



PEDAGOGICAL IN TEACHING ENGLISH LANGUAGE METHODS OF USING TECHNOLOGIES

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Abstract

This article provides information on the use of innovative methods in teaching foreign languages. Information is given about the importance of carrying out innovative activities in education.

Keywords: innovative method, ICT, educational process, competence, didactic technologies.

INTRODUCTION

Today, the interest and attention to the use of innovative methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day, one of the reasons for this is that until now traditional education If students are taught to acquire only ready-made knowledge in lim, modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions.

Today, it is well known that about 60% of the world's population can speak two or more languages. Acceleration of globalization processes in the world, transition to free market relations and promotion of introduction of high technologies in production are increasing the need for "linguistic capital", i.e. specialists who have a perfect command of foreign languages (especially English).

DISCUSSION AND RESULTS

order to ensure quality and efficiency in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming popular. This was caused by the widespread concept of "the younger the better/early is better" . The decision to include English in the primary education curriculum was approved based on the following conclusions: Critical Period Hypothesis states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal , nativelylike levels. - The Critical Period Hypothesis states that there is a limited period of development in which a foreign language can be acquired at a level close to natural speech, whether it is a native language or a foreign language. ...





younger children learn better and easier. ...a longer learning period leads to a higher level of skill acquisition by the end of schooling[1].

Learning and teaching a foreign language, especially English, from a young age also has its own history. Learning and teaching English from a young age was first experienced in upper-class families (Anna-and-the-King-of-Siam), in the 1950s, it became popular in the USA and European countries, and ten years later the number of students studying under the "Foreign Language in Elementary School" program has reached one million. In France, Sweden and the Netherlands, in the mid-1950s, the English language was taught from the 3rd grade on the basis of the "English without a book" program.

In February 1997, the European Center for Modern Languages (ECML) in Graz (Austria) held an international seminar on "Foreign Language Education in Primary Schools" devoted to the problems of teaching foreign languages in primary education, in April 1997 in Warwick (England) on the topic "Warwick Euroconference on Teaching of Foreign Languages in European Primary Schools", in January 1998 in Graz on the topic "Foreign language education in primary schools - an international concern to be implemented in national contexts", 1999 in Brussels (Belgium) conference dedicated to the discussion of projects implemented to ensure quality and efficiency in English language education (Stimulating language learning: The European Label), 2007 at the State Pedagogical University named after Gersen (St. Petersburg) Early Foreign Language Education (Early Foreign Language Education) seminar, 2008 - an international conference dedicated to popularizing international experiences of teaching foreign languages in primary education (The Way Forward: Learning from International Experience of TEYL) was held in Bangalore (India).

A brief review of the literature on the field reveals that research has been conducted in a variety of educational settings. Also, in some studies, children of preschool educational institutions are considered as young English language learners, while in some studies, the process of teaching English to students from 5 to 12 years of age was chosen as the object of research. In the above literature, the term "concept" represents different concepts. The concept is used in the sense of scientific idea(s) and defines foreign language teaching strategies and tactics at each point of the educational process.

Today, the methodology of teaching English in primary education is being developed based on the educational concepts of "(Inter)Cultural Awareness", "Language Awareness" and "Humanity". (Inter)Cultural Awareness – The concept of intercultural communication was first developed in Germany and soon became





popular in Western countries. Based on this concept, it is not necessary to teach English as a means of communication, but to develop the student in general and speech, that is, to make him interested in the English language and foreign culture, and pay attention to the language that can be encountered in everyday life. The goal is to form and develop the skills to adapt to living conditions in the integrating Europe. For this reason, this concept focuses on the country studies aspect of English language education.

and content organized in the form of a game consists of poems and songs that introduce children to the customs and traditions of the country whose language is being studied. This concept is called "Neighbor (sister) language learning" in Europe, and the classes are mainly conducted by English speakers. In addition, the migration of students in European countries is frequent, and they have the opportunity to live in an English-speaking environment for some time. Considering this, it is not appropriate to promote this concept in countries far from Europe and culturally different. Learning English as a means of communication does not have the same meaning for all people everywhere in the world, and it has been proven that it is difficult to simply "export" educational methods. Because, first of all, although there is no need and opportunity to engage in communication and interaction with an English speaker, it is appropriate to teach the practical use of the language, that is, to work only on "daily speech situations" and "daily life topics". It's not. Secondly, English is the official language not only of one country, that is, Great Britain, but also of the United States of America, Australia, Canada and a number of other countries. And in these countries where the official language is English, the cultures are different. The concept of "Language Awareness" is also called "Holistic approach" and it advocates the need to master the English language as a means of acquiring new knowledge. That is, the purpose of primary English education is to acquire new knowledge about life through the medium of English. But M. Williams and R. Bedn preferred to call Vygotsky's theory of speech development ontogeny "Holistic approach". They believe that Vygotsky would not have approved of the idea of dividing the knowledge to be learned into small parts and presenting it as skills and competencies[5]. The reason is that Vygotsky emphasizes that content should form the basis of any studied part. Under the influence of this conclusion, the CLIL (Content and Language Integrated Learning) approach is becoming popular in European countries, the United States, and countries where English is a second language. In Uzbekistan, the concept of "Humanity" (person-oriented) is adopted, and according to it, in primary English education, the student is given the status of the central subject of the educational process and intercultural communication





(dialogue) , his interest and needs are prioritized. Speech activity in English is directed to the formation of the learner's personality, that is, mastering the cultural heritage created by the owner of the studied language is achieved. In the process of listening, speaking, reading, and writing, the student enriches the social, cultural, linguistic, and emotional experience he had before.

During the educational process, students develop theoretical and practical knowledge, which can later be used in various areas of practical life related to creating innovations[6]. Innovative educational technologies are based on three main components: 1. Modern, well-structured content, the basis of which is competence in professional activity that meets the current realities of business activity. content includes various multimedia materials transmitted through modern means of communication. 2. Application of modern, innovative teaching methods . Such methods should be aimed at developing the competences of the future specialist, attracting students to active knowledge and practical activities, and showing initiative in the process of learning . Passive assimilation of educational programs is excluded. 3. Availability of modern infrastructure in the educational process. It should be based on informational, technological, organizational and communication components that help to apply new forms and methods of education, in particular, distance education. In education, innovative technologies are used based on the use of certain approaches in teaching, i.e. principles that include the requirements and goals that are the basis for the development of new technologies. All innovations in the pedagogical field are based on strict compliance with the current stage of social and economic development of society. Currently, they should be focused on the development of students' independence, the formation of self-study and self-development skills, and the conscious assimilation of educational programs, not mechanically. Innovative technologies in the field of education are constantly developing and their types are expanding.

The following main groups of technologies can be distinguished:

1. Information and communication technologies or ICT in the field of study of the subject. The use of these technologies is related to the development of the information society and the active introduction of information media in all spheres of life. Such technologies are aimed at informing the minds of students. Educational programs include new subjects focused on computer science, information processes and ICT. The educational process is also being actively informed to help improve the information culture of professors and students; 2. Person-oriented technologies[7]. These technologies are aimed at making the individual a priority in education and training. The entire educational process is aimed at the development of the individual,





taking into account the individuality and developmental characteristics of the individual. 3. Providing information and analysis of the educational process. The use of technologies of this group is aimed at researching the development of each student, class, parallel, educational institution and their adequate assessment; 4. Monitoring of intellectual development. Technologies are based on the use of graphs, a test system, new assessment methods, which allow monitoring the dynamics of the development of individual students and the quality of education in general; 5. Educational technologies[8]. The learning process cannot be separated from education. Therefore, new ways of developing the personality and its main qualities are being introduced; 6 . Didactic technologies. They are the main factor in the development of the educational institution. Such technologies are based on a set of techniques and tools that include the use of traditional and innovative technologies: independent work with educational literature, use of audiovisual, multimedia, differentiated teaching methods. Innovative technologies in education allow to organize education and direct it in the right direction.

Conclusion

In conclusion, it should be noted that information and communication technologies have become commonplace in kindergartens, schools, academies, and universities. The rapid development of society requires the need to change the technologies and methods of the educational process.

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