

THE IMPORTANCE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Sayyora Khujaeva

Teacher, Urgench State Pedagogical Institute, Faculty of Philology,
Foreign Philology Department

E-mail: xojayevasayyora67@gmail.com

Annotation: This article explores the importance of digital technologies in teaching foreign languages. Digital technologies provide interactive, customized, and efficient methods of organizing the educational process. Digital tools make it easier and more interesting to teach and learn foreign languages, giving students more options. The function and advantages of digital technologies in education, including online platforms, virtual classrooms, audio and video resources, and digital dictionaries, are examined in this article.

Key words: Foreign language teaching, digital technologies, educational process, interactive learning, online platforms, distance education, opportunities for learners

Introduction. Modern information technologies are rapidly developing and have had a strong impact on all areas of the education system, including the teaching of foreign languages. In our country, effective work is also being carried out in this regard. In particular, the Resolution No. PQ-5117 of the President of the Republic of Uzbekistan dated May 19, 2021, titled "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level," has been adopted. Additionally, tasks to establish adequate conditions for learning foreign languages and to popularize their study were set during the extended meeting No. 23, which took place on May 6, 2021, and was headed "On measures to improve the system of teaching foreign languages." The approach to studying and teaching foreign languages has been drastically altered by the use of digital tools into the educational process. With the use of digital tools, conventional teaching techniques are now being changed into more engaging and productive forms.

Digital technologies make education:

- **Easier:** Students can access learning materials anytime and anywhere;
- **Personalized:** Each learner can study according to their own pace and learning style;
- **More motivating:** Interactive materials and game-based lessons increase students' interest in learning;
- **Globally connected:** Learners can access international educational platforms and communicate with foreign students and teachers.

These days, teaching foreign languages makes extensive use of a variety of digital resources. The learning process is made interactive and accessible via online resources like Rosetta Stone, Memrise, and Duolingo. Additionally, audio and video resources such as podcasts, audiobooks, and YouTube classes aid in improving students' listening and understanding abilities. WordReference, DeepL, Cambridge Dictionary, and other digital dictionaries and translation tools facilitate vocabulary growth and simplify translation. Teachers can benefit much from digital technologies at the same time. Through graphics, diagrams, movies, and animations, they enable the presentation of teachings in a more visual and captivating manner that aids in the straightforward explanation of difficult subjects. Additionally, these technologies make it easier to measure individual growth by allowing teachers to swiftly and accurately monitor students' involvement and performance. Additionally, digital tools facilitate the development of adaptable and contemporary lesson plans, enabling educators to enhance the caliber of instruction and modify it to meet the needs of their pupils.

Digital technologies make distance learning efficient and manageable, guaranteeing that the educational process continues even in adverse circumstances like pandemics. For students,



digital technologies present a multitude of opportunities. Students can practice independent learning and self-study using digital resources, which fosters the growth of their critical and autonomous thinking abilities. Additionally, interactive activities are crucial because they help students to use the language in real-world scenarios and reinforce their understanding with interesting resources. Additionally, by connecting on global platforms, for instance, digital technologies allow students to practice language proficiency in authentic settings. Additionally, they give students the chance to engage with other language learners and become part of the worldwide language community.

The introduction of digital technologies in teaching foreign languages has fundamentally transformed the educational process and improved its quality. Digital tools provide learners with numerous opportunities to acquire new knowledge and enable teachers to organize effective lessons. In the future, the use of digital technologies in foreign language teaching will continue to expand, opening up new possibilities. The teacher's task is to create conditions for each student to practically master the language and to choose teaching methods that allow every learner to demonstrate their activity and creativity. Activating pupils' cognitive activity during the learning process is another crucial duty of the teacher. By taking into account students' abilities and learning levels, modern pedagogical technologies—such as collaborative learning, project-based learning, the use of new information technologies, and Internet resources—help implement a learner-centered approach in the educational process, guaranteeing individualization and differentiation of instruction.

Working with computer-based teaching systems in foreign language classes involves tasks including understanding grammatical structures, teaching writing, establishing dialogic and monologic speech, learning vocabulary, and practicing pronunciation. There are a plethora of options for utilizing Internet resources. Teachers and students anywhere in the globe can obtain any information they need thanks to the global Internet, including articles from newspapers and publications, news from young life, and regional geographic materials. During English lessons, a number of didactic tasks can be accomplished using the Internet, such as developing reading skills through global network materials, improving students' writing abilities, enriching their vocabulary, and increasing their motivation to learn English. Moreover, this approach helps broaden students' horizons and enables them to establish and maintain professional relationships and communication with peers from English-speaking countries. Students can also participate in online tests, quizzes, competitions, and Olympiads, as well as engage in correspondence, conversations, and video conferences with peers from other countries. Additionally, they can gather information about the topics they are currently working on in their project.

The fact that contemporary computers are a useful tool for improving the conditions of intellectual labor in general and in all of its forms is linked to the substantive basis of broad computerization. One distinctive feature of computers is their inanimateness. When they are utilized as a teaching tool or a learning aid, this becomes clear. A computer can engage with a person in a "friendly" manner and occasionally even "support" them, but it never displays signs of rage or boredom. In this way, using computers to customize some aspects of instruction is quite advantageous. Developing communicative competence is the basic purpose of learning a foreign language in school; all other goals, including education, instruction, and personal growth, are accomplished in the course of achieving this fundamental goal. Teaching communication skills and fostering the capacity to participate in cross-cultural interactions—the cornerstone of Internet activity—are key components of the communicative method. The Internet is an international, multinational, intercultural society whose existence is founded on electronic exchanges among millions of individuals worldwide, producing at once the greatest discourse in terms of participation and scope. Without communication, the Internet is meaningless. By taking part in this during class, we are able to develop an authentic model of communicating in a foreign language. Principles like interaction, interactivity, true communication, learning a



language in a cultural setting, autonomy, and humanistic ideals are being prioritized in education. These ideas make it possible for intercultural competence to grow as a crucial part of communication skills.

Pedagogical technologies are among the most crucial elements of the contemporary educational system when it comes to teaching foreign languages because they facilitate efficient lesson planning, stimulate students' learning activities, and guarantee excellent academic accomplishment. In addition to teaching strategies, pedagogical technology encompasses the methodical planning, execution, and assessment of the complete educational process. Specifically, these tools for learning foreign languages help students become more proficient communicators so they can utilize the language in everyday contexts. Role-plays, discussions, and group projects are examples of interactive teaching strategies that encourage independent thought and make students active learners. Information and communication technology (ICT) hold a unique position among contemporary pedagogical technologies. Students can access authentic content using online platforms, mobile applications, multimedia technologies, and the Internet. For instance, watching English-language videos, listening to podcasts, or interacting with foreign individuals online puts them in a more authentic language setting. This improves intercultural competency in addition to linguistic proficiency. In addition, these technologies support students' full and integrated development of speaking, listening, reading, and writing abilities.

Additionally, pedagogical tools enable customization of the educational process. Each student's distinct traits, degree of knowledge, and rate of learning are taken into consideration while choosing tasks and approaches. For instance, students who struggle are given more exercises and explanations, while more advanced students are given challenging homework. Every learner can grow in accordance with their own talents thanks to this method. Additionally, methods like blended learning and online learning allow students to review material outside of the classroom. The fact that educational tools boost pupils' motivation is another crucial factor. Interactive, tech-rich classes are more engaging for students than traditional ones. Students participate more actively in the learning process through gamification, ranking systems, assessments, and visual aids. This increases their innate drive to learn and cultivates a positive attitude toward instruction.

The function of the instructor is likewise altered by pedagogical technologies. These days, a teacher serves as a guide, advisor, and organizer in addition to imparting knowledge. They efficiently organize lessons, oversee student activities, and evaluate results. Additionally, examinations, electronic platforms, and monitoring systems have updated the assessment process, making it possible to accurately and transparently evaluate students' knowledge. The use of educational tools is not without its difficulties, though. The efficiency of lessons can be adversely affected, for instance, by inadequate technological equipment, slow internet speeds, or inexperienced lecturers. As a result, it is critical to enhance the credentials of educators and provide educational institutions with cutting-edge technological resources. All things considered, pedagogical technologies are an essential instrument for teaching foreign languages. They improve the efficacy of instruction, direct students toward autonomous and active learning, and get them ready for the global world. They greatly increase students' enthusiasm in learning languages and broaden their options by making the teaching process more contemporary, interactive, and effective.

References

1. Toshboltaev, F.U. (2021). The necessity to ensure integration of pedagogical and information technologies in the preparation of future teachers. *European Journal of Research Development and Sustainability*, 2(6), 103–106.



2. Fahriddin, T. (2022). Content of ensuring the integration of pedagogical and information technologies in higher pedagogical education. *Eurasian Journal of Learning and Academic Teaching*, 15, 193–197.
3. Tashboltaev, F.O. (2022). Features of improving the methodical training system of future teachers. *Journal of Pedagogical Inventions and Practices*, 15, 113–115.
4. Toshboltaev, F.O. (2022). Social-pedagogical aspects of developing methodological training in future teachers. *Science and Innovation*, 1(B3), 615–622.
5. I.A. Karimov – *High Morality – Invincible Power*. Tashkent, Ma'naviyat, 2008.
6. N. Saidahmedov – *Pedagogical Mastery and Pedagogical Technologies*. Tashkent, 2011.
7. B. Azizkhojayeva – *Pedagogical Technologies and Pedagogical Mastery*. Tashkent, 2006.
8. J. Jalolov – *Methodology of Teaching Foreign Languages*. Tashkent, 2012.
9. H.D. Brown – *Principles of Language Learning and Teaching*. Pearson Education, 2007.
10. Jeremy Harmer – *How to Teach English*. Longman, 2007.

