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WAYS OF LEARNING LANGUAGES BY USING ICT AND PECULIARITIES IN IMPROVING THE COMPETENCE OF PEDAGOGIES

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The globalization of integration processes in the world, the deepening of international cooperation in the field of education and science and the rapid development of information, communication and digital technologies further strengthen the need for learning a foreign language as a means of interaction. According to world experience, it is important to improve the knowledge, skills and qualifications of foreign language teachers and apply the latest achievements of science and technology in the educational process by introducing advanced teaching methods in the information and communication technology environment [1].

One of the priorities for the modernization of the educational system is the teaching of a foreign language, which creates conditions and opportunities for the development of international relations and cooperation.

As part of the development of professional competence of foreign language teachers in the world practice, scientific research is conducted aimed at innovative activities related to the use of information and communication technologies in the educational process. When teaching foreign languages, it is important to develop professional communicative competence of teachers, scientifically based improvement of technologies for diagnosing the level of development of foreign language skills among teachers from the point of view of pedagogical and psychological aspects of the innovation process in the context of globalization.

Currently, through the acquisition of large-scale information on the educational system of our country and abroad, as well as the exchange of professional contacts and experience, future teachers are able to improve their qualifications in the Russian language. However, it takes a lot of time to obtain, collect and work on this information over the Internet and, therefore, for teachers who do not have enough skills to use these resources in their professional activities, this presents certain difficulties. Therefore, classes organized using the Internet, in some cases, are segregated and unsystematic.

As a result, an electronic information resource was formed, which serves to develop the professional competence of foreign language teachers, and its use was achieved to increase the effectiveness of the educational process.

Based on these tasks, the improvement of information and methodological support, which serves to develop the professional competence of teachers of foreign languages, and its use to increase the effectiveness of the educational process, closely helps to independently master retraining and advanced training courses for teaching staff. At the same time, the development of expanded methodological support using modern online technologies that serve to improve the

pedagogical development of a software platform and information and methodological support for the regular development of foreign language knowledge, skills and qualifications of teachers, improving the effectiveness of the system of independent teaching and evaluation, studying pan-European competencies in the field of foreign language proficiency among teachers, one of the The development of supply resources is an important task, which are the basis for mastering the learning and Assessment requirements (CEFR). The strategy of action on the five priority areas of development of Uzbekistan mentions as one of the priorities "Further improvement of the system of continuing education, increasing the possibilities of providing high-quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market." Also, the implementation of measures aimed at achieving a specific goal "strengthening the material and technical base of educational institutions within our competence through construction, reconstruction, major repairs, providing them with modern educational and laboratory equipment, computer equipment and teaching aids" is highlighted in Sifti as one of the priorities.

The development of professional competence in the field of foreign languages among teachers has its own characteristics, which will directly depend on the conditions of studying the culture of the people whose language is being studied and maintaining constant communication in this language, starting with the material and technical base of educational institutions, and differ from the issues of improving the professional competence of teachers in other areas. This implies a special approach to the issue of priority development of this area. The role of modern information and communication technologies, which is especially important in solving this problem, is great. Therefore, the teaching staff must have certain knowledge, skills and competence in the work, analysis, and use of information based on the application of this technology in their activities.

It is based on the introduction of modern information and communication technologies into the educational process in the training and professional development courses of pedagogical personnel, as a prerequisite for the development of professional activities of teachers on the basis of the creation of an information and methodological support system that serves to improve the full competence of teachers in the Russian language.

Based on the author's approach to grouping and systematizing the concepts of "competence", "competence", "professional competence", "pedagogical competence", taking into account the peculiarities of mastering a foreign language, the following definition of the concept of professional. it was given to the competence of a teacher in the Russian language: "professional competence of teachers in the Russian language is an indicator of quality, its professional knowledge of the Russian language, qualifications and skills, personal qualities, setting goals and objectives in teaching activities, Development and decision-making of a program of pedagogical activity, professional training in the ability to use modern information and pedagogical technologies".

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CHALLENGES AND OPPORTUNITIES IN ONLINE LANGUAGE LEARNING PLATFORMS

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Abstract: *The rapid advancement of technology has significantly influenced language learning, particularly through online platforms. This paper explores the challenges and opportunities associated with online language learning platforms. While these platforms provide accessibility, flexibility, and diverse learning resources, they also present challenges such as lack of face-to-face interaction, motivation issues, and digital literacy requirements. The study analyzes various online learning tools, their effectiveness, and strategies to optimize their use. The findings suggest that combining traditional and digital methods can enhance language acquisition and improve learner engagement.*

Key Words: *Online language learning, digital education, e-learning platforms, second language acquisition, technology in education, challenges in e-learning, virtual language classrooms.*

The rise of digital technology has significantly transformed language learning, making it more accessible and flexible through online platforms. These platforms provide learners with a wide range of interactive resources, allowing them to study at their own pace and convenience. With the help of artificial intelligence, gamification, and virtual classrooms, students can now practice listening, speaking, reading, and writing skills from anywhere in the world. However, despite these advancements, online language learning platforms come with several challenges that can impact the overall learning experience.

One of the main advantages of online platforms is their accessibility. Learners can engage with materials at any time, eliminating geographical limitations and allowing education to reach a global audience. The flexibility of online learning is particularly beneficial for individuals with busy schedules, as they can customize their learning process according to their availability. Additionally, these platforms provide diverse educational content, including video lessons, AI-based tutors, and interactive exercises, catering to different learning styles.

However, the lack of direct human interaction remains one of the biggest drawbacks of online language learning. In traditional classrooms, students can engage in real-time conversations with teachers and peers, improving their speaking and listening skills through active participation. Online platforms, on the other hand, often rely on pre-recorded lessons or automated feedback,