ADVANCING ENGLISH LANGUAGE LEARNING THROUGH PEDAGOGICAL TECHNOLOGIES

Djalilova Sabokhat Rixsibayevna

Senior Lecturer, Uzbekistan State University

of Physical Education and Sports

Abstract: The article discusses the transformative impact of technology on English language education. The article highlights the diverse array of pedagogical technologies available to educators and learners, including interactive platforms, digital resources, collaborative environments, assessment tools. By leveraging these technologies, educators can create dynamic and engaging learning experiences that cater to the diverse needs and preferences of learners.

Keywords: interactive technology, interactive method, communication, discussion, experience, educator, proficiency.

Аннотация. В данной статье рассматривается преобразующее влияние технологий на обучение английскому языку. В статье освещается широкий спектр педагогических технологий, доступных преподавателям и учащимся, включая интерактивные платформы, цифровые ресурсы. Используя эти технологии, преподаватели могут создавать динамичный и увлекательный опыт обучения, отвечающий разнообразным потребностям и предпочтениям учащихся..

Ключевые слова: интерактивная технология, интерактивный метод, коммуникация, дискуссия, опыт, образование, мастерство.

Introduction: Nowadays, the significance of teaching a foreign language efficient has grown importantly in the world, especially in developing countries, such as Uzbekistan. Considering the state of English as an international language, to encourage its study to spread public access to the world's social, economic, educational and cultural opportunities offered by the knowledge and use of English, ensuring the integration of Republic of Uzbekistan into the world economic, political, scientific and educational space.In today's digital age, pedagogical technologies have become invaluable assets in the realm of education, offering innovative tools and resources to enhance teaching and learning experiences. Among the many disciplines benefiting from these advancements, English language learning stands out as an area ripe for transformation. This article explores the myriad ways in which pedagogical technologies are revolutionizing English language education, providing educators and learners with new opportunities for engagement, interaction, and proficiency development. Pedagogical technology has transformed the landscape of education, offering innovative tools and resources to enhance teaching and learning experiences. In the realm of language education, pedagogical technology plays a pivotal role in facilitating English language acquisition and proficiency development. This article explores the ways in which pedagogical technology can be effectively utilized to teach English language skills, from vocabulary acquisition to communicative competence, in diverse educational settings.

The main objective of the article is analyzing the methodology aspects and the peculiarities of modern interactive pedagogical technologies such as a role-play, case study usage, revealing their potential for stimulation of the learning process in higher education establishments as well as outlying the forms and means of introducing into teaching foreign languages for professional and communication training of future specialists.

According to the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on «Measures for further enhancement of the System of teaching of foreign

languages» the system of teaching the foreign languages has been considered. As it is said in the decree to highlight that a complex system for learning and teaching of foreign languages lead on improving of comprehensively developed, advanced, educated and intellectual youth, and further penetration of the Republic of Uzbekistan with the global society has been established within the framework of the Law on Education and the National Programme for Personnel Training.

Based on this Decree a new approach of teaching the foreign languages has been set in higher education in Uzbekistan. So, as a result of discussions in higher education on the quality of teaching and learning, universities have recently begun a new to determine their goal and directions by which they reach these. A significant item of this policy has been to describe the disciplinary knowledge and skills, critical thinking skills, attributes and attitudes students are expected to acquire during their study, that's why new approaches were needed to fulfill the task.

As it is known, today there is a significant direction from passive to active learning. Therefore, special attention is paid to improving the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes a key role in cognitive activity. Foreign language teachers must find tools to develop the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to achieve these goals is using interactive technologies at classes. It provides to develop students' imagination; creativity increase their cognitive interest in studying foreign languages and improve their communicative skills.

We have now discussed that the interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including dialogue and game, simulation, analysis of situations, auction ideas; organic combination in the educational process of various learning tools, distance-learning and traditional forms of education on the principles of the appropriateness of their

implementation. As we all know very well, the basis of interactive learning is a direct dialogue student -teacher, student-student, students-guest. It can be one lesson, a series of lessons or the whole course. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals.

In order to train highly skilled specialists, lectures, seminars, laboratories and practical classes, as well as other forms of training, including role places and case studies as interactive methods of teaching foreign languages to students are held. It is noted that when presenting the studying material in a game form, students are active and interested in the results of their educational activities. In addition to the abovementioned information, we would like to consider closely useful materials and research methods, which are used to help the students to gain the knowledge and help them to achieve their learning targets and to describe the teaching techniques that were applied in classroom.

In learning speaking skill, the student often found some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. They are also too shy and afraid to take part in the conversation. Many techniques can be applied including role play because many research finding say that this technique is effective to use in teaching speaking. In learning speaking skill, the student often found some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. They are also too shy and afraid to take part in the conversation. Many techniques can be applied including role play because many research finding say that these techniques are effective to use in teaching speaking.

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to

invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers. And as to the question whether motivation is more or less important than language aptitude: motivation is not measurable and even language aptitude is apparently much more difficult to assess than was once thought, so that the question is probably unanswerable. In any case, perhaps it was not a very helpful one in the first place: our job is to do all we can to encourage the development of ability and enhance motivation, on the understanding that each will contribute to the other.

The authors of a classic study of successful language learning came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation.

Interactive activities provide opportunities for learners to use the target language in a communicative way for meaningful activities (giving importance to messages being created or activities being completed) rather than form (correctness of language and language structure). It will lead students to acquire what they need and what they want actually to be used in real life situations. Thus, interactive activities include any activity in which a participant addresses an audience orally.

The two types of interactive activities employed in the classroom and focused on in this paper are:

• Group Discussion and Presentation

• Role playing

Both are interactive activities because they require learners' participation and involvement and provide opportunities to produce the target language to become effective communicators.

The terms 'speaking', is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Interactive Language Learning Platforms: Pedagogical technologies have given rise to a plethora of interactive language learning platforms that offer dynamic and engaging experiences for learners. These platforms, such as Duolingo, Rosetta Stone, and Babbel, leverage gamification elements, adaptive algorithms, and multimedia resources to create immersive language learning environments. Learners can engage in a variety of activities, including vocabulary drills, grammar exercises, and simulated conversations, all designed to reinforce language skills in an interactive and enjoyable manner.

Digital Language Learning Resources: The internet has become a treasure trove of digital resources for English language learners, providing access to authentic language materials and cultural content from around the world. Online dictionaries, grammar guides, and language blogs offer valuable reference tools, while podcasts, videos, and online articles provide opportunities for listening and reading practice. Educators can leverage these digital resources to supplement classroom instruction, encourage self-directed learning, and expose learners to diverse linguistic and cultural contexts.

Collaborative Learning Platforms: Pedagogical technologies also facilitate collaboration and communication among language learners through platforms like Google Classroom, Microsoft Teams, and Edmodo. These virtual learning environments enable educators to create online communities where learners can engage in collaborative projects,

discussions, and peer feedback. By fostering a sense of community and interaction, collaborative learning platforms promote social learning, cultural exchange, and language fluency development.

Digital Assessment Tools: Assessment is an integral part of the language learning process, and pedagogical technologies offer a range of digital tools to streamline and enhance the assessment process. Online quizzes, automated grading systems, and data analytics platforms enable educators to assess learners' language proficiency, track their progress, and identify areas for improvement. By providing timely feedback and personalized learning recommendations, digital assessment tools empower learners to take ownership of their learning and make continuous progress toward their language learning goals.

Conclusion: Pedagogical technologies have transformed English language learning, offering innovative solutions to age-old challenges and opening up new possibilities for educators and learners alike. By leveraging interactive platforms, digital resources, collaborative environments, assessment tools, and immersive experiences, educators can create dynamic and engaging learning experiences that cater to the diverse needs and preferences of learners. As pedagogical technologies continue to evolve English language education, empowering learners to achieve their language learning goals in the digital age.

REFERENCES:

1. Исаева У., Джалилова С. The usage of new pedagogical technologies in lessons //Молодой ученый. – 2018. – №. 5. – С. 169-171.

2. Богиева Т. Р. Преимущества и недостатки применения традиционных и нетрадиционных методов преподавания иностранного языка в образовательных учреждениях СПО //Инновационная наука. – 2016. – №. 4-2 (16). – С. 139-141.

3. Mahsudova B. H. et al. Проблема межкультурной коммуникации в обучении иностранным языкам //Theoretical & Applied Science. – 2018. – №. 1. – С. 76-79.

4. Жалилова С. Использование лингвокультурологического подхода в обучении иностранным языкам //Central Asian Research Journal for Interdisciplinary Studies (CARJIS). – 2021. – Т. 1. – №. 3. – С. 64-71.

5. Rixsibayevna D. S. TYPES OF LEARNING ENGLISH METHODS IN SPORT DIRECTION //Лучшие интеллектуальные исследования. – 2024. – Т. 15. – №. 1. – С. 45-49.

6. Rixsibayevna D. S. IMPROVE PROFESSIONAL ACTIVITIES OF FUTURE TEACHERS //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 12. – С. 531-534.

7. Rixsibayevna D. S. COMMUNICATIVE-COGNITIVE APPROACH TO TEACHING OF FOREIGN LANGUAGES //World scientific research journal. – 2022. – Т. 4. – №. 1. – С. 198-200.

8. Максудова В. Х., Жалилова С. Р., Нуримова С. Э. КОММУНИКАТИВНО-КОГНИТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ //Путь науки. – 2015. – №. 3. – С. 128-130.

9. Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly., – London., 2006.

10. Harmer J. The Practice of English Language Teaching. – London., 2001.

11. Пассов Э. И. Общительный метод обучения иностранного разговора. –Москва., 1985

12. Brown, H. D. Teaching by principles. 2016,