

USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE GRAMMAR

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ABSTRACT

This article describes in detail the importance of modern pedagogical technologies in teaching the grammar of a foreign language and what should be paid special attention to when using them.

Keywords: foreign language, pedagogical skills, student psychology, grammar, communication skills, practical indicators, etc.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of relatives and neighbors, consisting of representatives of other nationalities. The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, use of new information technologies, Internet resources, help to implement a person-oriented approach in the educational process, individualize and differentiate teaching, taking into account the abilities of children, their level of learning. provides. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical events. The possibilities of using Internet resources are huge. The Global Internet provides conditions for students and teachers located anywhere in the world to get any information they need: regional geographical materials, news in the life of young people, articles from newspapers and magazines, etc.

A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries. Students can take part in online tests, quizzes,

contests, Olympiads, correspond with their peers in other countries, chat, videoconference, etc. One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language. One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. The typology of projects is diverse. Projects can be divided into monoprosjects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students. In general, the inseparability of teaching and education is observed in the process of teaching the project. The project method develops students' communication skills, culture of behavior, the ability to form thoughts concisely and easily, tolerance of the opinions of communication partners, the ability to receive information from various sources, process using modern computer technologies, contribute to the emergence of natural needs creates a language environment that grows. in foreign language communication.

The meaningful basis of mass computerization is related to the fact that the modern computer is an effective tool for optimizing the conditions of mental work, in general, in any of its forms. The computer has one characteristic that defines its use as a tool for teaching others and as an aid in the acquisition of knowledge, and that is its inanimate nature. The machine can have a "friendly" relationship with the user and sometimes "support" him, but he will never show signs of anger and will not let you feel bored. In this sense, the use of computers is perhaps most useful in individualizing some aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are carried out in the process of realizing this main goal. Communicative approach includes communication training and the formation of intercultural communication skills, which are the basis of Internet activities. Without communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - it is the number and size of the participants that happened. the biggest conversation on. Attending a foreign language class for him, we create a real communication model.

In particular, it is no exaggeration to say that teaching English grammar is much easier through modern technologies, including Internet resources and mobile applications. English grammar can seem a bit more complicated than the grammar of other foreign languages. However, how easy or difficult it is can be clearly determined by the student's current level and potential. Today, modern mobile programs of this level have been created by web programmers,

in which the student determines his level and provides instructions on what kind of grammar he should study at the next stages. The introduction of information technologies into education will greatly diversify the process of information perception and processing. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia, students get information from newspapers, television, conduct interviews and conduct teleconferences. The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority of this technology is to direct the educational process from the teacher to the student. The student, in turn, is consciously responsible for the results of his educational activity. The above technology leads to the gradual formation of students' skills of independent assimilation of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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