MODERN TECHNOLOGIES FOR DEVELOPING STUDENTS' ENGLISH VOCABULARY

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It is no secret that learning foreign languages has become a demand today. Nowadays, children of the independence period set themselves the goal of learning at least 2 foreign languages. For this, conditions have been created on a large scale in our homeland. Starting from the 1st grade, children begin to get acquainted with Russian and English. At the same time, the teaching of these languages continues until the 11th grade. During this process, students have the opportunity to master these languages at least to the (B1) level. In private schools and higher education institutions, German, French, Italian, Turkish, Arabic and other languages are additionally taught. Learning each language requires a certain process. For example, grammar and vocabulary are of great importance in learning a foreign language.

Grammar is the rules for constructing sentences. In today's technological age, information and communication technologies have managed to find their place in every field. At the same time, the role of information and communication technologies in learning foreign languages is incomparable. The use of information and communication technologies in teaching foreign languages opens up didactic opportunities related to the "visualization" of educational materials, that is, "reviving" them, the ability to travel visually, and the ability to imagine phenomena that cannot be shown in other ways. This makes the learning process effective and lively. The role of information and communication technologies in increasing vocabulary is great. The process of learning new words does not occur in the same way for all students. Because there are also students who are slow to learn. With the help of information and communication technologies, all students can learn equally and effectively [11]. Because, using modern technologies, they remember not by simply translating a certain word, but by its image. According to scientists, a person remembers 20 percent of what he hears and 30 percent of what he sees, and more than 50 percent of what he sees and hears at the same time. Thus, facilitating the process of perceiving and remembering new words with the help of vivid imagery is the basis of any imagery. For example, rather than simply saying the English translation of the fruit "banana", it is more effective to show a picture of the fruit "banana" and its English translation using a computer, laptop, or electronic board. If an audio recording of this fruit is placed at the bottom of the picture, students will be able to learn how to pronounce this word [10]. This is better than the traditional education system's methodology for teaching new words. In the traditional education system, handouts are also used to teach words. This method is also very effective. However, the advantage of using information and communication technologies in teaching new words is that the quality of learning increases due to the unusualness of the approach and interest in working with computers. That is why the Ministry of Public Education is carrying out extensive work to equip general education schools with computer equipment and decommission outdated computer models. For this, loan grants from international financial institutions are being attracted. Information technology plays an important role in increasing students' vocabulary in foreign languages. Through their interest in information and communication technologies, students have the opportunity to memorize new words quickly and effectively.

The main goal of all reforms in the field of education is to raise spiritually mature people, improve the education system, and implement the teaching process based on new pedagogical and information technologies in line with the requirements of the time. Therefore, today, special attention is paid to the effective use of modern computer and information technologies in the education system. In particular, new methods and requirements for teaching a foreign language and assessing the knowledge and skills of foreign language teachers in our republic have been developed in accordance with the Common European Framework of Reference for Languages (CEFR). Textbooks have been created for students of secondary schools and vocational colleges in accordance with them. In accordance with these requirements, classrooms have been equipped

with stands and new information and communication technologies[13]. The demand for learning a foreign language is also increasing day by day. The subject of a foreign language is divided into four aspects (reading, writing, listening comprehension and speaking), and separate concepts and skills are given for each of them. Taking into account the fact that the position of English as a leading means of international communication is growing in the world and there are no serious tendencies to stop or slow down this process, the problem of using effective methods in this regard is posed. In the modern sense, the educational process is considered as a process of interaction between teachers and students to familiarize students with certain knowledge, skills, abilities and values. Therefore, the use of modern information technology tools and methods in the educational process for students in various disciplines allows teachers, first of all, to improve their knowledge and skills in this area, to provide the education system with technical support, and to fully use educational and methodological knowledge. Teaching technologies are a set of techniques used in the work of a teacher to achieve the educational goals set in the lesson, the highest efficiency of their application in the minimum possible time.

The characteristics of teaching technologies are [9]:
- Efficiency - an indicator of the ability to acquire knowledge and apply it in practice;
- Economy - these are teaching methods that reduce the time for mastering knowledge and developing skills;
- Ergonomics - creating a comfortable learning environment for the teacher and student;
- Motivation - these are tools and methods that encourage students to actively learn.

One of the main ways to improve the quality and efficiency of the education system is to use modern information and communication technologies, including multimedia courses, in the educational process, to ensure interactive cooperation between teachers and students, to develop advanced training courses and textbooks, and to attract highly qualified multimedia personnel to the educational process. As is known, today it is difficult to imagine the quality and efficiency of education without modern methods and technologies. The national personnel training program also emphasizes the importance of creating modern educational technologies aimed at solving the problem of mastering educational content at the stage of developing and introducing a new generation of didactic and informational support for the educational process [8]. In particular, the development of methods for integrating science and production in the educational process, its implementation in practice, individualization of theoretical and practical training and independent learning, as well as the development and mastering of distance learning technology and its tools, and the acceleration of training students on the basis of new pedagogical methods and distance learning technologies are some of these urgent tasks. Today, another important factor in increasing the effectiveness of education is the use of technical means. This, in turn, increases interest in language learning and the quality of lessons taught, makes students more active in the educational process. If the methods are chosen correctly in the educational process, the desired result can be achieved in a short time. Due to the use of technology in various fields, the whole world has become a global arena, and people can perform all activities very efficiently in a few seconds. The introduction of the latest technological innovations in education has also brought more benefits to the education sector, bringing about a dramatic change in students' attitudes towards science and teaching methods. Technology has brought a new dimension to education. In this digital age, there is no room for chalk and blackboards, and digital or smart or interactive boards have been installed instead, thus reducing the teacher's workload and increasing student concentration. In addition, teachers are using digital texts and authentic materials in their classrooms to stimulate students' interest in the learning point. In recent years, the issue of using modern technologies in the educational process has been increasing. This is not only new technical tools, but also new forms and methods of teaching, a new approach to learning [8]. Our main goal in learning a foreign language using modern technologies is to improve the quality of teaching students a foreign language, to form and develop their communicative culture, and to effectively use technologies to learn practical skills. We live in a world where computers dominate the world. Technology plays

an equally important role in education, just as it plays a significant role in business, entertainment, music, movies, and almost every aspect of our daily lives.

Research has shown that 90% of students have access to some kind of computer or mobile device at school, work, or home.

Here, we turn to the research of several experts on TEFL methodology.

Among them, Richards and Rogers's 1986 book, Approaches and Methods in Language Teaching (London: CUP), discusses the useful distinctions between approach, method, and technique [7]. Although the book is now almost 30 years old, it still provides one of the clearest and most accessible descriptions of approaches to the teaching process. The terminological distinctions they draw are particularly useful and relevant because they are generalizable. In the work, the author describes a theory or philosophy about how to teach a language through approaches, methods, and techniques; a method or methodology, in a general sense, describes the way in which the approach is implemented (program, progression, types of materials); techniques describe specific practical tasks and activities in the classroom. For example: Communicative Language Teaching (CLT) is an approach that has the theoretical basis that language is for communication. CLT methodologies can be based on a conditional-functional curriculum or a systematic program, but the learner is placed at the center, the main goal is to develop their communicative competence. Classroom activities are chosen that involve students in communicating with each other. CLT techniques can include role-playing, discussions, text editing, speech games, and problem-solving activities.

Audiolingual approach

The audiolingual approach is based on a structuralist view of language and draws on behavioral psychology as a basis for learning theory, using stimulus and response.

Audiolingual teaching uses a very mechanical method, which exposes students to increasingly complex grammatical structures of the language by encouraging them to listen to and respond to the language. It often involves memorizing dialogues and there is no explicit teaching of grammar.

The techniques include listening and repetition, and an emphasis on oral learning to achieve a high degree of accuracy in language forms. At a later stage, teachers can use communicative activities.

CLIL – Content and Language Integrated Learning

CLIL is an approach that combines the study of a specific subject with the study of the target language. In order to achieve the learning objectives, students need to be engaged in the language. On a philosophical level, its proponents argue that it promotes intercultural understanding, meaningful use of language, and the development of transferable skills for real-world use. The technique involves reading topical texts, listening to topical audio or audiovisual resources, discussions, and topical tasks.

DOGME

DOGME is a humanistic communicative approach that focuses on conversational interactions in which students and teachers work together to develop knowledge and skills.

In terms of methodology, it typically eschews textbooks and published materials in favor of developing skills at the level of authentic communication and discourse.

Language may be modeled by the teacher, with attention paid to emergent forms. Topics are selected based on their relevance to students.

Techniques involve conversational activities and language exposure through real-life texts, audio, and video materials.

This approach is typically used to prepare students for reading classical texts, particularly Latin, in their original form. Students are thought to benefit from studying the ideas of classical thinkers, learning by rote, and rigorous application of grammatical rules. The method usually involves students learning grammar rules and vocabulary lists based on the content of selected texts. These are then used to translate the texts into and from the target language. The lesson is usually conducted in the student's native language. Apart from reciting passages, little attention is

paid to speaking. This approach is not really used in teaching modern foreign languages, but it sometimes serves as a basis for teaching classical languages such as Latin or Greek. Based on the above, it can be said that when learning a language such as English, traditional methods and approaches to language teaching are not interesting for students, and in many cases they do not accept such approaches. But they are very interested in the latest methods and modern methods of teaching English. The same situation can be observed in teaching English as a second language to learners. For this reason, modern English teachers have understood the situation in time and they are mastering new methods in teaching, as well as implementing the latest methods and approaches. There are many traditional methods of teaching foreign languages, which are very effective, and at present, classical methods are most often used in teaching a foreign language in higher education institutions.

Namely [4]:
1. Direct method.
2. Grammar-translation teaching method.
3. Audiovisual and audiolingual methods.
4. Communicative method.

The above methods and interactive methods have the following advantages. Firstly, the methods allow students to communicate more effectively with each other using a foreign language, expanding their intercultural knowledge. Secondly, they develop the skills of communicating in a foreign language in natural conditions, develop their thinking and reveal their creative potential. Thirdly, they increase the student's motivation and self-confidence, teaches all language skills. Fourth, it increases language competence and natural oral skills, develops interest in different languages, their use in different spheres of life. It is worth noting that in order for learning English to be interesting and exciting for students, teachers should always strive to master innovative technologies and be aware of current IELTS trends. At the present stage of development of science, technology, international trade, various business relations, knowledge of foreign languages is not only a necessity, but also a basic need for specialists. By the way, in the educational process, modern methods and technologies encourage students to become active members of the class, think independently, use their mental capabilities, as a result of which long-term memory is preserved. Not only the knowledge of students increases, but also their interest, strength, knowledge, teamwork, and freedom of thought. As is known, in all types of methods, a problem or question is posed around a specific topic and students are paired. Each student is given sufficient time to draw the right conclusion and students are given the opportunity to share their conclusions with their own voices.

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