

## **INFORMATION AND PEDAGOGICAL TECHNOLOGIES FOR STUDENTS IN TEACHING ENGLISH**

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### **ABSTRACT**

*This study is devoted to modern linguistic problems. Here, special attention is paid to the problem of parts of learning foreign languages. At the same time, you may see, that the modern linguists describe a number of linguistic problems, that existed in the age of antiquity. It describes the approaches and opinions of modern specialists to the problems of ancient linguistics.*

**Keywords:** *multimedia, computer technology, Internet, the role of information and communication technologies (ICT) in teaching foreign languages, information society, the main goals in modern teaching methods, knowledge and skills, the self-cognitive activity of students.*

### **АННОТАЦИЯ**

*Данное исследование посвящено современным языковым проблемам. Здесь особое внимание уделяется проблеме частей изучения иностранных языков. В то же время вы можете увидеть, что современные лингвисты описывают ряд языковых проблем, существовавших в эпоху античности. Описаны подходы и мнения современных специалистов к проблемам древнего языкознания.*

**Ключевые слова:** *мультимедиа, компьютерные технологии, Интернет, роль информационных и коммуникационных технологий (ИКТ) в обучении иностранным языкам, информационное общество, основные цели в современных методах обучения, знания и умения, самокогнитивная активность студентов.*

### **INTRODUCTION**

Possession of information and pedagogical technologies is becoming as necessary as the ability to count. Therefore, it is logical that informatization is actively being introduced into the education system, fundamentally changing the technology of the process of training and education.

I must say that the informatization of society provides: the active use of the intellectual potential of society, the integration of information technology with scientific, industrial technologies, a high level of information services, the availability

of any member of the society to sources of reliable information, the visualization of the information presented, the materiality of the data used.

## **RESULTS AND DISCUSSION**

The development strategy of modern information technologies is determined by the direction from information to knowledge. This direction largely determines one of the priority areas of the informatization process of modern society - the informatization of education - the introduction of new information technologies in the education system.

The possible classification of computer-based training programs can be conditionally divided as follows: demonstration programs; training programs; software testing and control of knowledge; software for mathematical modeling; simulators; information and reference systems; automated training systems; expert training systems; Intelligent learning systems and a special place in this series are electronic textbooks.

By goals and objectives, training computer programs are divided into illustrative, consulting, training programs, training control programs, and operating environments. Some of them are designed to consolidate knowledge and skills, others are focused on the assimilation of new concepts. Great opportunities are possessed by programs that implement problem-based learning.

Game programs contribute to the formation of learning motivation, stimulate initiative and creative thinking, develop the ability to act together, subordinate their interests to common goals.

The teleconference allows the teacher and the student, who are often far from each other, to organize a learning process similar to the traditional one. Here, collective work of students located in different localities, business games and the brainstorming method are possible. Studies show that today the main form of organization of educational activities of students in the network is a training telecommunication project.

In Uzbekistan, education is one of the priorities of state policy 75. In connection with the use of a single information network, a change in methodological principles and approaches in the field of science and education, more and more attention is currently being paid to the use of computer technology.

And, although the active computerization of the educational process began a few years ago, our schools today are not sufficiently equipped with computer technology. Currently, approximately 15% of secondary schools in the Republic

of Uzbekistan are equipped with modern computer technology. And a little over a tenth of them has access to the global network.

In order to transfer the course to computer technology of training, the teacher who sets the course must have an idea not only about the subject area, but also be a good methodologist, have the skills to systematize knowledge, be well informed about the possibilities of information technology, and also know what computer support is achieved another didactic technique. In addition, he must be informed about the technical tools and software that will be available to him both when creating application software (software), and when accompanying the educational process.

In the world community, much attention is paid to discussing approaches to solving these problems. Conferences, seminars and other events are held to exchange experience in the use of computer-based learning technology in a real educational process, where the positive and negative aspects of educational informatization are evaluated (in particular, the World Conference on Educational Multimedia and Hypermedia under the auspices of the AACE association)

So, information technology and education these two trends together become the spheres of human interests and activities that mark the era of the 21st century and should become the basis for solving the problems facing humanity.

In the light of the foregoing, a new promising subject area is beginning to take shape “Information pedagogical technologies in education”. This area includes the problems of intelligent learning systems, open education, distance learning, information educational environments.

This area is closely related, on the one hand, with pedagogical and psychological problems; on the other hand, with the results achieved in such scientific and technical areas as telecommunication technologies and networks; computer processing systems, and many others. Currently, the concept of pedagogical technology, that is, the art of teaching, has firmly entered the pedagogical vocabulary. Technology from the Greek words techno (art, craft, science) and logos (concept, teaching).

With the help of technology, intellectual information is translated into the language of practical solutions. Technology is both ways of activity and how a person participates in activities. Modern technologies in education are considered as a means by which a new educational paradigm can be implemented. The

most famous authors of modern pedagogical technologies abroad include J. Carroll, B. Bloom, D. Bruner, D. Hamblin, G. Gays, V. Coskarelli and others.

There are many interesting definitions of the nature of educational technology a term that has become quite popular in the last decade. Let us dwell only on some of them. In the documents of some international organizations, learning technology is considered as a systematic method for creating, applying and defining the entire process of teaching and mastering knowledge, taking into account technical and human resources and their interaction. This definition of technology, like many similar to it, cannot claim to be complete and accurate, despite the fact that new (environmental, space, information) technologies are constantly appearing. Pedagogical technology is a substantial technique for the implementation of the educational process. Technology is a set of techniques used in any business in art. Pedagogical technology is a description of the process of achieving the planned learning outcomes. Pedagogical technology is a meaningful generalization that incorporates the meanings of all the definitions of all previous authors. Sources of pedagogical technology are the achievements of pedagogical, psychological and social sciences, advanced pedagogical experience, folk pedagogy, all the best that has been accumulated in domestic and foreign pedagogy of past years.

In pedagogical practice, several classifications of pedagogical technologies are presented, that is: - subject-oriented teaching technologies: - technology of "complete assimilation"; - technology of level differentiation; - technology of concentrated training; - personality-oriented teaching technologies: - technology teachers of workshops; - technology of modular training; - technology of training, as educational research; - technology of collective thought activity; - technology of business games; - technology of educational design, etc. All this "fan" of technologies can be revealed and formed in the hands of an experienced teacher, because the conditions for their applicability depend on many factors; In addition, technologies are closely interconnected. Consider only the most common and widely used educational technologies in training.

For example, the concept of "gaming technology" includes a fairly extensive group of techniques for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, a pedagogical game has an essential feature - a clearly defined learning goal and the corresponding pedagogical result, which can be justified, highlighted explicitly and characterized by educational-cognitive orientation. The game form of classes is created in the lessons with the help

of game techniques and situations that act as a means of inducing, stimulating learning activities.

Having examined the main parameters of this technology, we can conclude that the game is a historically determined, natural element of culture, which is a type of voluntary activity of the individual. The game is the reproduction and enrichment of the social experience of previous generations, the development of the norms and rules of human life through the voluntary adoption of game rods, virtual modeling of the game space, the conditions of their own being in the world.

There is other pedagogical technology. For example, the concept of "project" in the broadest sense - everything that is conceived or planned. The technology of project training is considered in the system of personality-oriented education and contributes to the development of such personal qualities of schoolchildren as independence, initiative, creativity, allows to recognize their urgent interests and needs and is a technology designed for the consistent implementation of educational projects.

The purpose of project training is to create the conditions under which students: independently and willingly acquire the missing knowledge from various sources; learn to use the acquired knowledge to solve cognitive and practical problems.

Initial theoretical positions of project training:

- the focus is on the student, promoting the development of his creative abilities;
- the educational process is built not in the logic of the subject, but in the logic of activities that have a personal meaning for the student, which increases his motivation in learning;
- the individual pace of work on the project ensures that each student reaches his own level of development;
- an integrated approach to the development of educational projects contributes to the balanced development of the basic physiological and mental functions of the student;
- a deep, informed assimilation of basic knowledge is provided due to their universal use in different situations.

The most significant features of project training are its dialogism, problematic, integrative, contextual. Dialogue allows students in the process of project implementation to enter into dialogue with both their own I and others. It is in the dialogue that "free self-revelation of the personality" is carried out (M. M. Bakhtin<sup>77</sup>) Problem arises when solving a problem situation, which determines the beginning of active mental activity, manifestations of independence in students, due to the fact that



they find a contradiction between the content they know and the inability to explain new facts and phenomena. Solving a problem often leads to original, non-standard methods of activity and results.

Context in design technology allows you to create projects close to the natural life of students, to realize the place they study science in the general system of human life.

## **CONCLUSION**

Currently, there are various classifications of projects that disclose this technology. Summarizing them, we distinguish the following most characteristic:

- According to the content and nature of the work, the types of projects are distinguished: research, information, creative, game, practice-oriented;
- By the nature of contacts - domestic and international;
- By the number of participants - personal, paired, group;
- By the duration of their implementation - short-term (several lessons), medium-term (from a week to a month), long-term (several months).

The forms of project implementation are also different: it can be a printed work, an article, a conference report, a wall newspaper, an almanac, a multimedia presentation, a creative report. Project activity is one of the most promising areas in modern education for mastering operational knowledge in the process of specialization.

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