Modern Pedagogical Technologies

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Abstract: This article discusses educational technologies, methods and results of using them in the course of the lesson.

Keywords: technology, innovation, motivation, curiosity, interest, surprise, desire, duty, individual, ability.

Currently, the concept of educational technology has firmly entered the pedagogical vocabulary. Technology is a complex of receptions used in any business, skill, art. There are many definitions of the concept of "educational technology".

Today, there are more than a hundred educational technologies.

Why didn't any of the innovations of recent years have the expected effect? There are many reasons for this phenomenon. One of them is especially pedagogical - the low innovation skills of the teacher, that is, the inability to choose the necessary books and technology, the lack of ability to accept changes correctly. Some teachers are not ready for innovations methodologically. others - psychologically. Everything is strengthened by the dominance of the professor's power. The student has become a mandatory subject of the teaching process. In recent years, teachers have been trying to introduce students in a person-oriented way. For young children, positive motivation has decreased, children do not have interest, surprise, desire and other signs of desire - they do not ask questions at all.

Sometimes a teacher-mentor uses elements of several technologies in his work, applies specific methodological approaches, in this case it is necessary to talk about the "authorship" technology of this teacher. Every teacher is a creator of technology, even if they are dealing with credits. Technology cannot be created without labor. For a teacher who has learned to work at a technological level, it is always the main criterion for the cognitive process in a state of development.

There are several names for teaching in a group: "organized dialogue" or "working in the vapors of an exchangeable composition".

Three aspects of the pair are used in this technology: static, dynamic and variable.

Static pairing. In it, two students, "teacher" and "student" who change roles, come together at will; Two weak students, two strong and weak can deal with the condition of mutual psychological compatibility.

A dynamic couple. Choose four students and give them a four-part task; After preparing part of the task and self-checking, the school student checks the task three times, that is, with each partner, and each time he needs to change the logic of exposition, emphasis, rhythm, etc. will be Therefore, include a mechanism to adapt to the individual characteristics of companions.

Option pair. In it, each of the four members of the group receives a task, performs it, analyzes it with

the teacher, conducts exercises according to the scheme together with the other three companions, as a result, each of them completes four parts of the educational content.

Advantages of group teaching technology:

As a result of regular repeated exercises, logical thinking and understanding skills are perfected;

In the process of interaction, memory develops, previous experience and knowledge are mobilized and updated;

Every student feels free, works in an individual rhythm;

Teamwork increases responsibility not only for success, but also for results

The need to adjust the reading rhythm is felt

An adequate assessment of the individual's self, capabilities and abilities, advantages and limitations is formed;

Discussing information with multiple exchange partners increases associative links and therefore provides more robust learning.

Each pedagogic technology has active and reinforcing tools in the production of students, and in some technologies, this foundation is the basis of the idea and construction. For them, technology perspective teaching (S.N. Lysenkova) can be conducted, play, problem-based, individual early intensive training and learning skills can be improved. The purposes of using information technology (multimedia) French language courses:

Expanding the boundaries of computer space by using new teaching tools;

Increasing cognitive interest in the studied object;

The use of information technologies (multimedia), which are called to reflect the activity of teachers and mentors in the lesson, not only revives and diversifies the educational process, but also opens up great opportunities for expanding the foundations of education, has a huge motivational potential. brings new elements to the educational process, allows to successfully combine team work with individual work. In the presence of new equipment, it will be easier for the teacher to have a targeted approach to training students of different levels, it will be more reasonable to organize the entire educational process and solve the old "weak - strong" problem.

The use of modern multimedia technologies in French language classes makes teaching lively, memorable, interesting for children of any age, forms an emotional-positive attitude to the subject, creates and develops the richest opportunity for the development of the student's personality. his intellectual and creative abilities, independent acquisition of new knowledge from various sources of information, skills of working with them are diverse.

In lessons, teachers actively use various multimedia presentations created with the help of Power Point software with children, they help to structure the material, solve the problem of audio-visual support of the lesson, save time for the teacher's preparation for the lesson and blackboard presentation. The presentations prepared for the lesson are well preserved in the memory in a wide, bright condition. In the application of multimedia technologies, storage occurs simultaneously in many ways: visual, auditory, pronunciation, as well as through associations that appear in the images displayed on the screen.

The most important and effective, in my opinion, is to use multimedia presentations when creating a project on this topic, and then defend it in class. Project activity allows students to play the role of authors, creators, increases creative potential, not only expands the general horizon, but also helps to expand language knowledge. The project is an opportunity for children to express their ideas in a convenient, creatively considered form. First, we form groups, determine the time limits of the project, consider what materials can be used by students outside of the Internet, find the necessary addresses, and choose the optimal form of presentation. This is not the first year that we have been

engaged in such work, and it should be noted that the children do it with great pleasure.

The use of an interactive whiteboard in the lesson introduces the teacher to new opportunities for lesson work. Everything available on the computer is presented on an interactive whiteboard. In it, you can move objects and notes, add comments to text and drawings, save them for later use, distinguish key areas and add colors. All this is done next to the blackboard in front of the whole class, which attracts everyone's attention. Working with an interactive board allows children to be more active in class, to explain a new document, to check knowledge, and to teach.

The children worked on the board with great pleasure, combining pictures with inscriptions, writing missing letters, words, guessed crosswords. Teachers use Internet resources to find the most "new" socio-cultural information and materials - drawings, photos, maps - necessary for creating presentations.

In my opinion, the potential of the universal network allows not only to find the necessary materials, but also to increase the effectiveness of the teacher's self-study, which allows to improve the acquisition of the French language in the communication process through the virtual exchange of ideas and experiences.

Based on "live" materials, not only questions to textbook texts, but also discussion of "hot" issues interesting for everyone, it is possible to form a stable motivation of students' foreign language activities.

The use of multimedia tools helps to implement a targeted approach to teaching, provides individualization and differentiation, taking into account the characteristics of teaching, their level. Multimedia tools are aimed at creating conditions for the formation and development of communicative abilities and mechanisms of language teaching. They make it possible to move from reproductive forms of educational activity to independent creative aspects of work, to focus on the formation of communicative culture and to develop skills for working with various information and its sources.

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