INTERNATIONAL JOURNAL OF HUMAN COMPUTING STUDIES

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898

Volume: 05 Issue: 01 | Jan 2023

Methods and Means of Increasing the Efficiency of Using Modern Pedagogical Technologies in English Classes

Sevara Ismoilava

Teacher, Uzbekistan State University of World Languages

----------***----------

Abstract: The use of various educational technologies in pedagogical activity allows teachers and other specialists to increase the motivation of students, the professional and practical orientation of classes, and, consequently, to achieve more guaranteed planned results in their professional and pedagogical activities. The article deals with the issues based on using different methods in increasing the efficiency of using modern pedagogical technologies in English classes.

Keywords: motivation, pedagogical activities, educational technologies, student-centered learning, teaching methods.

INTRODUCTION

Updating education today requires teachers to know the trends of innovative changes in the system of modern education, the differences between traditional, developmental and student-centered learning systems; understanding the essence of pedagogical technology; knowledge of interactive forms and teaching methods, technological effectiveness criteria; mastering the technologies of goal-setting, designing, diagnosing, designing an optimal author's methodological system, developed didactic, reflective, designing, diagnostic skills; the ability to analyze and evaluate your individual style, as well as the features and effectiveness of the applied pedagogical technologies and your own pedagogical activity in general.

Interactive forms and teaching methods are gaining more and more recognition today and are used in teaching various academic subjects.

Interactive teaching methods show new opportunities associated primarily with the establishment of interpersonal interaction through external dialogue in the process of learning educational material. Indeed, certain interpersonal relationships inevitably arise between students in a group; and the success of their educational activities largely depends on what they will be. Skillful organization of student interaction on the basis of educational material can become a powerful factor in improving the effectiveness of educational activities in general.

Currently, there is a need for in-depth study and application of innovative technologies in pedagogical activity in elementary school. The main goal of the activities of teachers: education of moral-legal, emotional-aesthetic, intellectual-informational and communicative culture, as well as a culture of health of a younger student. The teacher needs to navigate the sea of a wide variety of learning technologies in order to build his own concept and technology of the lesson, which is necessary for the children of the particular class in which he works. The introduction of new technologies into pedagogy also affects the teacher, stimulates him to improve the level of his pedagogical activity, requires from him the breadth of erudition, flexibility of thinking, activity and desire for creativity, the ability to analyze and introspection, readiness for innovation. The scientific innovations that drive progress cover all areas of human knowledge.

This is a set and system of functioning of all personal instrumental and methodological means used to achieve pedagogical goals. It acts both as a science that explores the most rational ways and means of learning, and as

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 05 Issue: 01 | Jan 2023

a system of principles, algorithms and regulators used in the educational process, and as a real educational process.

DISCUSSIONS

Innovative technology should answer the following questions: how best to organize educational (collective) activities and manage them to achieve the goals; what the subjects of pedagogical interaction should be able, know and have in order to ensure successful activity.

The concept of innovation in pedagogical science

Under these conditions, the teacher, the leader (technologist) of the educational process needs to navigate a wide range of innovative technologies, ideas, schools, directions, and not waste time discovering what is already known. Today, it is impossible to be a pedagogically competent specialist without studying the entire vast arsenal of educational technologies.

Currently, much attention is paid to innovative educational technologies. What does this terminology mean?

Innovations are changes within the system. In the pedagogical interpretation and in the most general sense, innovations mean innovations in the pedagogical system that improves the course and results of the educational process.

Explanations of the essence of pedagogical innovations are very contradictory. In "Professional Pedagogy", the following definition is given: "Innovation is a complex process of creating, distributing and using a new practical tool (innovations, innovations) in the field of engineering, technology, pedagogy, scientific research"

It turns out that there is no new practical means - there is no innovation. However, everything is not so simple: there are not so many “new practical means” in pedagogy. This means that innovation cannot be reduced to the creation of only means. Innovations are both ideas, and processes, and means, and results, taken in the unity of the qualitative improvement of the pedagogical system.

The objects of innovation are the following problems: how to increase the motivation of educational activities; how to increase the amount of material studied in the lesson; how to speed up the pace of learning; how to eliminate wasted time, etc.

The introduction of more thoughtful methods of using active forms of the educational process, new technologies for training and education are constant areas for developing innovative ideas.

An analysis of a large number of general and private innovative projects according to the criterion of compliance with the level of development of the proposed ideas in pedagogical science (selection according to the principle "known - unknown"), as well as their use in pedagogical practice (selection according to the principle "was - was not") made it possible to classify pedagogical innovations:

1. not new, but constantly relevant and far from being exhausted, the general idea and practical technology for optimizing the educational process, covering the system of pedagogical science and pedagogical practice;
2. humanistic pedagogy in the totality of its theoretical provisions and practical technologies;
3. based on new ideas approaches to the organization and management of pedagogical processes;
4. technologies based on the application of new ideas and means of informatization, mass communication.

At the moment, among the means of developing the educational process, first of all, it is necessary to single out the transition from intuitive development to scientifically based creation of a pedagogical project, to the

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 05 Issue: 01 | Jan 2023

validity of each element and stage, focusing on an objectively diagnosable end result, as well as putting it into practice. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it, healthy communication, discussion, and debate are formed and developed.

Today, problem-based teaching means problem situations created by the pedagogue during classes and active independent activity of the listeners aimed at solving them. As a result, students will acquire professional knowledge, skills, and abilities, and develop their thinking skills. Problem-based teaching refers to person-oriented technologies of teaching, because here a person is considered as a subject, the purpose of problematic situations is to arouse specific interest in the pedagogical process. Problem-based teaching is the most natural and effective method of teaching, because the logic of scientific knowledge demonstrates the logic of problematic situations.

Problem situations are included, traditional, narrative is the most optimal content of educational material. The teacher creates a problem situation, directs the listener to solve it, organizes the search for a solution. Management of problematic teaching requires pedagogical skills, because the emergence of a problematic situation is an individual situation and requires a differentiated and individualized approach. Problem-based teaching requires creative process to solve non-standard scientific-educational issues with non-standard methods.

Problems given to students for practice serve to strengthen the acquired knowledge and create skills, while problem problems are focused only on searching for new solutions. The essence of problem-based presentation of educational material is that the speaker, without presenting ready-made knowledge, puts problematic issues in front of the listeners and encourages them to look for ways and means of solving them. The problem, towards new knowledge and methods of action, starts on its own. It should be emphasized that here new knowledge is given not for information, but for solving problems or problems. In the traditional pedagogical method - from knowledge to the problem - the students cannot develop the skills and competences of independent scientific research, because they are presented with ready-made results for mastering. The solution to the problem requires creative thinking. Acquired knowledge does not have any effect in reproductive, mental processes, problem situations related to repetition of templates. If a person is regularly taught to acquire ready-made knowledge and skills, it is possible to extinguish his natural creative ability; he "forgets" independent thinking, the thinking process is perfectly manifested and developed when solving problematic issues. In conclusion, it can be said that interactive education provides an opportunity to solve several problems at the same time.

The main of these is that it develops students' communication skills and abilities, helps to establish emotional relationships among students, teaches them to work as part of a team, listen to the opinions of their peers, and fulfill educational tasks. ensures fulfillment. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it, healthy communication, discussion, and debate are formed and developed.

Today, problem-based teaching means problem situations created by the pedagogue during classes and active independent activity of the listeners aimed at solving them. As a result, students will acquire professional knowledge, skills, and abilities, and develop their thinking skills. Problem-based teaching refers to person-oriented technologies of teaching, because here a person is considered as a subject, the purpose of problematic situations is to arouse specific interest in the pedagogical process. Problem-based teaching is the most natural and effective method of teaching, because the logic of scientific knowledge demonstrates the logic of problematic situations.

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 05 Issue: 01 | Jan 2023

Problem situations are included, traditional, narrative is the most optimal content of educational material. The teacher creates a problem situation, directs the listener to solve it, organizes the search for a solution. Management of problematic teaching requires pedagogical skills, because the emergence of a problematic situation is an individual situation and requires a differentiated and individualized approach. Problem-based teaching requires creative process to solve non-standard scientific-educational issues with non-standard methods.

Problems given to students for practice serve to strengthen the acquired knowledge and create skills, while problem problems are focused only on searching for new solutions. The essence of problem-based presentation of educational material is that the speaker, without presenting ready-made knowledge, puts problematic issues in front of the listeners and encourages them to look for ways and means of solving them. The problem, towards new knowledge and methods of action, starts on its own. It should be emphasized that here new knowledge is given not for information, but for solving problems or problems. In the traditional pedagogical method - from knowledge to the problem - the students cannot develop the skills and competences of independent scientific research, because they are presented with ready-made results for mastering. The solution to the problem requires creative thinking. Acquired knowledge does not have any effect in reproductive, mental processes, problem situations related to repetition of templates. If a person is regularly taught to acquire ready-made knowledge and skills, it is possible to extinguish his natural creative ability; he "forgets" independent thinking, the thinking process is perfectly manifested and developed when solving problematic issues. In conclusion, it can be said that interactive education provides an opportunity to solve several problems at the same time.

The main of these is that it develops students' communication skills and abilities, helps to establish emotional relationships among students, teaches them to work as part of a team, listen to the opinions of their peers, and fulfill educational tasks. ensures fulfillment. Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on reasons, healthy communication, discussion and debate are formed and developed.

In this matter, the American psychologist and pedagogue B.Bloom created a taxonomy of pedagogical goals in cognitive and emotional fields. It is called Bloom's Taxonomy. (Taxonomy-the theory of classification and systematization of complex structured spheres of existence). According to him, the development of thinking is at the levels of knowledge, understanding, application, analysis, generalization, and evaluation. These are also represented by the following symbols and examples of verbs for each level, including:

Knowledge is the initial level of thinking in which the student can pronounce terms, know specific rules, concepts, facts, and so on. Examples of verbs according to this level of thinking are: to be able to return, to be able to strengthen, to be able to convey information, to be able to tell, to be able to write, to be able to express, to distinguish, to recognize, to tell, to repeat.

When he has comprehension level thinking, the student understands facts, rules, schemes, and tables. Based on the available information, he can predict future consequences. Examples of verbs according to this level of thinking: justify, replace, clarify, define, explain, translate, restructure, illuminate, interpret, clarify.

In application level thinking, the student can use the acquired knowledge not only in traditional, but also in non-traditional situations and apply them correctly. Examples of verbs according to this level of thinking are: introduce, calculate, demonstrate, use, teach, determine, implement, calculate, apply, solve.

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 05 Issue: 01 | Jan 2023

In thinking at the level of analysis, the student can distinguish parts of the whole and their interrelationships, see errors in the logic of thinking, distinguish between facts and consequences, evaluate the importance of information. Examples of verbs according to this level of thinking are: generate, separate, classify, classify, guess, predict, spread, distribute, check, group.

In thinking at the level of generalization, the student performs creative work, plans an experiment, uses knowledge in several areas. Processes information creatively to create something new. Examples of verbs according to the level of thinking are: to innovate, to generalize, to combine, to plan, to develop, to systematize, to combine, to create, to design.

At the evaluation level, the student can distinguish criteria, follow them, see the variety of criteria, assess the compatibility of conclusions with available information, distinguish between facts and evaluative opinions. Examples of verbs according to this level of thinking are: diagnose, prove, measure, control, justify, approve, evaluate, check, compare, contrast.

CONCLUSIONS

Successfully achieving and implementing student engagement is a two-way process that involves both teacher and student activity.

An English teacher can increase their cognitive activity only if he knows the level of certain conditions of the students. For this, it is necessary for the students to master the language material and types of speech activities and use them in oral speech, to be able to hold discussions on the text read or listened to, and to easily complete tasks of a creative nature. In order to increase the cognitive activity of students in English classes, the teacher must create certain conditions. Increasing the cognitive activity of students requires the use of a number of methodological factors by the teacher. Choosing the most effective method of education in English language classes, making appropriate use of problem-based learning opportunities, ensuring that students speak fluently in various situations, forming reading and listening comprehension skills, educating students through language material and ensures the successful implementation of the principle of activity, such as the search for and use of development opportunities.

References:

1. Beketova O.A. Innovation in education: concept and essence // Theory and practice of education in the modern world: materials of the V Intern. scientific conf. - St. Petersburg: Satis, 2014. - P. 1-2
2. Hoshimov O.H. Yakubov I. YA "Methodology of teaching English" Tashkent-2003.
3. Korotov V.M. General methodology of the educational process / - M., 1983. (teacher's library on the general problem of the theory of training and education) - 224 p.
4. Kudryavtsev T.V. Problem-based learning: origins, essence, perspectives. - M.: Knowledge, 1991
5. Leontovich A.V. “Research activity of students” / A.V. Leontovich, M., 2003. - 134 p.
6. Zaripova F.A. "Handbook of foreign language teaching methodology" Tashkent- 2002.
7. Zotov Yu.B. Organization of the modern lesson / – Yu.B. Zotov - M., 1984. -144 p.