



MODERN METHODS EDUCATIONAL TECHNOLOGIES AND FOREIGN LANGUAGES

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Abstract

The article discusses and analyzes in detail the effective means of using interactive methods of teaching foreign languages.

Keywords: languages, method, development, potential, knowledge.

Introduction

After gaining independence, our country is on the path to building a democratic state governed by the rule of law and civil society. Many measures are being taken to stand firm on this path. One of the important conditions for the development of our country is the perfection of the training system and the full development of the individual. There is no doubt that every change in the field of education will have a positive impact on the development of our society. Improving the intellectual potential of the country is an important factor in training mature, competitive personnel who can meet the requirements of state educational standards. Striving to acquire knowledge independently in any field is the most distinctive feature of student activity in an educational institution, the basis for independent study and acquisition of knowledge. Independent learning and control in the education system is one of the main factors of independent learning. In order to acquire independent knowledge, first of all, it is necessary to form in students the need to work independently, to work freely, creatively and, most importantly, to think independently. The interest in the use of interactive methods and innovative technologies in the educational process in the educational process is growing, one of the reasons for which is that so far traditional students are taught only to acquire ready-made knowledge, while modern ones. In technology, it teaches them to independently search for and analyze the knowledge they have acquired and to draw their own conclusions. The educator creates conditions for the development, formation, acquisition and upbringing of the individual in this process, and at the same time performs the function of management, direction. The student becomes a key figure in the learning process. Therefore, the role and place of modern teaching methods - interactive methods and innovative technologies in the training of qualified professionals in higher education is enormous.





Literature Analysis and Methodology

Furthermore, knowledge, experience and interactive methods related to pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills. Innovation technologies are the pedagogical process, as well as innovations and changes in the activities of teachers and students, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, that is, methods of pedagogical influence, which are an integral part of the content of education. The uniqueness of these methods is that they are implemented only through the unity of teachers and students. The process of pedagogical cooperation has its own characteristics, which include: forcing the student to be indifferent during the lesson, to think independently, to be creative and to explore; ensure that students have a constant interest in knowledge in the learning process; to strengthen the student's interest in knowledge independently, with a positive approach to each issue; organization of constant joint activities of the teacher and the student; let's focus on problem-based learning technology.

Discussion And Results

Problem-based learning is an advanced and effective teaching technology. Its essence is that the teacher manages the cognitive activity of students to create new problem situations in their academic work and to acquire new knowledge by solving learning tasks, problems and questions. Properly organized lessons, games and puzzles can be very effective. In the case of German and Spanish lessons, for example; In German, "Die Jahreszeiten" and in Spanish (estaciones del año). First of all, we need to create a science environment for students as soon as they enter the room. Without saying, it is necessary to give examples that bring the topic closer. For example: in German Welche Jahreszeiten gibt es in einem Jahr? Welche Jahreszeit ist jetzt? Welche Jahreszeit gefällt Ihnen? gusta? ¿En qué estación del año estamos ahora? Students begin to adapt to the topic. We usually give students new words on the topic to memorize. For example: Im Sommer ist kalt. Im Winter ist warm. Im Herbst ist reich. Im Frühling ist arm. In Spanish it is El verano es frío. El invierno es calido. El otoño es rico. En primavera es pobre. In the process of translating the puzzle, the student easily remembers it, as well as the names of the seasons in German (Winter-winter, Frühling-spring, Sommer-summer, Herbst-autumn) and antonyms (short-cold, warm-warm, reich-rich), arm-poor), in Spanish (verano - summer, invierno - winter, otoño - autumn, primavera - spring) and antonyms (frío - cold, cálido - hot, rico - rich, pobre - poor). In addition to finding the answer, the student reads the riddle several times and involuntarily memorizes it, learns to think independently and to compose other sentences with the words found in the riddle. So, the translation of the riddle: Summer is cold. Hot in winter. Rich in the fall. Poor in the





spring - what is it? A thoughtful student will easily find that the answer to this riddle is "Earth is full." This method requires creativity from both the teacher and the student. The student uses a dictionary to find the translation of the word "Earth". We think that this method gives good results. Of course, it is difficult to find such riddles and quick sayings on all topics. But it all depends on the skill and creativity of the teacher. A variety of games can be used in such situations. The games will be aimed at different goals. They are used for didactic, educational and social purposes and are effective. During the game, the student feels free, self-confident and interested in language. From the above considerations we can draw the following conclusions: 1. The use of new pedagogical technologies in the teaching process in order to increase the efficiency of the educational process, the formation of strong theoretical knowledge, activities, skills and abilities of students, their transformation into professional skills. is put on the agenda as a necessity. 2. The introduction of advanced pedagogical technology in the educational process provides a qualitative change in the content of the overall process of training. 3. The educational process, organized on the basis of the ideas of the theory of new pedagogical technologies, leads to a qualitative indicator of the state of fulfillment of the social order for the development of a harmoniously developed person and a qualified specialist.

Conclusion

All of the technologies listed above are unique. Different results can be achieved using these technologies in the teaching process. This means that each technology serves to increase the effectiveness of teaching. Only when the technology is used in the classroom can it be determined in which part of the lesson they should be used and in which part they can be used most effectively.

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