



IMPROVEMENT OF METHODOLOGICAL COMPETENCES OF FUTURE ENGLISH LANGUAGE TEACHERS IN THE CONDITIONS OF IMPLEMENTATION OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ABSTRACT	KEYWORDS
The purpose of this article is to look into how teachers prepare for and use multimedia when instructing English language learners. Two English teachers served as the research subjects in this case study methodology study. According to the findings, teachers obtain their preparation materials from a variety of sources, including the internet, books, and videos. The devices' limitations presented a challenge for the teachers. When putting an activity into practice, the teacher frequently used films, followed by power point presentations to clarify the content. Teachers hardly ever administer assessments that require students to use multimedia. This article offers ideas and viewpoints on enhancing future English language instructors' methodological proficiency in the context of implementing cutting-edge.	English, multimedia, innovative technologies, educational process, preparation, implementation, students, media tools, methodological competencies, improvements.

Introduction

One of the key components of teaching English is the use of media. There are many different types of media used to teach English, including photographs, slide projectors, audio cassettes, charts, and more. All of those were employed to facilitate student understanding of the lesson and aid the teacher in presenting it. As technology advances, so do the educational media, which now combines audio, video, animation, and text in addition to providing visual and audio content. Multimedia is a term used to describe a sort of media that can present text, audio, and visual content. Text, images, sound, animation, and video are all components of multimedia, some or all of which are arranged into a logical program.

Competence is the capacity to use knowledge, skills, and talents learned in a particular educational subject or specialty, as well as the interpersonal relationships developed at work, successfully. Compared to the categories of knowledge, skills, and credentials, the concepts of competence and competence have a broader connotation. Today, a variety of research have been conducted on the definition of the notions of competence and the content of their key components, as well as on the issues surrounding their formation and growth in different fields of endeavor, which results in their classification.

Technology that is cutting edge and current is an excellent tool for teaching the English language. This will present a chance for teachers to improve and advance their methodological skills. Using multimedia in the classroom not only aids the teacher in communicating in the target language but also motivates the students to study by providing audio and visual resources that draw the students to the lesson and increase their attention to it. Teaching is successful when students are engaged in and eager to learn the material. This article expressed that viewpoint by claiming that media tools engage students' senses and aid in information processing, enhancing their comprehension of the target culture and raising their motivation for language learning, reinforcing the teaching points, and avoiding the need for the teacher to provide unnecessary explanation. Using multimedia in the classroom to engage students and aid in their understanding of the material increases retention, which in turn improves learning outcomes. As it includes graphics, images, audio, text integration, video, and a digital environment, the usage of multimedia can improve the standard of teaching and learning processes. These components have different effects in increasing the learners' memory storage.

The ability to use cutting-edge technologies must be honed in order to improve the proficiency of foreign language instructors. Multimedia content of today is a skillfully crafted synthesis of text, graphic art, sound, animation, and video elements. It becomes interactive multimedia when you provide the end user, or the viewer of a multimedia project, power over "what," "when," and "how" the pieces are delivered and presented. As a result, multimedia can be described as the combination of many media elements (audio, video, graphics, text, animation, etc.) into a cohesive whole that offers the end user advantages that no single media element alone can.

Based on the data, the researcher concluded that the teacher employed a variety of instructional tools when instructing English, including a mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real item, speaker active, video, and YouTube. The researcher also discovered that there were a number of benefits to employing educational media when teaching English. These advantages included the ability of the media to engage pupils in the learning process and their concentration on grasping the subject matter. However, the researcher also discovered that employing teaching media to teach English has its limitations. The teacher's inability to focus the class's attention was a weakness.

Using multimedia in the classroom not only aids the teacher in communicating in the target language but also motivates the students to study by providing audio and visual resources that draw the students to the lesson and increase their attention to it. Teaching is successful when students are engaged in and eager to learn the material. This article expressed that viewpoint by claiming that media tools engage students' senses and aid in information processing, enhancing their comprehension of the target culture and raising their motivation for language learning, reinforcing the teaching points, and avoiding the need for the teacher to provide unnecessary explanation. Using multimedia in the classroom to engage students and aid in their understanding of the material increases retention, which in turn improves learning outcomes. As it includes graphics, images, audio, text integration, video, and a digital environment, the usage of multimedia can improve the standard of teaching and learning processes. These elements each have a varied impact on how much memory storage the learners have. The teacher actually encounters a lot of difficult situations while the class is engaged in learning activities. The instructor uses a variety of teaching strategies, media, and communication skills to meet this difficulty. This occurs because each time the teaching and learning process is conducted, the teacher must employ a distinct set of techniques and media due to the pupils' varying levels of ability.

Since the instructor is the students' main source of inspiration and commands their whole attention, they are essential to the teaching and learning process. That unsuitable learning techniques, boredom, and a lack of awareness of the material's importance are the main causes of classroom conduct problems. These barriers make it difficult for professors to communicate materials to pupils, which results in a communication gap between the two parties. Since motivation was so important to the way the pupils performed during the learning process, the instructor used media to increase it. Media are regularly included into the learning process by English teachers. It might act as a point of connection or a guide to explain to pupils how professors see a certain subject. The teaching and learning process in the classroom should be structured with meaningful activities, especially in junior high school. One method of teaching English is through the use of media to present the information. This will add excitement and enjoyment to the teaching and learning process. The teacher will present a variety of activities to the students. As a result, the instructor should exercise creativity in the creation and use of media based on the needs of the students and the course material.

Through the employment of modern technologies during lessons by highly qualified teachers, education quality is rising. The advantages of employing these tools with pupils are as follows:

1. Enables individual computer-station work for each student at their own speed and in accordance with their needs;
 2. Makes the introduction and presentation of content more dynamic and appealing for students;
 3. Assists teachers in managing large groups of students more successfully;
 4. Thanks to the activities' participatory character, motivates students more;
 5. Teaches students how to evaluate and keep track of their own development, which promotes independent learning;
 6. Encourages a task-based learning strategy;
 7. Enables students to encounter situations and places where language is used in a communicatively relevant way.
 8. Microsoft Power Point; digital projector; mobile phone; laptop; internet
1. Visual Media: a book, a poster, and a handout
 2. YouTube and other audiovisual media.

Methodology and innovative technologies

The teachers handled the pupils normally, so they did not receive any special attention. For the distribution of educational content during the learning process, the instructor can pick an appropriate medium for both typical students and students with special needs. Studying the media that teachers use to teach English is intriguing for a variety of reasons. The first is that media now serves as a link between students' and teachers' conceptual understanding. It facilitates the communication of the lessons by the teacher. The second is that the writer can increase his proficiency with media by studying media in education. Additionally, the media may support educators appropriately and a variety of educational approaches can assist students overcome their passivity in the learning process.

Conclusion

The most crucial point is that educators should always work on themselves. Additionally, education aims to advance the methodological skills of in their English study.

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