



TECHNOLOGICAL REVOLUTION IN THE METHODOLOGY OF TEACHING PHILOLOGY

Abdullayev Abbosbek Abduvohid ugli - Leader teacher of
the Russian language at the specialised boarding school No. 1
in Andijan city
+998907732098

taibmunib03@gmail.com

Uktambekov Boburjon Ikromjon ugli - Pupil of specialised
boarding school No. 1 in Andijan city
+998 88 926 62 22

oktambekovboburjon54@gmail.com

Uktambekov Bahodirjon Ikromjon ugli - Pupil of
specialised boarding school No. 1 in Andijan city
+998 50 001 81 32

oktambekovbahodirjon@gmail.com

Annotation. The article is devoted to the topical issues of effective application of neural networks in foreign language teaching; it analyses the pedagogical, methodological and psychological potential of exercises, mini- and macro-texts generated with the help of neural networks and the possibilities of their combined integration into the linguodidactic process of foreign language teaching. For accessible interpretation of the studied object such methods as the analysis of lexical-methodological article to determine the dominant lexemes "electronic library", "neural network", "artificial intelligence"; pedagogical monitoring (experimentation of skills and difficulties in the formation of language and speech experiences of students, ways of their solution); modelling of practical tasks and exercises are applied.

Key words. modern methods, computer technologies, electronic library, philology, communicative approach, neural network, artificial intelligence, cognitive educational, pedagogical monitoring, communicative function, personalized learning, the communicative approach

A neural network is a software algorithm that operates on the principle of enumerating values on the way to a solution. If you want, you can save successful

solutions and make the neural network interact with them in different ways: the neural network will self-learn.[1]

The active use of computer technologies in modern student learning has become popular only since the mid-1970s of the last century. The intensive pace of their use is characterised not only by powerful personal and portable computers, but also by modernised information and telecommunication technologies.

Modern teaching with the help of computer technologies is a set of elements and methods of constructing pedagogical and didactic conditions of interactive organisation of the educational process on the basis of computer and electronic techniques, means of telecommunication contact and interactive software product, which model the component of functions of a teacher on information processing, organisation and management of cognitive educational activity.[2]

To understand neural network logic, it is necessary to keep in mind the idea that a neural network does not understand the essence. It just goes through the interpretation and analyses which values lead to the goal set by the programmer. Because of this, the neural network cannot "understand" its error. It "sees", the result is not achieved, and after that it varies other similar equivalents. The simplest and most obvious method of selecting the appropriate option is to select training materials depending on the person's level of intelligence and needs.

The algorithm is the same: we send people from a certain group the material and measure the reaction. Then we memorise the reaction and try other materials. The ones that users reacted best to are labelled as suitable for teaching other people in the selected group. Then there is the checking of completed tasks and the ability to point out the wrong points that led to an incorrect answer. The easiest way to implement this is in language learning: even with complex grammar, we do not have complex logical chains and a huge number of variables, which are present in maths and physics.

Neural networks are also able to take into account which tasks are given the worst and emphasise these topics: suggest repeating the material and giving

additional tasks. In our opinion, in the ideal distant future, a neural network will fulfil a communicative function in relation to humans, understand them and convey knowledge in the simplest and most understandable form. But in order to do this, the neural network will have to have a huge knowledge base, so for now it is only an anthropohypothesis of the future. Let's take a closer look at individual moments.

How neural networks began to be used and how they help us learn today. G. D. Svirina, Candidate of Philological Sciences at St. Petersburg University, believes that everything started with the launch of the Knewton project in 2008. It was launched to help students create class schedules. Ten years later Knewton is still functioning, which hints to the administration about the demand for such functionality. After similar programmes were launched by various language learning platforms.[3]

Before you start learning, a personalised prediction is made: it asks your age, your level of knowledge and interests, and why you are learning the language. Based on your answers, the neural network then selects the right programme for you. Due to the instant automated selection it is easier for a person to learn the language: you can watch TV series, read popular science articles or listen to Pushkin or Shakespeare in the original. In addition, a beginner does not dive into complicated topics, and a learner does not skip familiar words.

This is how learning becomes more effective. With the development and widespread use of neural networks, the amount of learning material available online is also growing. This helps to make online learning more effective: the more materials, the more approaches can be tried and the more explanation options are available to students. The systems have also learned to monitor a student's progress and his or her state, which helps to predict possible behaviour and correct it in the future, in time to motivate him or her to continue learning.

Online quizzes, tests, and assignments can provide students with instant feedback, allowing them to track their progress and identify areas for improvement. Teachers can also use digital tools to assess students' language skills, monitor their

performance, and provide targeted support for students to achieve their learning goals.[4]

Personalized learning allows teachers to provide targeted feedback and assessments that respond to each student's unique needs and areas for improvement. This helps students monitor their progress and make adjustments to their learning strategies.[5]

This approach emphasizes real-life communication and interaction, and aims to develop students' speaking and listening skills through the use of meaningful and authentic language. [6]

The communicative approach values communication for its own sake, emphasizing the exchange of ideas, information, and feelings. Traditional methods may prioritize accuracy and correctness over meaningful communication, leading to a focus on grammar exercises and translation exercises. A communicative approach often integrates cultural elements into language teaching, which helps students develop cultural awareness and intercultural competence.

Traditional methods may focus only on language structures and neglect the cultural aspects of language learning. In general, the communicative approach is a more dynamic, interactive, and student-oriented approach to language teaching that emphasizes communication, authenticity, and cultural understanding offers a focused approach. By shifting the focus from memorization to practical language use in real-life situations, teachers help students develop not only language knowledge, but also the ability to communicate effectively and confidently in the target language. [7]

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