantirishga majbur ekanligini ko'rsatishdir. Ushbu maqolada muallif nafaqat o'rganilayotgan til va madaniyat haqidagi bilimlarni tadqiq qilish, taqqoslash, taqqoslash va rivojlantirishga yordam beradigan, balki mutaxassislik bo'yicha zamonaviy ma'lumotlarni o'zlashtirishga yordam beradigan ba'zi haqiqiy manbalardan foydalanish metodologiyasini taqdim etadi chunki bu ingliz tilini o'rgatishda juda muhimdir.

**Kalit so'zlar:** raqamli texnologiyalar, axborot-kommunikatsiya texnologiyalari, haqiqiy manbalar, tadqiqotchilar, rivojlanish, motivatsiya.

Introduction of digital technologies into teaching English as a foreign language is aimed at developing such qualities of a linguistic personality as communicative mobility, autonomy, tolerance to the facts of discrepancies in communicative behavior, individual communication style, a person's ability to use a foreign language to solve life and professional problems based on personal experience. All this will help them build their own careers and become active members of society.

Many researchers note a number of features of representatives of the "digital generation". For example, modern people devote more time and attention to virtual communication, often negating personal communication with the outside world; The text common to representatives of the older generation is being replaced by a picture (visual language). The speed with which the media and Internet sources provide new information is growing every day.

Modern youth find it difficult to keep their attention on one thing for a long time: they jump from one short news story to another, often reading only headlines or

brief reviews of articles, “their way of thinking is fragmented, judgments superficiality.” [1, p. 10]

Thus, can put forward the assumption that, under the influence of information and communication technologies, the thinking style of modern, so-called “digital natives” is undergoing significant changes.

Today it can be described as a style of thinking that tends to be emotional, imaginative, fragmented and limited. This trend is formed against the backdrop of an accelerating pace of human existence, which together excellent, often professional possession digital technology often leads to unification or simplification of thought processes. Education, being a special sphere of formation of external and internal conditions for the development, upbringing, and socialization of a person, is forced to respond to the changing realities of social life, to radically transform its activities to the needs and characteristics of the learning style of the “digital generation.”

As Rantskaya highlights the following: “an idea of the types of information and information resources in a foreign language: navigation on the Internet in the foreign language being studied; possession of browsing and search reading skills to view huge amounts of information; familiarity with the terminology of the Internet and ICT in the target language to the extent necessary for working with information sources; studying the features of written speech (official, informal, scientific, etc. styles) in the target language in comparison with oral speech of the same styles; types and strategies of searching in networks, since Internet resources are quite heterogeneous and multi-format sources”. [5, p. 28-35].

This is especially true for students of linguistic and non- linguistic specialties, since the use various materials approaches and methods of teaching quality educational authentic funds, with adequate and timely formation of skills and abilities will not only increase students’ motivation to improve their knowledge of a foreign language, but will also help develop interest in independent work, the ability to self-control, and the ability to evaluate their own activities in the learning process. [3, p. 7]

Learning English online is a simple and effective tool for understanding the basics and starting a conversation. Watching a useful video for teaching English is similar to attending a lecture in a school or university, but compared to reading, watching a video is more appealing to the senses, and along with this, one can also learn the correct pronunciation of words. There are many sites for learning English online. English is one of them. In these video lessons you can find information on commonly used expressions in English, common grammatical errors, as well as tips on using slang, phrasal verbs other common - expressions in everyday life.

Each video classified into beginner, intermediate or advanced levels so training can be organized easily with the compliance the needs of each student.

This is especially true for students of non-linguistic specialties, since the use of various materials, approaches and methods of teaching quality educational materials, with adequate and timely formation of skills and abilities will not only increase students' motivation to improve their knowledge of a foreign language, but will also help develop interest in independent work, the ability to self-control, and the ability to evaluate their own activities in the learning process. [3, p. 13]

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The result of the developed methodology is an increase in motivation among students to improve their knowledge of a foreign language, interest in independent work, development of self-control skills, and the ability to evaluate their own activities in the learning process. The results obtained are especially relevant for students of non-linguistic specialties, since a sufficient number of applicants to non-linguistic universities have poor language training and insufficient understanding of the need to use a foreign language both in a professional environment and in everyday communication. [1, p. 16]

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