MODERN EDUCATIONAL TECHNOLOGIES IN ENGLISH LESSONS

Holbekova Matluba Abdufattoyevna
Teacher of Fergana State University

Mamajonova Munira
Tashkent City, A teacher of 23rd school

Abstract: This article discusses the use of modern pedagogical and information technologies in English lessons. Modern pedagogical technologies are the design of the educational process, based on the use of a set of methods, techniques and forms of organizing training and educational activities that increase the effectiveness of training, the use of which has a clearly defined result.

Keywords: pedagogical technologies, information technologies, educational process, communicative training, Internet technologies, testing technologies, game technologies.

Introduction

Today, significant changes are taking place in the educational process, which cover almost all aspects of the pedagogical process. The student's personal interest is a decisive factor in the educational process. The teacher needs to know which aspects of the child's personality can be affected by knowledge of the English language, which technologies to use in the educational process in order to get the planned results.

The main part

One of the main tasks is to improve the pedagogical skills of the teacher through the development of modern technologies of education and upbringing. Pedagogical technology is the design of the educational process, based on the use of a set of methods, techniques and forms of organizing training and educational activities that increase the effectiveness of training, the use of which has a clearly defined result.

With the mastery of any new technology, a new pedagogical thinking of the teacher begins: clarity, structure, clarity of the methodological language, the emergence of a reasonable norm in the methodology.

Forms and technologies used for teaching English implement competency-based and personal-activity approaches, which, in turn, contribute to the formation and development of

a) a multicultural linguistic personality capable of productive communication with speakers of other cultures;

b) the ability of students to carry out various activities using English;

c) students' cognitive abilities;

d) Their readiness for self-development and self-education, and also contribute to increasing the creative potential of the individual to carry out their professional duties.

To improve the efficiency of the educational process when conducting English lessons, you can use the following educational technologies, taking into account the age characteristics of

children:

The technology of communicative learning is learning based on communication, when the learning process is a model of the communication process. It allows students to master English at the level of a confident user in a foreign language environment. The educational process is based on the collective interaction of the student with the teacher, as well as students with each other.

In lessons using communicative learning technology, I use various forms of work, such as pair, group, and project work. Particularly important is the formation of the skill of spontaneous speech (for example, dialogues in pairs with a constant change of participants).

The use of information technology in English lessons helps to implement a student-centered approach to learning, provides individualization and differentiation of learning, taking into account the abilities of children, their level of learning.

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: the formation of reading skills and abilities, using the materials of the global network; improvement of writing skills; vocabulary replenishment; formation of motivation for learning English.

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.

Students can take part in testing, in quizzes, competitions, olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

The technology of using computer programs - Computer technology, of course, helps to live in the modern world in step with the times. At the same time, it is difficult to overestimate their importance in the process of informatization of the education system, in particular, in the study of foreign languages.

Textbooks are turning into a multifunctional complex - electronic textbooks, where the presentation of the material (visualization in pictures, tables, clips, musical fragments), in addition to textual material, makes it possible to present students not with a piece of a topic, but with an interactive lesson. Electronic dictionaries are of great help in learning a foreign language.

Information technology is constantly changing; this expands the choice of electronic publications. At the same time, it is important to understand the relationship between electronic publications in education and printing, they will always complement each other.

For a foreign language teacher in electronic media, there is a huge amount of regional study material, a detailed description of the latest teaching technologies, advice from the authors of authentic educational complexes, the opportunity to constantly improve their own level of language proficiency. In the light of recent events, in connection with large plans for changing the status of the school in the future, a guideline is directed towards the creative development of the individual.

Computerization of education opens up new ways for intellectual development. The use of a computer is no longer a step forward, but a leap in the history of the development of education

and, in particular, teaching foreign languages, the possession of which is considered in our time as an element of the professional culture of a specialist with a higher education. When teaching foreign languages, technologies for obtaining information (quickly, easily, widely) make it possible to quite effectively solve a number of didactic tasks and, most importantly, motivation plays a great role in computer teaching a foreign language to achieve the best results and the most effective use of educational material.

In the computer form of training, the main patterns of the educational process are preserved:

➢ the principle of scientific character (improves the quality of the presentation of the material);

➢ creativity (improving the quality of assimilation);

➢ accessibility (all age characteristics and language proficiency are taken into account);

➢ Visibility.

In addition, the principle of taking into account individual characteristics is most fully implemented in the computer form of training, since there is a choice of pace, difficulty level, sequence of exercises.

Thus, computer technologies help to increase the motivation and interest of students in the language being studied, significantly improve the teaching process, having advantages over traditional methods:

➢ information capacity;

➢ increase in cognitive activity;

➢ Creation of a communicative situation that is personally significant for each student.

The use of computer technology in teaching brings pleasure from teaching, joy from the results of their work and, importantly, gives students pleasure from the learning process.

Internet technologies provide ample opportunities for searching for information, developing international scientific projects, and conducting scientific research.

Testing technology - is used to control the level of assimilation of lexical, grammatical knowledge within the module at a certain stage of learning. The implementation of control using testing technology meets the requirements of all international foreign language exams. In addition, this technology allows the teacher to identify and systematize aspects that require additional study.

Game technology - Games allow for a differentiated approach to students, to involve each student in 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.

Project technology - The project method is aimed at developing a child's active independent thinking and teaching him not only to memorize and reproduce knowledge, but to be able to apply it in practice. It is important that in the work on the project, children learn to cooperate, and learning in cooperation instills in them mutual assistance, the desire and ability to empathize, the creative abilities and activity of the students are formed.

It should be remembered that in order to solve the problem that underlies the project, students must possess certain intellectual, creative and communication skills. These include the ability to work with text, analyze information, make generalizations, conclusions, and the ability to work with a variety of reference material. Creative skills include: "the ability to conduct a discussion, listen and hear the interlocutor, defend one's point of view, the ability to succinctly express an idea. Thus, for the competent use of the project method, considerable preparation is required, which is carried out in a holistic system of education, and it is not necessary that it precede the work of students on the project. This work must be carried out continuously.

At the first stage, I develop a project work plan and think over a system of communicative exercises that ensures its speech level. Students should be fluent in the active vocabulary and grammar within the learning topic before proceeding to the discussion of problematic issues. You should carefully work out the grammar exercises from the textbook, or those proposed by the teacher such as "form the desired grammatical form of the verb", "Name the negative version of this sentence", "Translate sentences from Uzbek into English", etc.

Health saving technologies

To increase the dynamic component of the lesson, it is necessary to make changes to the traditional structure of the lesson, to combine the educational component with the dynamic load at all stages of the educational process. Interesting and useful in this regard was my acquaintance with the experience of foreign colleagues on pedagogical sites on the Internet. The organization of English lessons is carried out with the involvement of a large number of active songs and games, fingerplays, role plays…

1. physical education, dynamic pause (relieve the tension of general motor skills);

2. change of activities (a variety of tasks: I read, listen, speak, think, reason, write, etc., aimed at maintaining interest and relieving increased fatigue);

3. Game, game moments (the predominant form of activity among younger students, through which the child learns the world, learns to analyze, generalize, compare).

Conclusion

The integrated use of all the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, and contributes to the formation of competencies that a future specialist should possess.

References

1. Abdufattoyevna, H. M., & Munira, M. (2022). Modern English Teaching Methods. *Central Asian Journal of Literature, Philosophy and Culture*, *3*(11), 357-362.

2. Abdufattoyevna, H. M. (2021). Neurodidactics In Teaching Foreign Languages. *Texas Journal of Multidisciplinary Studies*, *3*, 142-144.

3. Kuchkarova, Y., & Nuriddinova, S. (2021). ISSUES OF PERFECT PERSONAL EDUCATION. *Galaxy International Interdisciplinary Research Journal*, *9*(12), 524-527.

4. Abdufattoyevna, H. M. (2021). Neurodidactics In Teaching Foreign Languages. *Texas Journal of Multidisciplinary Studies*, *3*, 142-144.

5. Oxojonovich, A. S., & Usmoilovich, A. Y. (2022). About the Problems of Language Teaching to Little Children. *International Journal of Culture and Modernity*, *14*, 30-34.

6. Abdiloyev, S. O. (2022). Nemis tili darslarida frazeologizmlardan foydalanishning innovatsion usullari. *Архив научных исследований*, *2*(1).

7. Oxojonovich, A. S. (2022). On the General Associative Aspects of Allegoric Symbols. *Spanish Journal of Innovation and Integrity*, *6*, 424-428.

8. Aziz, A., & Shavkat, A. (2022). Aristocrats Sympathetic to Heine. *International Journal of Formal Education*, *1*(10), 40-43.

9. Aziz, A., & Shavkat, A. (2022). Symbol of the Paris of Inspiration. *International Journal of Formal Education*, *1*(11), 17-20.

10. Умаржонова, Г. М. & Абдиллоев, Ш. О. (2022). НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА "HAND"-"ҚЎЛ" КОМПОНЕНТЛИ СОМАТИК ФРАЗЕОЛОГИЗМЛАРНИНГ СТРУКТУР-ГРАММАТИК ТАҲЛИЛИ. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *2*(10), 226-231.

11. Oxonjonovich, A. S. (2022). GERMAN PHRASEOLOGICAL UNITS WITH A ZOONYM COMPONENT. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *2*(11), 239-244.

12. Sotvaldieva, H. M. (2021). Using proverbs as A lead-In activity in teaching english as A Foreign Language. *Asian Journal of Multidimensional Research*, *10*(11), 159-163.

13. Sotvaldieva, H. M. (2020). ENGLISH PROVERBSAS A MEANS OF EXPRESSING PEOPLE'S WISDOM, SPIRIT AND NATIONAL MENTALITY. *Theoretical & Applied Science*, (2), 601-604.

14. Musinovna, S. H., & Tadjibaevn, M. A. (2021). STRUCTURAL AND SEMANTIC CHARACTERISTICS OF PROVERBS. *Евразийский Союз Ученых*, (1-4 (82)), 22-25.

15. Sotvoldiyeva, H. M. (2019). STRUCTURAL AND SEMANTIC CHARACTERISTICS OF PROVERBS. *Мировая наука*, (9), 53-56.

16. Сотвалдиева, Х. М. & Дадамирзаева, Н. (2018). Синтаксическая структура английских
    17. Zufarjonovna, J. G. (2022). USING WEB-QUEST TECHNOLOGY IN ENGLISH LESSONS AS FOREIGN LANGUAGE. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429*, *11*, 161-164.

17. Zufarjonovna, J. G. (2022). USING WEB-QUEST TECHNOLOGY IN ENGLISH LESSONS AS FOREIGN LANGUAGE. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429*, *11*, 161-164.

18. Ismoilova, H. (2022). Image of Women's Duties in Religious Sources. *Pindus Journal of Culture, Literature, and ELT*, *2*(3), 101-103.

19. Ismoilova, H. (2022). Commonwealth of Women in Folklore and Written Literature. *Eurasian Research Bulletin*, *8*, 22-24.

20. Ismoilova, H. (2022). Portrait of Women's Place in the Family in Fiction Literature. *International Journal of Formal Education*, *1*(10), 68-72.

21. Ibrokhimovich, S. R., & Mamatojievich, M. A. (2021). TECHNIQUES FOR CREATIVE WRITING. *Web of Scientist: International Scientific Research Journal*, *2*(12), 493-496.

22. Ibrokhimovich, S. R., & Yusupovich, I. V. (2021). Professional Communication in the Pedagogical Activity of a Teacher. *European Journal of Life Safety and Stability (2660-9630)*, *11*, 264-268.

23. Mirxamidovna, M. G. (2022). MAQOL VA MATALLARNING KOMMUNIKATIV XUSUSIYATI. *Eurasian Journal of Social Sciences, Philosophy and Culture*, *2*(2), 125-129.

24. Madaminova, G. M. (2020). ON THE QUESTION OF DEFINING THE CONCEPT OF" SLANG". *Мировая наука*, (1), 41-44.

25. Mirxamidovna, M. G., & Musinovna, S. H. (2022). Communicative Characteristics of Proverbs and Languages. *International Journal of Formal Education*, *1*(10), 11-17.

26. Мамасолиев, Р. А. (2021). COMMUNICATIVE AND PRAGMATIC FEATURES OF THE TEACHER CONCEPT IN GERMAN AND UZBEK LANGUAGES. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ЯЗЫКА, ОБРАЗОВАНИЯ, ПЕРЕВОДА*, *4*(2).

27. Azimbayevna, D. G., & Vohidovna, X. X. (2021). FEATURES IN THE TRANSLATION OF MEDICAL TERMS. *Galaxy International Interdisciplinary Research Journal*, *9*(11), 470-474.

28. Vokhidovna, K. K. Teaching Foreign Languages at Preschools. *International Journal on Integrated Education*, *4*(3), 237-239.

29. Vokhidovna, K. K. (2022). Psycholinguistic Basis for the Intensification of Foreign Language Teaching in Non-Linguistic Directions. *Central Asian Journal of Literature, Philosophy and Culture*, *3*(11), 121-126.

30. Vokhidovna, K. K. (2022). Use of Regional Materials in the Process of Teaching a Foreign Language. *Central Asian Journal of Literature, Philosophy and Culture*, *3*(11), 115-120.

31. Azimbayevna, D. G., Qizi, G. J. Z., & Vohidovna, X. X. (2021). Peculiarities Of Translating Medical Terms. *Texas Journal of Medical Science*, *2*, 6-9.

32. Mehrinisa, A. (2022). Forming FLT teachers' communicative competence. *Involta Scientific Journal*, *1*(11), 100-105.

33. Mehrinisa, A. (2022). Forming FLT teachers' communicative competence. *Involta Scientific Journal*, *1*(11), 100-105.

34. Алимжонова, М. (2022). Таълимнинг Глобаллашуви Шароитида Талабаларда Маданиятлараро Мулоқот Компетентлигини Ривожлантириш Зарурати. *Science and innovation*, *1*(B3), 254-263.

35. Алимжонова, М. (2022). ГЛОБАЛЛАШУВНИНГ МАДАНИЯТЛАРАРО МУЛОҚОТГА ТАЪСИРИ ВА УНИ ТАДҚИҚ ЭТИШНИНГ ИЛМИЙ ПЕДАГОГИК АСОСЛАРИ. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, *3*(3), 323-328.

36. Zokirov, M., & Isomiddinov, F. (2020, December). About the holes of language language dictionary. In *Конференции*.

37. Turdaliyevich, Z. M. (2022). To the Question of the Study of Arabisms in the Persian Language. *Spanish Journal of Innovation and Integrity*, *5*, 566-570.

38. Turdaliyevich, Z. M. (2022). Analysis of Phraseological Units in Tohir Malik's Novel"

Talvasa". *Spanish Journal of Innovation and Integrity*, 6, 364-368.

39. Zokirov, M. T., & Dadabayeva, S. S. (2020). ABOUT THE ROLE OF LANGUAGES CONTACTS IN THE DEVELOPMENT OF LANGUAGES. *Theoretical & Applied Science*, (4), 687-691.

40. Зокиров, М. Т. (2017). ТИЛШУНОСЛИК ВА ТАРИХ. *Актуальные научные исследования в современном мире*, (4-2), 45-49.

41. Зокиров, М. Т. (2015). Об общей характеристике билингвизма. *Учёный XXI века*, (7-8 (8-9)), 24-27.

42. Turdaliyevich, Z. M. (2022). YOZUVNING KELIB CHIQISH TARIXI. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(9), 56-62.

43. Turdialiyevich, Z. M., & Muzaffar, M. (2022). INGLIZ TILIDAGI REKLAMA MATNLARIDA ANTROPONIMLAR QO 'LLANISHI XUSUSIDA. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(8), 121-124.

44. Turdialiyevich, Z. M. (2022). BADIIY NUTQ USLUBINING TARAQQIYOTI. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 681-685.

45. Zokirov, M. T., Zokirova, S. M., & Dadabayeva, S. S. (2021). About The Influence Of The Uzbek Language In Rishtan Tajik Dialects Of Ferghana Region. *Turkish Online Journal of Qualitative Inquiry*, *12*(4).

46. Умаржонова, Г. М. (2018). Формирование познавательной активности студентовво внеаудиторной работе.Молодой ученый, (21), 492-495.

47. Mukhtorovna, U. G. (2022). Somatic Phraseologies with "Hand""–"QO „L" Component, Expressing Diligence in German and Uzbek Languages.International Journal of Culture and Modernity, 14, 68-71.

48. Умаржонова, Г. М. (2021). On the issues of the study of the functional content of phraseological units with the components "hand "–"қўл" in the contemporary German and Uzbek languages. InКУЛЬТУРОЛОГИЯ, ИСКУССТВОВЕДЕНИЕ И ФИЛОЛОГИЯ: СОВРЕМЕННЫЕ ВЗГЛЯДЫ И НАУЧНЫЕ ИССЛЕДОВАНИЯ(pp. 66-70).

49. Umarjonova, G. (2019). On the issues of the study of the functional content of phraseological units with the components "hand "–"қўл" in the contemporary German and Uzbek languages.Scientific journal of the Fergana State University,2(4), 145-148.

50. Umarjonova, G. (2022). FUNCTIONAL CONTENT OF PHRASEOLOGICAL UNITS WITH THE COMPONENT "HAND "-"ҚЎЛ" IN GERMAN AND UZBEK.Oriental Journal of Social Sciences,2(04), 84-92.