

## **ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR VA ULARNI CHET TILINI O'QITISHDA QO'LLASH**

***Abdumajidova Iroda Oybek qizi***

*Samarqand davlat chet tillar instituti*

*ingliz tili I fakulteti 2- bosqich talabasi*

*Guruh:2308 e-mail: abdumajidovairoda04@gmail.com*

*+998882891118*

***Ilmiy rahbar: Saliyeva Ziroat***

**ANNOTATSIYA:** *Mazkur maqola zamonaviy pedagogik texnologiyalarning chet tilini o'qitish jarayonidagi o'rnini, ularning samaradorligini oshirishdagi ahamiyatini o'rganishga bag'ishlangan. Bugungi kunda axborot-kommunikatsiya texnologiyalari (AKT), interaktiv dars usullari, onlayn ta'lim platformalari va multimediya vositalari chet tilini o'rgatish jarayonining ajralmas qismiga aylangan. Ushbu maqola zamonaviy texnologiyalar yordamida o'qitishning afzalliklari, jumladan, o'quvchilarning qiziqishini oshirish, ularning o'quv jarayonidagi faol ishtirokini ta'minlash va individual yondashuv orqali o'zlashtirish samaradorligini kuchaytirish imkoniyatlarini yoritadi.*

*Maqolada, shuningdek, chet tilini o'qitishda keng qo'llanilayotgan yangi yondashuvlar, jumladan, virtual o'quv muhiti, onlayn test va vazifalar, audio va video materiallar orqali til o'rganish jarayonini interfaol qilish usullari ko'rib chiqiladi. Ushbu texnologiyalar o'quvchilarning mustaqil ravishda bilim olishlariga, tilni yanada chuqur o'rganishlariga va o'z ustida ishlash ko'nikmalarini shakllantirishga xizmat qiladi.*

*Maqola yakunida o'qituvchilar uchun zamonaviy pedagogik texnologiyalardan samarali foydalanish bo'yicha tavsiyalar berilgan, shu jumladan, texnologiyalarni darslarda qanday integratsiya qilish, interfaol metodlarni qo'llash va individual yondashuvlarni joriy etish bo'yicha amaliy*

*maslahatlar taqdim etiladi. Ushbu maqola chet tilini o'rgatish bilan shug'ullanuvchi o'qituvchilar, metodistlar va ta'lim sohasidagi mutaxassislar uchun qimmatli manba bo'lib, zamonaviy texnologiyalar yordamida ta'lim jarayonining sifatini oshirishga qaratilgan.*

***Kalit so'zlar:** pedagogika, texnologiya, interfaol, platforma, innovatsiya, motivatsiya, samaradorlik.*

### **Modern Pedagogical Technologies and Their Application in Teaching Foreign Languages**

***ABSTRACT:** This article is dedicated to studying the role of modern pedagogical technologies in the process of teaching foreign languages and their significance in enhancing effectiveness. Nowadays, information and communication technologies (ICT), interactive teaching methods, online education platforms, and multimedia tools have become an integral part of foreign language teaching. The article highlights the advantages of teaching using modern technologies, including the enhancement of student interest, ensuring active participation in the learning process, and increasing learning effectiveness through an individualized approach.*

*The article also explores new approaches widely used in foreign language teaching, such as virtual learning environments, online tests and assignments, and interactive methods of language learning through audio and video materials. These technologies contribute to independent learning, deeper language acquisition, and the development of self-improvement skills.*

*In the conclusion, the article provides recommendations for teachers on how to effectively use modern pedagogical technologies, including practical advice on integrating technologies into lessons, applying interactive methods, and implementing individualized approaches. This article serves as a valuable resource for teachers, methodologists, and education specialists involved in foreign language teaching, aimed at improving the quality of the educational process through the use of modern technologies.*

*Keywords: pedagogy, technology, interactive, platform, innovation, motivation, efficiency*

### **Современные педагогические технологии и их применение в обучении иностранным языкам**

*АННОТАЦИЯ: Эта статья посвящена изучению роли современных педагогических технологий в процессе обучения иностранным языкам и их значимости для повышения эффективности. В настоящее время информационно-коммуникационные технологии (ИКТ), интерактивные методы обучения, онлайн-образовательные платформы и мультимедийные инструменты стали неотъемлемой частью преподавания иностранных языков. В статье подчеркиваются преимущества обучения с использованием современных технологий, включая повышение интереса студентов, обеспечение их активного участия в учебном процессе и повышение эффективности обучения благодаря индивидуализированному подходу.*

*В статье также рассматриваются новые подходы, широко применяемые в обучении иностранным языкам, такие как виртуальные учебные среды, онлайн-тесты и задания, а также интерактивные методы изучения языка с использованием аудио- и видеоматериалов. Эти технологии способствуют самостоятельному обучению, более глубокому освоению языка и развитию навыков самосовершенствования.*

*В заключении статьи представлены рекомендации для преподавателей по эффективному использованию современных педагогических технологий, включая практические советы по интеграции технологий в уроки, применению интерактивных методов и реализации индивидуализированного подхода. Эта статья является ценным ресурсом для преподавателей, методистов и специалистов в области образования, работающих с иностранными языками, и направлена на улучшение качества образовательного процесса посредством использования современных технологий.*

*Ключевые слова: педагогика, технология, интерактивность, платформа, инновации, мотивация, эффективность*

## INTRODUCTION

In today's rapidly evolving educational landscape, the integration of modern pedagogical technologies has transformed the teaching and learning of foreign languages. As observed by educational theorist Seymour Papert, "Technology is not simply a tool, it can give learners a voice they may not have had before." [1] This perspective underscores the potential of technology to make language learning more engaging, interactive, and accessible. From information and communication technologies (ICT) to multimedia tools, modern pedagogical technologies support diverse teaching methods that cater to individual learning styles. Additionally, as stated by Robert Godwin-Jones, "Digital technologies offer unparalleled opportunities for creating immersive, interactive environments that foster language acquisition." [2] These tools not only encourage active participation but also promote autonomy and self-directed learning. With virtual classrooms, online assignments, and interactive language exercises, modern technologies empower both teachers and learners to enhance language proficiency in meaningful and effective ways.

## THE LITERATURE OF REVIEW

One prominent figure in this area is Seymour Papert, whose work emphasizes the transformative role of technology in education. Papert argued, "Technology is not simply a tool; it can give learners a voice they may not have had before" [3]. This idea supports the notion that technology empowers students to engage with language learning in innovative ways, offering opportunities for independent exploration and creativity. And he suggests that technology goes beyond its basic function as an educational aid. It empowers students to express themselves in new ways, offering a platform for creativity and critical thinking. By using digital tools, learners can actively engage with content, rather than passively receiving information. This idea aligns with Papert's broader philosophy that technology can transform the educational experience, fostering a

deeper connection with the subject matter and encouraging self-directed learning. Through these tools, students can explore ideas, collaborate, and develop skills that would be less accessible in traditional learning environments.

Another significant contributor to the field is Robert Godwin-Jones, who states, “Digital technologies offer unparalleled opportunities for creating immersive, interactive environments that foster language acquisition”[4]. His research highlights how digital tools, such as interactive platforms and multimedia resources, enable learners to immerse themselves in the language learning process, making it more engaging and effective. By creating interactive environments, learners can engage with the language in a more dynamic and contextual way. This immersion fosters deeper understanding and retention, as students are not just learning words and grammar, but experiencing the language in real-world settings. Digital technologies also facilitate interaction, enabling communication and collaboration with others, further enhancing language skills. Godwin-Jones emphasizes how such technologies provide an enriching, hands-on approach to language learning that traditional methods may lack

Additionally, Lev Vygotsky’s sociocultural theory has influenced the use of technology in language teaching. Vygotsky believed that “learning is a social process, and knowledge is co-constructed through interaction with others” [5]. This aligns with the idea that modern technologies, particularly those that facilitate interaction and collaboration, can enhance the learning experience by encouraging communication among students and teachers. This idea suggests that language learning is not just an individual activity but a social one, where learners benefit from engaging with peers, teachers, and the wider community. Technology, particularly interactive platforms and digital tools, aligns perfectly with this concept by enabling communication and collaboration in real time, allowing learners to share ideas and construct knowledge together. Vygotsky’s theory emphasizes that learning thrives in social contexts, and modern technology facilitates these connections, making learning more dynamic and connected to real-world communication.

In her work, *Theories of Learning and Education*, educational theorist Martha Nussbaum highlights that “Vygotsky’s work remains a foundational pillar for understanding how educational tools, including digital technology, can be used to foster social learning”. [6] Nussbaum echoes Vygotsky’s views by noting that educational technologies, when used effectively, facilitate cooperative learning, where knowledge is dynamically constructed through social interaction.

This alignment between Vygotsky’s theory and the application of technology in classrooms is also supported by James Paul Gee in his book *What Makes a Learning Community?*, “Vygotsky’s emphasis on social learning dynamics is evident in many modern technologies, such as online multiplayer games and collaborative platforms, which allow learners to co-construct knowledge in real-time.” [7]

These scholars collectively emphasize the importance of integrating modern pedagogical technologies to improve the effectiveness of foreign language teaching. Technologies not only increase student engagement but also foster more personalized and interactive learning experiences. Their work underscores the potential of technology to create dynamic learning environments that enhance language acquisition.

### **RESEARCH METHODOLOGY**

This study was conducted in a secondary school during the 2022-2023 academic year to explore the effectiveness of modern pedagogical technologies in teaching foreign languages, specifically English, to Grade 9 students. The research focused on methods that integrate technology and active learning strategies, aiming to enhance students’ engagement and language acquisition skills. A selected cohort of three Grade 10 classes, totaling 60 students, participated in the study. These students varied in language proficiency, interest levels, and familiarity with digital tools. The study focused on assessing how the use of digital and interactive methods, such as smartboards, language learning apps, and collaborative projects, influenced students’ learning outcomes in English.

Data were collected through surveys, teacher observations, and periodic quizzes designed to evaluate students' language comprehension, speaking, and writing skills. The primary objective was to identify which modern pedagogical techniques were most effective in enhancing engagement and learning outcomes in a typical school setting. In addition to the practical language assessments, students completed a questionnaire to provide insights into their perceptions of digital tools, group activities, and other modern methods in their English classes.

### **ANALYSIS AND RESULTS**

The survey and observational data indicated a noticeable shift in students' interest and performance when modern technologies were integrated. Key findings from the analysis are outlined below:

1. **Student Engagement:** In response to questions about engagement, 75% of students reported that they found English classes more interesting when digital tools were used. For example, students enjoyed using language learning apps, which allowed them to practice vocabulary through games and exercises. The use of a smartboard for interactive lessons, such as matching vocabulary words or arranging sentence structures, showed a significant positive impact on engagement, particularly among students who previously struggled with traditional learning methods. According to teacher observations, students were more active and participated more frequently in activities involving digital tools.

2. **Motivation and Confidence:** Results from the questionnaire showed that nearly 70% of the students felt more motivated to participate in English classes that utilized modern methods. Group projects, where students collaborated on presentations using tools like PowerPoint, appeared to increase confidence, as they had more control over their presentations. Additionally, 65% of students stated that these interactive projects made them feel more connected to their peers, thereby reducing anxiety about speaking English in class. Many students also mentioned that they felt a greater sense of accomplishment when completing activities that incorporated technology, which boosted their confidence in language use.

3. Improvement in Language Skills: The periodic quizzes conducted showed a gradual improvement in language skills, particularly in vocabulary and comprehension. By the third quiz, 60% of students demonstrated improved vocabulary retention compared to initial assessments. This improvement was attributed largely to the language learning apps and interactive exercises on the smartboard. Grammar skills, however, improved at a slower rate, with about 40% of students still struggling to apply grammatical rules accurately in writing tasks. This suggests that while digital tools enhance vocabulary and engagement, more targeted exercises may be required for grammar proficiency.

4. Challenges with Technological Integration: Despite the positive response, some challenges were noted. Teachers observed that students occasionally became overly focused on the technology itself rather than the language tasks. Additionally, students with lower technological literacy struggled initially to navigate the apps and tools. This difficulty led to slight disengagement among about 10% of the students, highlighting a need for introductory sessions or tutorials to familiarize all students with the digital tools before integrating them fully into lessons.

5. Teacher Insights and Adjustments: Teachers noted that while most students enjoyed the technology-based lessons, a portion of the class responded better to traditional methods, particularly in grammar exercises. As a result, teachers adjusted their approach, blending digital methods with conventional techniques, such as written assignments and oral drills. This hybrid approach seemed to meet the diverse needs of students more effectively, as it allowed those who preferred traditional methods to practice them while still engaging with digital tools.

## **CONCLUSION**

The study reveals that the integration of modern pedagogical technologies in language classes fosters a more engaging and interactive learning environment. Digital tools, such as language apps and smartboards, increase students' interest and motivation, aiding vocabulary retention and overall engagement. However,



for optimal results, a blended approach is advisable, combining technology with traditional methods to address diverse learning needs. Furthermore, providing initial training in the use of digital tools could enhance students' readiness and ease with these resources, ensuring that technological challenges do not hinder language acquisition. This research supports the view that, when thoughtfully applied, modern pedagogical techniques can significantly enhance the quality and effectiveness of foreign language instruction in schools.

### THE LIST OF LITERATURE

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