

## MODERN PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS

Bobokulova Shakhnoza Bahriddinovna

Lecturer at Bukhara State University

### ANNOTATION

This article highlights the importance attached to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them.

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### INTRODUCTION

After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people. Modern society needs educated, qualified specialists, distinguished by mobility, dynamism, constructiveness, true patriots of their Motherland, respecting the culture, scientific achievements, traditions of other countries and peoples. In this regard, the concept of humanization of socio-economic relations was adopted, where the main role is given to the modernization of Uzbek education. Orientation to humanistic ideals presupposes the priority of the interests of the individual, the creation of a creative atmosphere in education and the provision of general cultural development of students. The most important part of the educational process is the student-oriented interaction of the teacher with the student, which requires a change in the main trends, the improvement of educational technologies on.

A modern English lesson cannot be imagined and effectively implemented without the use of modern educational technologies. Pedagogical technology is a scientifically based choice of the nature of the impact, in the process of interaction with children organized by the teacher, produced in order to maximize the development of the individual as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methods of teaching on practical implementation.

Criteria of modern educational technologies.

Before choosing a technology, it is necessary to identify the requirements that it must match:  
Consistency.

Modern technologies for teaching English should contain such features of the system as the logical construction of the process, the integrity and interconnection of individual parts;  
Conceptuality.

Any technology must consist of a scientific concept that contains the rationale for achieving educational goals from the psychological and socio-pedagogical side;  
Efficiency.

The technology must guarantee a result that meets educational standards;  
Flexibility.

Technology should provide for the ability to vary depending on the comfort and interaction of students with the teacher;

Dynamism.

The chosen technology always has the prospect of further development or transformation;  
Reproducibility.

Any technology should be understandable so that it can be used by different teachers and students in other educational institutions.

The most productive technologies, in my opinion, are information and communication, project technology, critical thinking technology, problem-based learning technology, case technology.

Information and communication technologies.

Information and communication pedagogical technologies help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of adolescents, their level of learning.

The possibilities of using Internet resources are enormous. The global Internet creates the conditions for obtaining any information necessary for students and teachers located anywhere in the world: country studies material, news from the life of young people, articles from newspapers and magazines, etc.

In English classes using the Internet, you can solve a number of didactic tasks: to form reading skills and abilities using the materials of the global network; improve students' writing skills; to replenish the vocabulary of students; to form students' motivation to learn English. In addition, the work is aimed at exploring the possibilities of Internet technologies to expand the horizons of students, to establish and maintain business ties and contacts with their peers in English-speaking countries.

Forms of work with computer training programs in foreign language classes include: learning vocabulary; practicing pronunciation; teaching dialogic and monologue speech; learning to write; development of grammatical phenomena.

Students can take part in tests, quizzes, competitions, Olympiads held via the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

One of the main requirements for teaching foreign languages using Internet resources is the creation of interaction in the classroom, which is commonly called interactivity in the methodology. Interactivity is "the unification, coordination and complementarily of the efforts of the communicative goal and the result by speech means." By teaching authentic language, the Internet helps build conversational skills, as well as teaching vocabulary and grammar, providing genuine interest and therefore efficiency. Interactivity not only creates real situations from life, but also makes students adequately respond to them through a foreign language.

Design Technology

The project method is a comprehensive teaching method that allows you to individualize the educational process, enables the student to show independence in planning, organizing and controlling their activities.

The project method allows students to show independence in choosing a topic, sources of information, the way it is presented and presented. The project methodology allows for individual work on a topic that is of the greatest interest to each project participant, which undoubtedly entails an increased motivated activity of the student. He chooses the object of research himself, decides for himself: whether to confine himself to an English textbook (simply by completing another exercise), or to read other literature. However, often the guys turn to

additional sources of information, analyze, compare, leaving the most important and entertaining.

The initial stage of work on the project - the introduction and discussion of the topic is offered in a regular lesson, basic vocabulary, grammar are given in parallel, students master simple sentences.

Practical work on the project begins at the stage of "Consolidating the material" and "Repetition" and becomes a harmonious part of a single learning process.

One of the main features of project activities, in our opinion, is the focus on achieving a specific practical goal - a visual representation of the result, whether it is a drawing, application or essay.

In teaching English, the project method provides students with the opportunity to use the language in situations of real everyday life, which undoubtedly contributes to a better assimilation and consolidation of knowledge of a foreign language. Projects are different: in duration, in content.

The purpose of teaching a foreign language is the communicative activity of students, i.e. practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only enlivens and diversifies the educational process, but also opens up great opportunities for expanding the educational framework, undoubtedly carries a huge motivational potential and contributes to the principles of individualization of learning. Project activity allows students to act as authors, creators, increases creativity, expands not only the general outlook, but also contributes to the expansion of language knowledge.

Participation in Internet - projects increases the level of practical knowledge of English and computer, and most importantly forms the skills of independent activity, initiative. In the process of project work, the responsibility lies with the student himself as an individual. The most important thing is that the child, not the teacher, determines what the project will contain, in what form and how its presentation will go. The project is an opportunity for students to express their own ideas in a convenient, creatively thought-out form.

The use of the project methodology in English classes showed that students:

- Achieve good results in learning a foreign language,
- Have a practical opportunity to apply the skills acquired in computer science classes,
- Understand the need for interdisciplinary connections.

The project method has a number of advantages over traditional teaching methods. The main advantages are:

- Increasing students' motivation in learning English,
- Visual integration of knowledge in various subjects of the curriculum,
- Scope for creative and creative activity.

#### Critical Thinking Technology

What is meant by critical thinking? Critical thinking is the type of thinking that helps to be critical of any statements, not to take anything for granted without evidence, but at the same time be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast, responsibility for one's own decisions. Critical thinking is thus essentially a kind of tautology, qualitative thinking. It is rather a name than a concept, but it

was under this name that, with a number of international projects, those technological methods came into our lives, which we will give below.

The constructive basis of the "technology of critical thinking" is the basic model of three stages of the organization of the educational process:

- At the stage of recall from memory, the existing knowledge and ideas about what is being studied are "called", actualized, personal interest is formed, the goals of considering a particular topic are determined.
- At the stage of comprehension (or implementation of meaning), as a rule, the student comes into contact with new information. It is being systematized. The student gets the opportunity to think about the nature of the object being studied, learns to formulate questions as he correlates old and new information. There is a formation of one's own position. It is very important that already at this stage, using a number of techniques, it is already possible to independently monitor the process of understanding the material.
- The stage of reflection (reflection) is characterized by the fact that students consolidate new knowledge and actively rebuild their own primary ideas in order to include new concepts.

In the course of working within the framework of this model, schoolchildren master various ways of integrating information, learn to develop their own opinion based on understanding various experiences, ideas and ideas, build conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

Basic Methodological Techniques for the Development of Critical Thinking

- 1. Reception "Cluster"
- 2. Table
- 3. Educational brainstorming
- 4. Intellectual warm-up
- 5. Zigzag, zigzag -2
- 6. Reception "Insert"
- 7. Essay
- 8. Reception "Basket of ideas"

Problem learning technology

Today, problem-based learning is understood as such an organization of training sessions that involves the creation of problem situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of mental abilities.

The technology of problem-based learning involves the organization, under the guidance of a teacher, of independent search activities of students to solve educational problems, during which students form new knowledge, skills and abilities, develop abilities, cognitive activity, curiosity, erudition, creative thinking and other personally significant qualities.

A problematic situation in learning has a teaching value only when the problematic task offered to the student corresponds to his intellectual capabilities, contributes to the awakening of the students' desire to get out of this situation, to remove the contradiction that has arisen.

Problem tasks can be educational tasks, questions, practical tasks, etc. However, you cannot mix a problem task and a problem situation. A problem task in itself is not a problem situation; it can cause a problem situation only under certain conditions. The same problem situation can

be caused by different types of tasks. In general, the technology of problem-based learning consists in the fact that students are confronted with a problem and they, with the direct participation of the teacher or independently, explore ways and means of solving it, i.e.

- Build a hypothesis,
- Outline and discuss ways to test its truth,
- Argue, conduct experiments, observations, analyze their results, argue, prove.

According to the degree of cognitive independence of students, problematic training is carried out in three main forms: problem presentation, partial search activity and independent research activity. The least cognitive independence of students takes place in problematic presentation: the presentation of new material is carried out by the teacher himself. Having posed a problem, the teacher reveals the way to solve it, demonstrates to the students the course of scientific thinking, makes them follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in the scientific search. Trainee to independent reasoning, active search for an answer to individual parts of the problem.

Problem-based learning technology, like other technologies, has positive and negative sides.

- Benefits of problematic education: contributes not only to the acquisition by students of the necessary system of knowledge, skills and abilities, but also to the achievement of a high level of their mental development, the formation of their ability to independently acquire knowledge through their own creative activity; develops interest in academic work; provides lasting learning outcomes.
- Disadvantages: long time spent to achieve the planned results, poor controllability of students' cognitive activity.

#### Case - technology

Case technologies combine role-playing games, the project method, and situational analysis at the same time.

Case technologies are opposed to such types of work as repetition after the teacher, answering the teacher's questions, retelling the text, etc. Cases differ from ordinary educational problems (problems usually have one solution and one correct path leading to this solution; cases have several solutions and many alternative paths leading to it).

In case technology, an analysis of a real situation (some input data) is carried out, the description of which simultaneously reflects not only some practical problem, but also updates a certain set of knowledge that needs to be learned when solving this problem.

Case technologies are not a repetition after the teacher, not a retelling of a paragraph or an article, not an answer to a teacher's question, it is an analysis of a specific situation that makes you raise the layer of knowledge gained and put it into practice.

These technologies help to increase students' interest in the subject being studied, develop in schoolchildren such qualities as social activity, communication skills, the ability to listen and correctly express their thoughts.

When using case technologies in elementary school, children experience:

- Development of analysis and critical thinking skills
- Connection of theory and practice
- Presentation of examples of decisions made
- Demonstration of different positions and points of view

- Formation of skills for assessing alternative options under conditions of uncertainty

The teacher is faced with the task of teaching children both individually and as part of a group:

- Analyze information,
- Sort it to solve a given problem,
- Identify key issues,
- Generate alternative solutions and evaluate them,
- Choose the optimal solution and form action programs, etc.

In addition, students:

- Gain communication skills
- Develop presentation skills
- Form interactive skills that allow you to effectively interact and make collective decisions
- Acquire expert knowledge and skills
- Learn to learn by independently searching for the necessary knowledge to solve a situational problem
- Change motivation for learning

With active situational learning, participants in the analysis are presented with facts (events) related to a certain situation according to its state at a certain point in time. The task of students is to make a rational decision, acting within the framework of a collective discussion of possible solutions, i.e. game interaction.

Case technology methods that activate the learning process include:

- Method of situational analysis (Method of analysis of specific situations, situational tasks and exercises; case-stages)
- Incident method;
- Method of situational role-playing games;
- Method of parsing business correspondence;
- Game design;
- Method of discussion.

So, case technology is an interactive learning technology based on real or fictional situations, aimed not so much at mastering knowledge as at forming new qualities and skills in students. Thus, the use of modern educational technologies makes it possible to organize the educational process more productive, effective, interesting, and information-rich. Applying new pedagogical technologies in the classroom, I was convinced that the process of teaching English can be viewed from a new point of view and master the psychological mechanisms of personality formation, achieving better results.

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