
Use Of Modern Pedagogical Technologies In Teaching English

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Abstract: The article discusses ways to teach students English using modern pedagogical technologies. The focus is on aspects such as listening comprehension and reading at home.

Key words: aspect, fantasy, interactive, linguistic part, psychological part, methodical part.

Today's educational institutions have a wide range of opportunities for teaching foreign languages, training specialists who are fluent in these languages, using advanced teaching methods using modern pedagogical technologies.

Usually, the teacher chooses the method of teaching a foreign language. The content of teaching is virtually unchanged, but the way it is delivered to students may change.

There are many ways to teach. The following teaching methods can be used during the course. For example:

Lecture.

Give an example.

Demonstration.

Discussion.

Questions and answers.

These methods are a way or form of communicating with students, as well as illuminating goal-oriented thoughts.

The teacher must be able to choose the appropriate method for a particular situation or lesson. A number of factors need to be considered to select an appropriate and effective method of teaching.

Number of students.

A specific situation.

The suitability of the method for the intended purpose.

If a text is discussed, it is advisable to divide the students into small groups and have a group discussion. In this method, a technical tool - audio recordings can be used. Time should always be taken into account when using methods.

Brain storming method. This method reflects the level of active participation of students and their level of knowledge. It encourages students to come up with ideas, allows them to communicate freely, and as a result, a lot of ideas are collected. The teacher is the supervisor during the process. While students' ideas are less successful, the teacher cannot criticize them. On the contrary, students' creative thinking should be encouraged. The lesson ends with encouraging quick responses, completing them, and evaluating students.

The Q&A and Discussion method allows lessons to be more meaningful and interesting. The student should be able to express their opinion freely without fear of making a mistake. Such an environment should be created in the classroom. The tasks of the student in the technology of learning through play are:

1. Think of expected responses and objections.
2. Believe in your own knowledge.

The importance of the game is that the teacher will have the opportunity to observe the students as they operate freely. As a result, it is possible to learn more about students' activity, fantasies, creative abilities, hard work, team behavior. Students are divided into several groups. Each member of the group should know their responsibilities clearly. The time of the game should be limited, and when it is over, the results of the game should be analyzed. Game-based learning technologies also provide ample opportunities for students to gain in-depth knowledge in the educational process. One of the main goals of modern pedagogical technologies is to engage students in teaching English and to achieve full mastery of knowledge.

Another way to teach English is the modern interactive method. According to the content of the method, a new grammatical topic is announced in the lesson, the teacher has to explain it in different ways, ie by drawing different diagrams on the board, demonstrating with actions, comparing with the previous topic, engaging students to think with reinforcing questions. In phonetic lessons, mainly short

conversations in the audio text are listened to, and the text on the paper with the omitted words is filled in, which corresponds exactly to the conversation in the audio text. The conversation in the audio text is the same as the text given to the student. Only when the text is listened to very carefully and the new phrases are memorized can the student successfully complete the condition. Oral speech, skills, and competencies are formed through listening comprehension. Listening comprehension is closely related to the reading process. The listener remembers the words he reads well and understands them well when he listens. The content of listening comprehension training is divided into three parts by G.V. Rogova:

1. Linguistic part. This includes language and speech material.
2. Psychological part. It is about developing the skill and ability to listen and understand voice speech.
3. Methodical part. The listeners are taught the methods of listening, as well as through the technology of listening comprehension through the rules, principles, methods, tools.

When working on listening comprehension in the teaching process, the presence of daily news, texts about the life, culture, history of the peoples of the country where the language is studied, further enhances the interest of the audience. When a teacher teaches listening comprehension, that is, when a listener is listening to a speech of unfamiliar content, he should pay attention to the following:

1. Understanding fragmenting comprehension.
2. Comprehension in detail.
3. General comprehension.
4. Critical comprehension.

When choosing a text for the broadcast, the teacher should take into account the age, level of knowledge, mastery of the audience. For example, an unfamiliar text is selected. Unfamiliar words and phrases in the text are written on the board with the title of the text. Questions and answers on the text can also be conducted.

The process of teaching listening comprehension is carried out through the following steps:

Activity:

1. Before listening.

The title of the text and the questions are written on the board.

At the party:

(Amy Smith and Mike Thompson)

1. Where did Mike meet Amy?
2. When was last time they met?
3. What was his job then?
4. What does he do?
5. What is he studying at the moment?

2. While listening.

A dialogue is played. Listeners will find answers to the questions written on the board in the text. If necessary, the text can be repeated 1-2 times.

Answers:

1. They met at the party.
2. It was two years ago.
3. He was a pizza delivery man then.
4. He is a steward.
5. He is studying to be a pilot.

After listening.

Listeners answer questions. Words and phrases they do not understand are written on the board and the translation is explained. Listeners' responses are compared to each other. The correct answers can be written on the board.

It should also be noted that home reading lessons are also conducted during English language teaching. Studying at home is a convenient and rich resource for involuntarily involving students in the process of speaking a foreign language on a variety of topics. Learners' vocabulary and thinking skills expand. Reading the original literature is done step by step. For example, in the example of Jane Eyre, the following exercises can be performed:

I. Work on unfamiliar words.

The following words and phrases that are unfamiliar to the audience are written on the board and their pronunciation is explained to the audience:

Lovable - cute.

An orphan.

To shake with fear (shook, shaken) - to shake with fear.

Without doubt.

To earn one's living.

II. Questions and answers on the topic:

1. Why was Jane living with the Reed family?
2. Where did Jane go?
3. How did Jane live in Lowood?
4. Whom did she meet there?
5. Why do you think Jane didn't wish to be noticed by Mr. Rochester's guest?

III. Preposition exercises:

1. There I found a book ... pictures.
2. The two girls never played ... me.
3. Then one day I looked ... my window.
4. One dark night a week later, I arrived ... Lowood.

IV. Putting words in place and making sentences:

1. Explain, someday, I, shall, you, to.
2. Two, at, young, around, women, sat, table.
3. He, ask, did, to, marry, him, you.
4. Where, the, fire, Mr. Rochester, after, go, did.

Students can also be taught to write essays while reading at home. Once they are familiar with the essay topics, they can choose the topic they want and write an essay at home.

For example:

1. The protagonist of your favorite work.
2. Describe the negative and positive images in the work.

3. Jane Eyre's childhood.

4. Your thoughts on the main character of the work, etc.

This creates lexical and grammatical difficulties. Encouraging students to express their opinions should, in part, be facilitated by the teacher himself to cover the topic of the text.

The next method is to take small grammar tests, which are conducted in two groups. The representative of the first group says a word (given as homework) in Uzbek. The representative of the second group goes to the board and first says the English translation of the word, then writes down the form of the word in the letter and transcription. This process continues in this way. At the end of the class, students who are able to write correctly on the board will be encouraged. It is important that the teacher is able to allocate time correctly during the lesson; reinforce the topics covered at the beginning of the lesson; apply new methods in each lesson; it is advisable to use appropriate handouts for each lesson.

In short, the use of pedagogical technologies in the process of teaching English provides practical assistance to students in developing oral, listening comprehension, writing, reading skills and free communication.

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