

Use of New Pedagogical Technologies in English Language Teaching

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Abstract. This article talks about the use of new pedagogical technologies in teaching English. The article talks about the importance of using new pedagogical technologies in the teaching of English, and all the possibilities of the student are analyzed, taking into account the complexity of mastering the subject. Also, examples of new methods in language development are given and its importance is revealed.

Key words: linguistics, foreign language, methodology, dictionary, communication, interactive methods, games.

The use of modern educational technologies in English lessons. The construction of the educational process in the classroom and in extracurricular activities entails the active use of modern educational technologies, taking into account modern requirements for the quality of education, for the level of formation of educational activities.

The relevance of the choice of COT. At the heart of my concept of using modern educational technologies in English lessons and after school hours, I use the principles and methods of competence-based education, student-centered and developmental learning technologies, actively use strategies and techniques for teaching semantic reading and working with text. Taking into account the fact that in the classes there are often students with different levels of language training at each lesson, I use several modern educational technologies element by element:

- information and communication,
- project method,
- research activities of students
- multilevel education,
- differentiated learning,
- collaborative learning technology or group work,
- health-saving technologies.

Using the technology of multi-level and differentiated learning.

Due to the fact that in each class there are immediately differences in the level of learning among students, I consider the technology of intra-class differentiation with the addition of elements of multi-level education to be the most appropriate and relevant in the organization of the educational process. Taking into account the typological characteristics of each student, I divide the class into conditional groups "A", "B", "C". I use methods of collective work, in dynamic pairs or groups. Tasks of group "C" are fixed as a basic standard - minimal or reproductive. Here I highlight the multiplicity of repetition, I teach to highlight lexical supports. Tasks "B" are built at the analytical-synthetic level and provide the mental activity that is necessary to solve

tasks for application. Tasks of group "A" suggest a creative or productive level. Students consciously, creatively apply their knowledge, composing mini-dialogues, monologues on the topic. The elements of organizing a group form of work allow me to activate the cognitive activity of students in the classroom, to include each student in the learning process. Within the groups, everyone can express their opinion, actively participate in solving curricula, in accordance with the level of language training, the studied lexical units. For each lesson I create didactic material of varying complexity. All this gives a tangible educational result.

Use of information and communication technologies.

I consider information and communication technologies to be one of the leading technologies in the organization of the educational process in the classroom and after school hours. The use of ICT at various stages of the lesson allows me to optimize the educational process and use time efficiently. When explaining new material, for clarity, I use computer presentations in Microsoft Power Point (including those created by the students themselves, after preliminary checking by the teacher), videos from the site www.Youtube.com, educational films, video clips, excerpts from animated and feature films, electronic applications to UMC. At the stage of vocabulary consolidation, as well as during generalization and repetition - interactive tasks, with control - interactive tests, with project protection - computer presentations.

The use of information and communication technologies and multimedia tools allows me to intensify the cognitive activity of students, increase motivation to study my subject, create additional conditions for the formation and development of communication skills and language skills of students. The use of this technology helps to make the transition from reproductive forms to independent, creative types of work.

Using the technology of project-based learning and research activities.

I consider the project method one of the leading ones in the formation of students' speech competencies, the ability to use a foreign language as a tool for intercultural communication and interaction. Therefore, I consider one of the main tasks of developing the skills of project activities in students. Working in a project group, students are included in an active dialogue of cultures, use knowledge and skills in English in new non-standard situations. My students come with research papers to school scientific and practical conferences, they have experience of participating in a city conference. Project activities are of particular interest to high school students, because, they know and know a lot, and working on projects helps them to realize their knowledge, skills and abilities. The work consists of the following steps:

- Topic definition
- Definition of the end result
- Discussion and drafting of the project plan
- Collection of information
- Data processing
- Project design
- Project presentation
- Project evaluation

Project activities combined with computer work make the lessons interesting and modern. The teacher not only teaches children, but also learns a lot from them.

Games. Games allow for a differentiated approach to students, to involve each student in the work, taking into account his interests, inclination, level of language training. Game-type exercises enrich students with new experiences, activate the

vocabulary, perform a developing function and relieve fatigue. They can be diverse in their purpose, content, methods of organization and conduct. With their help, you can solve any one problem (improve grammatical, lexical skills, etc.) or a whole range of tasks: form speech skills, develop observation, attention, and creativity, etc.

Some games are performed by students individually, others - collectively.

Individual and quiet games can be performed at any time of the lesson, collective games - it is advisable to play at the end of the lesson, since the element of competition is more pronounced in them, they require mobility. The same exercise can be used at different stages of training. This changes the linguistic content of the game, the way it is organized and conducted. The situation indicates the conditions for the action, describes the actions to be performed, and the task to be solved. In a situation, it is necessary to provide information about the social relationships of partners. The description of the role is given in a role card or in a speech-thinking task.

Methods and techniques.

"Model teaching method" (classes in the form of business games, lessons such as: lesson-court, lesson-auction, lesson-press conference)

These lessons imitate the press conferences that take place in life: when groups of public figures or scientists conduct conversations with representatives of the press, aimed at clarifying the most important issues and problems in order to popularize and promote them. Lessons of this type contribute to the development of students' skills in working with additional literature, instill curiosity, the ability to do business in a team, and comradely mutual assistance.

I hold a lesson-press conference in order to summarize and consolidate the studied material. Unusual in form, these lessons arouse great interest among students, well develop creative abilities.

The Mind-Map method is a simple technique for recording thoughts, ideas, conversations. Recording is fast, associative. The topic is in the center. First there is a word, an idea, a thought. There is a stream of ideas, their number is unlimited, they are all fixed, we begin to write them down from the top left and finish at the bottom right. The method is an individual product of one person or one group. Expresses individual capabilities, creates space for the manifestation of creative abilities.

Method "Brain Storming" (Brainstorming): by brainstorming, students name everything they know and think about the topic, problem. All ideas are accepted, whether they are correct or not. The role of the teacher is the role of a guide, making students think while listening carefully to their thoughts.

Teacher: What comes to mind when you hear the expression: What is a calendar?

Cluster-Method (bunch) - serves to stimulate mental activity. Spontaneity freed from any censorship. Graphic method of systematization of the material. Thoughts do not pile up, but "pile up", that is, they are arranged in a certain order.

Compilation technology:

Keyword. Recording words that spontaneously come to mind are written around the main word. They are circled and connected to the main word.

Each new word forms a new core that causes further associations. Thus, associative

Cinquain is a poem that requires the synthesis of information and material in concise terms, which allows you to describe or reflect. Cinquain is a poem with five lines. Each student is given 5-7 minutes to write a syncwine,

Rule for writing syncwine

In the first line, the topic is called by one word (usually a noun).

The second line is a description of the topic in two words (two adjectives).

The third line is a description of the action within this topic in three words.

The fourth line is a four-line phrase showing the relationship to the topic.

The fifth line is a one-word synonym that repeats the essence of the topic.

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.

In recent years, the question of the use of new information technologies in educational institutions has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of students, teaching the practical mastery of a foreign language.

The task of the teacher is to create conditions for the practical acquisition of the language for each student, to choose such teaching methods that would allow each student to show their activity, their 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, the use of new information technologies, Internet resources help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning.

Forms of work with computer training programs in foreign language lessons include: learning vocabulary; practicing pronunciation; teaching dialogic and monologue speech; learning to write; development of grammatical phenomena. 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 lessons 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 the writing skills of students; replenish students' vocabulary; to form students' motivation to learn English, to broaden the horizons of students, to establish and maintain business connections and contacts with their peers in English-speaking countries.

Students can take part in testing, quizzes, competitions, olympiads held via the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on the problem they are currently working on in within the framework of the project. The substantive basis of mass computerization is related to the fact that a modern computer is an effective means of optimizing the conditions of mental labor, in general, in any of its manifestations.

There is one feature of the computer, which is revealed when using it as a device for teaching others, and as an assistant in acquiring knowledge. The main goal of learning a foreign language in educational institutions is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. The communicative

approach implies learning to communicate and building the ability for intercultural interaction, which is the basis for the functioning of the Internet.

Outside of communication, the Internet does not make sense - this is an international multinational, cross-cultural society, whose life activity is based on the electronic communication of millions of people around the world, speaking at the same time the most gigantic in size and number of participants in a conversation that has ever taken place.

Involving in it at a foreign language lesson, we create a model of real communication. Currently, priority is given to communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of learning. These principles make it possible to develop intercultural competence as a component of communicative ability.

The ultimate goal of teaching foreign languages is to teach free orientation in a foreign language environment and the ability to respond adequately in various situations, i.e. communication. Today, new methods using Internet resources are opposed to traditional teaching of foreign languages. To teach communication in a foreign language, you need to create real, real life situations (i.e., what is called the principle of authenticity of communication), which will stimulate the study of the material and develop adequate behavior. New technologies, in particular the Internet, are trying to correct this mistake. The communicative approach is a strategy that models communication, aimed at creating psychological and linguistic readiness for communication, at conscious comprehension of the material and methods of action with it.

The use of the Internet in a communicative approach is perfectly motivated: its goal is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. 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 complementarity of the efforts of the communicative goal and the result by speech means." By teaching authentic language, the Internet helps in the formation of speaking skills, as well as in the teaching of vocabulary and grammar, providing genuine interest and, therefore, efficiency.

Interactivity not only creates real life situations, but also makes students respond adequately to them through a foreign language. allowing students to apply the accumulated knowledge in the subject. Students expand their horizons, the boundaries of language proficiency, gaining experience from its practical use, learn to listen to foreign language speech and hear, understand each other when defending projects.

Work with reference literature, dictionaries, a computer, thereby creating the possibility of direct contact with the authentic language, which is not possible with learning the language only with the help of a textbook in the classroom. Modern technologies also include the technology of cooperation. The main idea is to create conditions for the active joint activity of students in different learning situations. Each student is responsible not only for the result of his work, but also for the result of the whole group. Therefore, weak students try to find out from the strong 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 gaps are jointly eliminated.

Thus, the introduction of information technologies in teaching English will significantly diversify the process of perception and processing of information. Thanks

to the computer, the Internet and multimedia, students are given a unique opportunity to master a large amount of information with its subsequent analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia, students receive information from newspapers, television, interview themselves and conduct teleconferences.

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