

# Modern Pedagogical Technology Ensuring the Quality of Teaching in Foreign Language Lessons an Overview of Modern Pedagogical Technologies Used In The Process Of Teaching English

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**Abstract:** Various educational technologies are used in teaching foreign language. The technology for the development of critical thinking contributes to the formation of a versatile personality capable of being critical of information, the ability to select information for solving a given problem. This technology allows strong students to develop their skills, students with average abilities to achieve new positive results, and students with insufficient motivation to learn to experience a situation of success. It is important to note that when using the technology for the development of critical thinking, mastering new knowledge does not begin with familiarity with the known methods of solving a specific problem, but with creating conditions that form the need to obtain a solution to this particular problem. By answering personally significant questions that arise on the way to the goal, a person can master new material faster and deeper. The technology for the development of critical thinking includes several stages: • the first stage is a challenge. This stage allows you to actualize and summarize the student's knowledge on a given topic or problem; generate a steady interest in the topic under study; motivate the student for learning activities; • second stage - comprehension. This stage allows the student to receive new information, comprehend it, correlate with existing knowledge, analyze new information and knowledge; • third stage - reflection. Here, the main thing is: holistic comprehension, generalization of the information received, the formation of each of the students' attitude to the material being studied. What is fundamentally new in the technology of critical thinking? Elements of novelty, in addition to philosophical ideas, are contained in methodological techniques that are focused on creating conditions for the free development of each personality. Each stage of the lesson uses its own methodological techniques.

**Keywords**—challenge, generate, reflection, correlate, assimilate, critical thinking, insufficient motivation, methodological techniques, providing instant feedback, communication technologies, extracurricular activities, system-activity approach, cognitive activity, learning in cooperation, collective responsibility.

## 1. INTRODUCTION

At present, new information technologies, such as the use of Internet resources, training computer programs, etc., have begun to be intensively introduced into the educational process. Computers have rapidly entered our life and the process of teaching foreign language became means of teaching students. Now the teacher has at his/her disposal a lot of educational programs on CDs with tests and training exercises. Students show a genuine and lively interest in working on computers with such training disks, which is advisable to use in the educational process. The use of computers in foreign language lessons significantly increases the intensity of the educational process, a much larger amount of material is assimilated than was done at the same time in the conditions of traditional education. In addition, the material is assimilated more firmly when using a computer.

## 2. METHODOLOGY

The use of ICT makes possible to:

- present the material more clearly, in less time, with greater understanding by students;
- attract passive listeners;

- make classes more visual;
- provide instant feedback;
- save time to oral practice;
- organize individual, group and frontal work with the class;
- simplify the control of the educational activities of students;
- provide the learning process with new, previously unavailable materials that help students to express their creativity;
- use of information and communication technologies in the education system.

The use of multimedia teaching aids in foreign language lessons and in extracurricular activities increases the cognitive activity and motivation of students, ensures the independent activity of students.

Interactive programs and games help create real communication situations, remove psychological barriers and increase interest in the subject. So, let's call the most frequently used ICT elements in the educational process: electronic textbooks and manuals demonstrated using a computer and a multimedia projector, interactive whiteboards, electronic encyclopedias and reference books,

simulators and testing programs, educational Internet resources and CDs with pictures and illustrations, video and audio equipment, research and development projects and distance learning.

The inclusion of students in educational activities is carried out on the basis of a system-activity approach, within which four types of lessons are distinguished, depending on their goals: lessons of "discovering" new knowledge; reflection lessons; lessons of general methodological orientation (generalization, consolidation, systematization of the studied material); lessons in developmental control; where ICT can be effectively used in a wide variety of communication situations, taking into account the personal characteristics of the trainees.

Game technology - allows you to develop the skills of considering a range of possible ways to solve problems, activating students' thinking and revealing the personal potential. Playful activity is mainly applicable in the lower grades. In primary or secondary school age, there is a gradual change in the leading activity, the transition from play to learning. At the same time, the game still retains its leading role. Based on this feature, the game should become the basis for the development of students' skills in learning activities. The game forms a steady interest in the further study of a foreign language, as well as confidence in the successful mastering of it. But I would like to note that the game has not only motivational functions. The use of game moments in the classroom helps to activate the cognitive and creative activity of students, develops their thinking, memory, fosters initiative, allows you to overcome boredom in teaching a foreign language. Games develop intelligence and attention, enrich the language and strengthen the vocabulary of students, focus on the shades of their meaning. The game can make the student remember the past, replenish his/her knowledge.

Using game techniques:

- justifies an unreasonable requirement to communicate in a foreign language with a teacher and classmates;
- allows you to find ways to make communicatively meaningful phrases for students, which are based on the simplest grammatical models;
- psychologically justifies and makes emotionally attractive the repetition of the same speech patterns and standard dialogues;
- develops the ability to analyze, compare and generalize;
- allows you to activate the reserve capabilities of trainees;
- knowledge is applied in practice;
- brings variety to the educational process;
- develops the creativity of students;

- teaches to organize their activities.

Play and playful moments in the lesson create an atmosphere of friendliness and arouse positive emotions, increase the attractiveness and effectiveness of the lesson.

Problem-based learning is a technology that is implemented through solving problems, analyzing students' own experience and knowledge, isolating problems, orienting themselves in the structure of the educational task, highlighting the question, conditions, known and unknown, making assumptions about possible causes and consequences, dynamics of phenomena, putting forward hypotheses. Today, problem-based learning is understood as such an organization of training sessions, which involves the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them, as a result of which there is a creative mastery of knowledge, skills and abilities and the development of thinking abilities.

The teacher creates a problem situation, directs students to solve it, organizes the search for a solution. Thus, the student becomes the subject of his learning and, as a result, he/she masters new knowledge, new ways of action. Solving problematic tasks is not a tedious load, but an interesting job in which students experience a sense of satisfaction, positive emotions. By solving a problem, you can determine whether the student is able to use his knowledge and how successfully he does it.

Technology of learning in cooperation - realizes the idea of mutual learning, carrying out both individual and collective responsibility for solving educational problems. The main idea is to create conditions for active joint activity of students in different learning situations. Students are united in groups of 3-4 people, they are given one task, while the role of each is discussed. Each student is responsible not only for the result of his work, but also for the result of the entire group. Therefore, weak students try to find out from the strong ones what they do not understand, and strong students strive for the weak to thoroughly understand the task. And the whole class benefits from this because the gaps are jointly closed. This is the general idea of collaborative learning.

The only way to understand and master the material is to listen carefully to your teammates and take notes in notebooks in order to compose a statement on a particular topic. At the same time, no additional efforts on the part of the teacher are required in this lesson. The trainees themselves are interested in their comrades conscientiously fulfilling their task, as this may affect their final assessment. Each individual and the whole team as a whole report on the entire topic. At the final stage, team members answer questions about the topic. Working in groups is a creative process. At the end of the topic, an exhibition of works is held, where the students act as guides, talking about their creations. Practice shows that studying together is not only easier and more interesting, but also much more effective.

When using collaborative learning, the problematic part is getting students to communicate in small groups in a foreign language. But practice shows that with enough attention from the teacher, this requirement is met at first with difficulty, and then gradually with obvious pleasure.

### 3. CONCLUSION

It should be noted that it is not enough to form groups and give them an appropriate task. The point is that the student himself wants to acquire knowledge.

The technology of multilevel (differentiated) learning - involves the implementation of cognitive activities of students, taking into account their individual abilities, capabilities and interests, encouraging them to realize their creative potential. The creation and use of diagnostic tests is an integral part of this technology.

Technology of modular training - provides for the division of the content of the discipline into fairly autonomous sections (modules), integrated into the general course. The essence of modular training is reduced to the independent mastery of certain skills and abilities by students in educational and cognitive activities. Modular learning assumes a clear structuring of the learning content. It ensures the development of the motivational sphere of students - intelligence, independence, collectivism, skills of self-management of their cognitive activities. The module creates positive motives for learning, as a rule, due to its amusement, emotional content, educational search and reliance on life experience. The main means of modular learning are training modules.

Language portfolio technology - it is based on the correlation of requirements for the level of mastering a foreign language with common European systems, which, in turn, is the starting point for creating a single educational space. The main criterion for assessing the level of proficiency in a foreign language in the language portfolio technology is testing. The priority of this technology is the reorientation of the educational process from the teacher to the student. The student is consciously responsible for the results of his cognitive activity. This technology leads to the gradual formation of students' skills of independent mastering of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

Testing technology - used to control the level of mastering lexical, grammatical knowledge within the module at a certain stage of learning. Implementation of control using testing technology meets the requirements of all international examinations in a foreign language. In addition, this technology allows the teacher to identify and systematize aspects that require additional study. The complex use of all of the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, contributes to the formation of competencies that a future specialist should have. One of the technologies that

provides personality-oriented education is the method of projects, since it practically absorbs other modern technologies, such as learning in cooperation.

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