

THE ROLE AND IMPORTANCE OF TEACHING METHODS IN EDUCATIONAL TECHNOLOGY IN TEACHING ENGLISH

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Abstract. In the experience of the world to foster professional competent in the field of foreign languages to develop the competent of teaching in English, to modernize innovation process according to support modern pedagogics technologies, techniques of reading and integrating differential reading to develop reading competent step by step, to investigate the effect of lingo didactic and psychological factors is very important.

Innovational ways of teaching foreign languages are being used in educational places of our republic. According to this, to improve 4 skills of a pupil which are: speaking, listening, reading and writing gave us productive results in the field of learning and teaching foreign language? From the given above, as it works out the skill “reading” and “receiving information” it is considered to be basic source in teaching foreign language. So, to improve to develop reading skills of pupils helps to increase their vocabulary, to understand the text logically and the ability of giving personal opinion.

Key words: Modern technologies, development, reading competence, permissible, simplicity, to supplement.

INGLIZ TILINI O‘QITISHDA TA’LIM TEXNOLOGIYASIDA O‘QITISH USULLARINING ROLI VA AHAMIYATI

Annotatsiya. Dunyo tajribasida ingliz tilida o‘qitish qobiliyatini rivojlantirish, zamonaviy pedagogika texnologiyalari, o‘qish texnikasi va o‘qish uslublari va o‘qish uslublarini qo‘llab-quvvatlash asosida innovatsion jarayonni modernizatsiya qilish uchun chet tillari sohasida malakali mutaxassislarni tarbiyalash bosqichma-bosqich o‘qishni rivojlantirish, lingo didaktik va psixologik omillarning ta‘sirini o‘rganish juda muhimdir.

Respublikamizning ta‘lim maskanlarida chet tillarini o‘qitishning innovatsion usullari qo‘llanilmoqda. Bunga asosan o‘quvchining 4 ta ko‘nikmasini oshirish: gapirish, tinglash, o‘qish va yozish bizga chet tilini o‘rganish va o‘qitish sohasida samarali natijalar berdi. Yuqorida aytib o‘tilganlardan, "o‘qish" va "ma‘lumot olish" ko‘nikmalarini rivojlantirar ekan, bu chet tilini o‘qitishda asosiy manba hisoblanadi. Shunday qilib, o‘quvchilarning o‘qish qobiliyatini rivojlantirish uchun takomillashtirish ularning so‘z boyligini oshirishga, matnni mantiqiy tushunishga va shaxsiy fikr bildirish qobiliyatiga yordam beradi.

Kalit so‘zlar: Zamonaviy texnologiyalar, ishlab chiqish, o‘qish malakasi, ruxsat etilgan, soddaligi, to‘ldirish.

РОЛЬ И ЗНАЧЕНИЕ МЕТОДОВ ОБУЧЕНИЯ В ОБРАЗОВАТЕЛЬНОЙ ТЕХНОЛОГИИ ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В мировом опыте очень важно формирование профессиональной компетентности в области иностранных языков, развитие компетентности преподавания английского языка, модернизация инновационных процессов в соответствии с поддержкой современных педагогических технологий, изучение методов дифференцированного чтения и интегрированного чтения для поэтапного развития компетентности в чтении, а также исследование влияния лингводидактических и психологических факторов.

В учебных заведениях нашей республики применяются инновационные методы преподавания иностранных языков. В связи с этим развитие четырех навыков учащихся – говорения, аудирования, чтения и письма – дало продуктивные результаты в области изучения и преподавания иностранных языков. Исходя из вышесказанного, навыки «чтение» и «восприятие информации» считаются основным источником в обучении иностранным языкам. Таким образом, развитие навыков чтения у учащихся способствует расширению их словарного запаса, логическому пониманию текста и формированию способности выражать собственное мнение.

Ключевые слова: Современные технологии, развитие, читательская компетентность, допустимый, простота, дополнять.

INTRODUCTION

Strategy of actions for further development of the Republic of Uzbekistan the item on the development of education and science sets important tasks such as “further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market.” At the same time, the use of modern technologies in the development of reading competence in the formation of integrated language skills in students plays an important role.

The effectiveness of the innovative integrated skills was determined through a comparative analysis of the innovative integrated skills with traditional teaching in education. The formation of the speech mechanism, the theory of speech activity, the psychological features of the study of language as a means of communication, formed the psychological basis of this study. Observation of the learning process, effective use of reading strategies and conversations with students helped to identify, analyze and develop ways to overcome psychological difficulties in the process of forming reading skills (ignorance of spelling rules, fear of making mistakes, lack of motivation).

The President touched upon the issues of stimulating research and innovation, creating effective mechanisms for the implementation of scientific and innovative achievements, the establishment of specialized scientific and experimental laboratories, high-tech centers and technology parks at universities and research institutes. Development of research and innovation activities in Uzbekistan to systematically change the activities of many higher education institutions requires. Such changes also constitute research on the basis of higher education both relate to the content and methods of the educational process. If in the past a small group of talented scientists and some graduate students from the teaching staff were engaged in scientific research and development, now they have become a definite part of the work of all teachers.

LITERATURE ANALYSIS AND METHODOLOGY

The lesson should be organized by the teacher in such a way that there is only a free and comfortable, cheerful environment. The main advantages of using non-traditional revision lessons are that in these lesson students feel responsible and interested only in speaking English, the topic is reinforced by this lesson and the methods used in it, passive students become more active through group work can compete with the strongest group in the non-traditional repetition class of other classes in the school, and it is through this that English competition nights and clubs are organized at the school. In a non-traditional review lesson, the teacher will have the opportunity to select and career-orient the most active, knowledgeable, and interested students. Another important feature is that in a non-traditional repetition lesson, all skills are applied: speaking, listening comprehension, reading and writing. [1,3]

In modern research, as a rule, identity is considered at the level of person-person, person-group, and as a mechanism of socialization, from the model of parental identification to norms, role-playing models or the model of identification of another person with other important people. In this regard, A. Antyushko identifies two main areas in which the phenomenon of identification is studied:

- The first direction - identification in the sense of the explanatory principle use the concept, that is, to measure the mental characteristics of a person and compare them with a certain standard;

- The second direction is the study of identification in the process of communication, interaction, mutual understanding by people.

This direction is related to the analysis of the process of socialization of the individual. Identification is a mechanism of socialization of the person, the mechanism of formation of the person in the process of interaction, mutual understanding. [3,5]

Following is the identification of events in relation to the teacher the scheme is proposed: identification with another person; group identification; identifying an

individual with a large community; comparing the subject with itself, i.e., self-identification and self-identification.

But very rarely is affect when it is not possible at all can also be a good educational tool. In this case, the teacher is required to work harder, be more patient and determined.

It is also required to adhere to the following rules:

First: the strong influence of the teacher on the student's behavior yields considerable results. However, it is important to keep in mind that a person who gets excited quickly can go overboard, resulting in him not getting the results he expected.

Second: anger often affects emotions more than the human mind. Students of a passionate teacher are disciplined not out of faith, but out of fear. Observations show that children of curious teachers, including those who are meek, indifferent, and at the same time demanding enough, rarely behave well in the teacher's fat.

Third: the nature of the case must be taken into account. There will also be actions that require the application of a compelling strong effect, but insignificant work and as a small offense; it is also very foolish to irritate oneself and the "nerves" of the students.

Fourth: The teacher's belief in his or her work is also important. Children also love curious teachers, if their anger helps them to get rid of a flaw in their students, if they feel that it is caused by a genuine sense of resentment.

The effectiveness of the use of pedagogical technologies in the educational process is finding its proof day by day. At the same time, the teacher and the student are constantly forced to search, study, and develop practical skills to express their ideas independently. This paves the way for them to become profound experts in their profession in the future. The role and importance of teaching methods in educational technology is particularly interactive methods, in which the classification of teaching methods is based on the specifics of teaching methods and the criteria for selecting teaching methods. Pedagogical technology encompasses the concepts of teaching methods such as educational technology, new pedagogical experience, new pedagogical technology, modern pedagogical technology, information technology, new experience. Nowadays, with the development of science and technology, the boundaries of human activity are expanding, new technologies are entering. Qualitative changes indicate that there are new technical, informational, audiovisual, audio tools that require new methodologies and become an integral part of the educational process, introducing certain features into it, which make modern pedagogical technologies a reality. Modern pedagogical technology, in essence, is on a par with other technologies, because they, like others, have their own field, methods and tools. A modern pedagogical technology differs from production and information technologies in that it represents a complex and incomprehensible pedagogical process as a field of knowledge related to the human mind. Its distinctive feature is that it combines the components of education. The application of modern

pedagogical technologies in the educational process, first of all, pedagogical technology based on the humanization and democratization of pedagogical relations, is the opposite of authoritarian technology creates a favorable social and psychological environment for development.

In this process, the student is the subject of his educational activity and in collaboration with the teacher solves educational tasks, the subject of a single educational process. The process of forming an independent personality is long and complex, requiring, on the one hand, the improvement of the content of all state structures and social organizations, and especially the education system, and, on the other hand, the establishment of a single educational system.

The famous scientist, philosopher, physician, Abu Ali Ibn Sina made a significant contribution to the development of pedagogical ideas. His views on morality and moral upbringing deserve special attention.

Ibn Sina's moral views are evident in his advice that is educated, noble, virtuous, strong-willed, zealous, well-rounded, and helpful to others, serving the common good and beneficial to humanity.

DISCUSSION AND RESULTS

In discussing the goals and means of education, Al-Farabi attached great importance to education, in which he meant the acquisition of scientific knowledge. According to Farabi, the purpose of human education is to show in him the pleasantness, usefulness and beauty of behavior, ability, and the fact that man is first and foremost directed his nature, his features to the truth and only to the truth. Thus, Farabi derives from the tasks of state studies, ethics and pedagogy in the development of the problem of goals and means of education, revealing the essence of the political structure of the state, which serves as the best means for people to achieve true happiness. [2,6]

The great poet of the Uzbek people Alisher Navoi, although he did not create a single work in the field of education, expressed his views in various scientific and literary works. Navoi expressed his views on education in his works of art by creating positive images that reflect the ideal of a well-educated person: in his comments on the importance of science and enlightenment, morality in the life of man and the people in general. It is obvious that any text (words, synonyms and synonyms) has a positive effect on the mind of the reader, depending on the correct use of words, or the event in the text affects the reader.

Here is an example:

Zebi's interrogation episode in the novel Night and Day is proof of our point. The scenes are so vivid, a simple, beautiful girl who squeals like a child, involuntarily comes to life before your eyes. Standing helplessly like an innocent lamb in front of a knife-

wielding court, the helpless realizes that he is being forced to open his face in front of a group of male unfamiliar. The girl still did not realize that her life was being ruined, that a fatwa was being given here to ruin her youth, or rather that she could not. So he was indifferent, even answering questions a little angrily, wondering if he could find my house when the trial was over. The reasons for the communication in these cases are the imbalance of social, national, religious values.

Zebi has her own opinion on what happened. I did not kill my husband. Whether a wife kills her husband or not is a simple fact. Although Zebi did not want to touch the commander at first, she later admitted her fate and did not consider her husband a very bad person, even dreaming of having a child sooner. Zebi couldn't think otherwise. If he had tried to justify himself in court, if he had defended himself, we would not have believed it. The idea that it wasn't Zebi; it was Cholpon's words would cross the minds of readers, and the novel wouldn't find that much fame. In that case, the above dialogue would take place with any Uzbek woman. The reason is again the narrow environment filled with those restrictions, the ignorance and lawlessness that runs through ignorance like unconditional obedience to men who have been ingrained in the minds of women who have been trapped in their shawls since childhood. Therefore, in the process of communication, Zebi is not dissatisfied with the fact that his whole life is wasted, but with the fact that he opens his face in front of unfamiliar men. The court makes good use of this simplicity. The man who was helpless in this situation was the teacher. The teacher chose the most correct, the most tested way, that is, adapted to Zebi's worldview, level.

"Won't you run away from the dog?" (You will not run away).

There is no difference between a disbeliever and a dog ... (A disbeliever is not considered unfamiliar).

This is permissible. (You will not be a sinner by opening your face). (The emphasis in parentheses is ours). Look at the power of the word, the woman who said it was better to die than to open my face just now raised her eyebrows.

That's enough for Zebi. After all, this is the ruling of a religious leader with a big turban. The teacher skillfully maintained his self-esteem as well, meeting the needs of the people of the government as well. But none of this happened in the form of pity for the tragic fate of a weakling. For both local officials and the colonialists, Zebi was such a sacrifice that it was equally necessary on both sides to keep the rest in a lifetime of fear.

Every reader is looking for a positive hero from a work of art with features that are close to him, with life principles. That is, he seeks evidence that his lifestyle is right. It is such a complex mental process that one may not even realize it. Well-known French literary critic E. Genneken hypothesized that there was a psychological closeness between the reader and the writer in N.A. Rubakin takes his research as a basis, and the result proves this idea. [5,7]

1 Similar studies have been conducted by M.T. Khanin, V.S. Orlov, S.A. Trubnikov, L.I. Beliaeva, M.B. Vainu, A.A. It is known to science that it was also conducted by Leontev and made a huge contribution to the development of psycholinguistics.

2 Is it possible to model the process of acceptance of a literary text? This question can be answered in the affirmative. Perhaps neither the recipient nor the producer needs such modeling, because just as a writer does not write according to a certain pattern or plan, so the reader can read within his own worldview and interests without reckoning with any model. But the difference between scientific views and the views we are accustomed to on a daily basis is that they explore aspects of the unexpected through an unexpected perspective and come to conclusions that relate to generality and specificity.

Modeling is the reproduction of the properties of an object in another object that is specifically configured to study them. This last object is called the model.

3 The linguistic model is characterized by the fact that it is a constructive scheme that exists in the human mind as an opportunity and is supplemented by specific lexical units in the direct speech process. Such modeling is based on a stable relationship of the elements in the character structure. Describing modeling as a nationwide method, D. Nabieva says that modeling follows the following principles: deductiveness, the use of a thinking experiment, and the interpretation of a model as an idealized object:

1 According to the degree of generalization of the object, E. Kirov divides modeling into three groups: 1. Analytical model aimed at describing a linguistic fact. 2. Intermediate model. 3. Synthesizing model based on maximum generalization.2 VP Belianin analyzes more than 500 literary texts psycho-linguistically and proves that they occur on the basis of the general "birth-grow-grow-grow-grow-die" model that reflects human life.

So, at a glance, a simple message exchange, that is, the process of receiving the text is associated with the solution of thousands of invisible problems. The creation of the text, the acceptance of the text, the text and the producer, the text and the recipient, the producer and the recipient emerge as a pressing problem awaiting solution. Linguistic aspects that complicate the process of perception are directly related to historical words, obsolete words, new words, dialectal words, and terms. In such cases, some moments of the text will be incomprehensible to the recipient, but this will not be a major obstacle to understanding the overall content of the text. Depending on the nature of the text, synonyms of incomprehensible words may appear in the concept of the recipient. Candidate of Pedagogical Sciences R. Atamuradova's "In the process of literary education A. In the methodical manual "Methods of teaching Aripov's creativity" the reader who reads works of art feels the world and experiences of heroes. Works belonging to the genres of lyrical literary type are also felt. In this sense, due to the nature of literary education, it is recommended to call this method "intellectual-emotional attack".

No matter how we use this method, its essence is students' revitalization means "attacking" through problematic questions. The fact that students can master a new topic or solve a specific didactic problem by asking each other or group questions also demonstrates the breadth of possibilities of this method.

CONCLUSION

It is clear that language learning skills also need to be taught in a related way to improve the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.

In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire necessary skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life so that they develop good learning habit that they can employ even after graduation.

Only language practice supported by theory can develop language habits and skills in a desirable direction and lead to the mastering of a foreign language. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways is an extensive use of translation-interpretation. However, this teaching technique is not approved by a majority of methodologists and teachers because pupils learn about a linguistic item more than they need for practical application.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

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