MODERN EDUCATIONAL TECHNOLOGIES USED IN LANGUAGE TEACHING PRACTICE

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Annotation

This article discusses modern educational technologies used in language teaching practice. The most important task of modern education is to improve pedagogical skills through the introduction of modern educational technologies in the educational process.

Keywords: linguistics, pedagogy, methodology, pedagogical technology, innovation, education, upbringing, thinking.

Introduction

The modern process of education is undergoing significant transformations, covering most areas of the pedagogical process. The personality of the student acts as a decisive factor in the educational process. The most important task of modern education is to improve pedagogical skills through the introduction of modern learning technologies into the learning process.

Pedagogical technology is understood as the ordered actions and interactions of the teacher and the student, as a result of which it becomes possible to achieve the pedagogical goals put forward by the teacher and consciously accepted by the student. In the process of teaching a language, it is advisable to use the following pedagogical technologies:

- Technologies for the development of critical thinking;
- Design technology;
- Gaming technology;
- Information and communication technology;
- Health-saving technology;
- Technologies of advanced learning.

Let us consider in more detail the essence of advanced learning technology, which refers to the type of learning when the topic is briefly given by the teacher even before studying the topic in accordance with the program.

Such foundations can be presented as abstracts in the process of studying related topics and be presented as unobtrusive references, examples and associations. The methodologists propose to introduce elements of advanced learning when studying the most difficult topics of the program. The result of advanced learning is the development of students' thinking, which is ahead of their characteristics due to age.

There is no strict definition and detailed theoretical substantiation of this technology in the pedagogical literature. To a certain extent, some provisions of the theory of L.S.Vygotsky about the leading role of learning in relation to development: learning based on the already existing level of development should be ahead of it, so the process of mastering new knowledge should be organized in such a way that it is possible to flexibly introduce new elements, form new relationships that contribute to their development.

The main goal of advanced learning is the development of the child.

S.N.Lysenkova discovered an amazing phenomenon: in order to reduce the objective difficulty of individual issues of the program, it is necessary to introduce their study ahead of time.

We list the necessary settings of the teacher.

1. Personal success of the student. The creation of conditions that will ensure the child's success in learning activities, will give him the opportunity to feel joy on the way to knowledge, to skill - this is one of the driving forces of learning.

As V.A.Sukhomlinsky, the work of a child should not be stupefying and meaningless, otherwise the child may lose faith in himself and his abilities [5]. And vice versa, the desire to learn becomes stronger and stronger if students cope with the tasks assigned to them, work with pleasure in the lessons, and help each other.

2. Creation of a benevolent psychological climate in the classroom.

Being a general requirement for the organization of any education, this principle becomes decisive when a new theoretical content is introduced in the lessons in elementary school, which a priori can frighten the child-student with its complexity, especially if he sees that other children are already coping with it ("Everyone can do it, but I'm not. I'm bad"). Communication S.N. Lysenkova with her students is permeated with benevolence and participation. This causes reciprocal love and trust of children to her.

S.L. Soloveichik noted: the secret of S.N.Lysenkova is that if you work with freshness of feelings and tirelessness, then the profession of a teacher will turn into one of the easiest [4].

3. Differentiation, availability of tasks for everyone. A class is a heterogeneous group: children differ in levels of development. There are children for whom knowledge is

easy, and there are those who need some time to master it. It takes a little longer to work with such children and to study each topic of the program comprehensively. There is a question in search of additional time. And its reserve lies in the nature of cooperation between the teacher and students in the learning process.

4. Through the knowledgeable student to teach the unknowing. The student speaks aloud the solution of the example, tasks, analysis of the proposal. At the same time, the child feels that the whole class obeys his will. He is currently acting as a teacher, and the overall work of the class depends on him, which means that he tries to speak loudly and clearly. Thus, good diction develops and expressive speech skills are formed.

In conclusion, we can say that the use of pedagogical technologies should be integrated, i.e. using several pedagogical technologies, combining their best features.

The term learning technologies (or pedagogical technologies) is used to refer to a set of teacher's work methods (methods of his scientific organization of work), with the help of which the learning goals set in the lesson are achieved with the greatest efficiency in the shortest possible period of time to achieve them.

The term was widely used in the literature of the 60s. XX century in connection with the development of programmed learning and was originally used to refer to learning using technical means.

In the 70s. the term has become more widely used: both to refer to learning using TCO and as a rationally organized learning in general. Thus, the concept of "learning technologies" began to include all the main problems of didactics related to improving the educational process and increasing the efficiency and quality of its organization.

Nowadays, there has been a differentiation of two components the content of the term: technology of teaching (Technology of Teaching) and technology in teaching (Technology in Teaching). With the help of the first term, they denote the methods of the scientific organization of the teacher's work, with the help of which the set goals of education are best achieved, and with the help of the second, the use of technical teaching aids in the educational process.

The most important characteristics of learning technologies are the following:

a) Effectiveness (a high level of achievement of the set educational goal by each student)

b) Economy (per unit of time a large amount of material is assimilated with the least amount of effort to master the material)

c) Ergonomics (learning takes place in an atmosphere of cooperation, a positive emotional microclimate, in the absence of overload and overwork,

d) High motivation in studying the subject, which contributes to an increase in interest in classes and allows you to improve the best personal qualities of the student, to reveal his reserve capabilities.

Most researchers consider learning technologies as one of the ways to implement a personal-activity approach to learning in the classroom, thanks to which students act as active creative subjects of educational activity (I.A.Zimnyaya, E.S.Polat, I.L.Bim, etc.)

In the methodology of teaching languages, it is customary to refer to modern learning technologies: learning in collaboration, the project method (project technologies), student-centered learning, distance learning, the use of a language portfolio, a tandem method and intensive teaching methods, Dalton Plan technology, modular technology, the use of technical means (primarily computer and audiovisual technologies).

Consider some of the listed learning technologies.

Collaborative learning. This learning technology is based on the idea of interaction between students in a group of classes, the idea of mutual learning, in which students take not only individual but also collective responsibility for solving learning problems, help each other and bear collective responsibility for the success of each student. Unlike frontal and individual learning, in which the student acts as an individual subject of educational activity, is responsible only "for himself", for his successes and failures, and the relationship with the teacher is subject-subjective in nature, during training, in cooperation, conditions for interaction are created and cooperation in the system "student - teacher - group" and the actualization of the collective subject of educational activity takes place.

The concept of learning has received practical implementation in a number of options for the technology of such learning, proposed by American educators.

On this positive note, I would like to end my master class. Create, develop, move forward, be masters of your craft, everyone has a chance, since masters are not born, they become masters. Creative success to you!

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