

NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Gulnoza Nematiloyevna Shodiyeva*

*Assistant Teacher,

Department of Language Teaching, Samarkand Institute of Economics and Service,
Samarkand, UZBEKISTAN

Email id: shodiyeva.gulnoza@list.ru

DOI: 10.5958/2249-7137.2021.02734.8

ABSTRACT

This article discusses the problem of finding new techniques and ways to increase motivation for learning foreign languages. One of these forms is new pedagogical technologies, the implementation of which contributes to effective language learning. The article gives a definition of the concepts of "Pedagogical technology" and "Smart education", which are able to provide a high level of education, corresponding to the tasks and possibilities of today's world, will allow young people to adapt in a rapidly changing, unstable environment, will provide a transition from book content to active using a single common repository of educational materials in the presence of an analytical search system

KEYWORDS: *New Information Technologies, Pedagogical Technology, Independent Work, Language Social Networks, Educational Process, Communicative Knowledge, Psychological Characteristics.*

INTRODUCTION

In recent years, great changes have taken place in teacher education, which cover almost all aspects of the educational process. The question of the use of modern pedagogical technologies in teaching foreign languages is being raised more and more often. New methods and forms of teaching appear, which, in turn, represent not only various technologies of the means of exchange and transmission of information, with the help of which the educational process is carried out, but also one large system of teaching methods aimed at developing the communicative knowledge of the participants. improving speech skills. The main task of a foreign language consists in teaching the practical mastery of a foreign language, in the formation of basic knowledge, that is, the ability to carry out foreign language and international communication with native speakers. [1]

The search for new teaching technologies is associated with a lack of motivation among students to learn a foreign language. Very often there is no positive motivation, since when learning a foreign language, students encounter some difficulties and do not absorb the material due to their psychological characteristics. Work experience shows that the use of various, modern, fresh sources and means provokes interest in the audience, increases their motivation to study. Pedagogical technology is a set of techniques, an area of pedagogical knowledge, reflecting the

characteristics of the deep processes of pedagogical activity, the peculiarities of their interaction, the management of which ensures the necessary efficiency of the educational process.

The use of modern pedagogical technologies in the process of teaching foreign languages allows you to reproduce learning situations, helps to complement traditional teaching methods, contributes to the formation of the fundamental skills of foreign language communication from the awareness of the ability to express thoughts in another language to the independent solution of communicative tasks, increases the desire, students' interest in learning, makes them look at the studied subjects in a new way, thus revealing their creative and intellectual capabilities, talents. [2]

Currently, the concept of "SMART" is the main purpose of the development of educational systems. The main source of knowledge is electronic, educational Internet content, technological operations are the provision of feedback between teachers and students, the exchange of knowledge between them.

Smart education is a concept that involves the comprehensive modernization of all educational processes, as well as the methods and technologies used in these processes. SMART education is able to provide a high level of learning, corresponding to the tasks and possibilities of today's world, will allow young people to adapt in a rapidly changing, unstable environment, will provide a transition from book content to active content with the help of a single common repository of educational materials in the presence of analytics. The quality of educational materials in the repository should be constantly monitored through the introduction of various materials and work in a unified connection with the educational process management systems.

Considering current, innovative technologies, one should dwell in more detail on the topic of using Internet resources in teaching a foreign language. Opportunities for using online resources are huge. [3]

Using web resources, you can perform the following tasks:

- To carry out independent search for information by students in the framework of the work on the project;
- organize and develop reading skills and habits using materials from the web of any degree of complexity;
- improve listening skills based on sound texts of the online resource network;
- replenish the vocabulary with vocabulary, abbreviations of a modern foreign language;
- study the culture of a particular language .

At the moment, there are a large number of sites dedicated to the independent study of foreign languages. On such sites, you can find ready-made lessons of foreign language teachers, exercises, audio recordings, grammatical explanations that are incomprehensible to the student.

I would like to give an example of working with audio texts from the site "die deutsche Welle", which we enter often enough to complete various tasks in the German language. The recording of many texts lasts only 2 minutes and this contributes to the fact that the listener does not get tired during this time, his attention is not scattered and interest does not disappear. One of the themes is called "Viele Köche verderben den Brei". This is a German proverb, which is

translated into Russian as "Seven nannies have a child without an eye." At the beginning of the recording, the author describes the meaning of the proverb in several sentences. For example, he says: "Alleine arbeitet man manchmal am besten. Denn wenn viele Menschen mit unterschiedlichen Meinungen und Methoden zusammen etwas machen wollen, kann das zu Schwierigkeiten führen." At first, the work is carried out individually. Everyone listens independently. As experience shows, with collective listening, various difficulties arise. Then the author begins the story. While listening, students make notes. It is allowed to listen to the recording 2-3 times. At the first listening, it is necessary to pay attention to the speed of the speaker's speech, his intonation, to try to understand the general meaning of the text. At the second listening, they record: "Who? Where? When? What did you do?". If the text is difficult or the speaker's speech is very fast, then it is recommended to listen three times. After that, the teacher asks questions like "richtig oder falsch" to find out how well the learners understood the text. Further work is done in pairs. Pupils should retell the text to their interlocutor, ask and answer questions about the content. Thus, the ability to work in pairs is formed, which contributes to the development of dialogical speech.

But on this site there are also long audio recordings from 11 to 19 minutes, which are best listened to outside the classroom, for example, at home. Working outside the classroom forms the skill of independent work.

For example, on the topic "Lernen an der Universität" the text lasts 9 minutes and the speaker's speech in this audio text is very fast. But the topic is very useful and has practical value for schoolchildren and students, because the speaker gives advice on learning: "How to prepare for exams?", "How to use the electronic library?", "Where to look for material?" etc.

Since students usually do this work at home, they can listen to the texts many times until they understand and extract the information they need. Usually, everyone is given an individual assignment to test their understanding after listening. Tasks can be of this kind as, prepare particular questions, correct and incorrect statements, print out text with errors or text with gaps, so the student must listen to the audio text carefully and write down every word so as not to miss the important. The advantage of working with "die deutsche Welle" is that the teacher can alternate audio texts from easy to difficult. For example, during the week they listen to easy and fairly short texts lasting 1-2 minutes, and before the weekend give a medium-level recording so that the student has enough time to listen to the long material and write down the most important moments so that after the weekend at work -to discuss them with the teacher.

30 years ago, it was impossible to imagine that it is possible to listen to a native speaker in real time, but today, thanks to new innovative technologies, we are provided with this opportunity, which makes learning a foreign language many times easier and much more interesting.

Thus, it is currently impossible to imagine the educational process without the use of innovative pedagogical technologies. This kind of technology is firmly established in the modern education system. Today, a foreign language teacher has a lot of opportunities, which helps to conduct their classes in a more interesting and educational way. These opportunities contribute to more active student activity. Compared to the traditional teaching method, new implementations in teaching inevitably change the role of the teacher. Its task becomes - to increase the independent work of students, support in the development of personality. Such training allows you to increase

motivation to learn, significantly increases interest in learning, and also gives good results in the formation of communication skills in comparison with the traditional method.

REFERENCES

1. Nazarova NB, Mokhova OL. New information technologies in teaching foreign languages. Modern problems of science and education. 2016;(3).
2. Kizlyakova ES. Introduction of the latest information technologies in teaching foreign languages. 2010. 11p.
3. Tarasov, SV. Schoolboy in the modern educational environment: monograph. St. Petersburg. : "Education - Culture", 2001. 151p.