FOR INSTANCE, THE GRAMMAR-TRANSLATION METHOD STUDIES THE GRAMMATICAL RULES AND STRUCTURES OF FOREIGN LANGUAGES

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Annotation: This article is devoted to the study of modern technologies for teaching Uzbek language and literature in Inclusive Education. The study of these subjects with the help of digital technologists and computer programs is covered. In addition, interest in the study of subjects is the main factor. aimed at comparing foreign methods and literature.

Keywords: interactive whiteboard, efficiency improvement, Uzbek language and literature.

With the development of high technology, the globalization of the economy and a more advanced system of public communication, the question arose of developing new methods of teaching languages that are more effective and efficient. The well-known method of teaching through books, studying grammar and performing the same type of exercises, reading and translating texts (grammar-translation approach) has been replaced by a communicative method.

When using the grammar-translation method, students learn to correctly translate from Russian or Uzbek into a foreign language and from a foreign language into Russian or Uzbek and also study grammar in depth. However, such a student, who is able to perfectly translate texts in writing, cannot speak a foreign language. The communicative method eliminates these gaps. For students studying a foreign language, an important task is to enrich their vocabulary.

Today, in the era of information progress, interactive technologies are an indispensable condition for the functioning of a highly effective learning model, the main goal of which is the active involvement of each student in the educational and research processes. With the help of these technologies, it is possible not only to simplify the learning process but also to make it rich, add colors to the educational material, and make it more accessible and interesting. The educational environment with the introduction of interactive technologies allows to increase the efficiency of the learning process by increasing visibility, facilitating the perception of the material, and having a favorable effect on the motivation of students. Interactive teaching methods are an effective tool in activating cognitive processes and contribute to the formation of flexibility of thinking and the intensification of educational activities.

Computer-savvy professionals can quickly master the skills of working with an interactive whiteboard. Before starting work, the board is connected to a computer and a projector. An image from a source is projected onto it, like onto a screen, and it can be worked with directly on the surface of the board. Manipulations of the computer mouse are carried out by touching the surface, thereby the speaker has full access to control the computer.

When preparing for a lesson, a language and literature teacher, using software, can assemble material on a personal computer, which will then be demonstrated on an interactive whiteboard. The necessary materials are selected in advance and placed on several pages. For example, Uzbek poets, novel plots, heroes, etc.

The teacher saves a lot of time during the lesson since he can change the demonstration pages with one switch using the remote control. Working with an interactive whiteboard, the teacher is always at the center of attention, actively communicates with students, and maintains constant contact with the audience. The

various special effects included in the software allow you to focus students' attention on the most important parts of the lesson, which also helps them understand and learn the material.

Thanks to the variety of materials that can be used when working with an interactive whiteboard, students quickly perceive new ideas, interest in studying Uzbek literature increases, motivation increases, and the quality and level of lessons improve.

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