SIGNIFICANCE OF TPACK AND TEACHER'S ROLE IN PREVENTING ISSUES IN USING TECHNOLOGY

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Abstract: this article deals with conveying the peculiarities of implementing technologies in the classroom. On the top of that teacher's role in avoiding challenges on utilizing gadgets in teaching process. Forming TPACK and teacher's accomplishments in the only condition and enhancing the quality of lessons.

Key words: TPACK, technology, teachers, PCK, classroom, pedagogy, schedule.

Technology can be used across the curriculum or to supplement a specific lesson. Variations in technology utilization imply significant disparities in instructors' ideas about technology's utility in the educational process. "Teachers were able to adopt technology integration strategies that closely fit with their views," Ertmer discovered.

The teachers' thought about how pupils learn has a big effect on these ideas. If the teacher believes that explicit teacher instruction is the most important factor in student learning, classroom activities will be guided by the classic chalk-and-talk strategy. Less incorporation of computer-based technologies in schools has been linked to more conventional educational attitudes**.**

Teachers must undergo a paradigm change from the teacher-centered classroom to the student-centered classroom in order to effectively employ technology. In this case, educational technologies are likely to play a more important role since they allow for active student learning activities in which the instructor serves as a facilitator of the learning process. According to Ravitz, Becker, and Wong, challenges in satisfying individual student needs, balancing numerous objectives, and responding to external factors and expectations hampered teacher adoption of constructivist learning settings [6, 45].

Teachers in these scenarios will thus utilize technology more frequently if they think it is closely related to their specific curriculum areas and/or grade levels, allowing them to more easily fulfill their classroom goals.

The growing adoption of constructivist learning philosophies, along with intelligent learning technology, provides new opportunities to address individual student differences, which is one of the emphasis of current educational pedagogy. New technologies, on the other hand, should include student performance visualization tools that allow teachers to quickly understand student progress on their instructional objectives. Although technology may be a great tool for improving learning, the teacher remains the most important component in student achievement and must be kept up to date on student development in order to intervene directly with his or her pupils.

Teacher Resistance to Classroom Technology

Exploring internet teacher forums reveals that incorporating new technology into lesson planning may be a tough process. Many teachers are pleased with their present lesson plans, which is perhaps the most prevalent reason given by teachers for not actively adopting new technology. Classroom instruction is driven by a teacher's desire for their pupils to learn successfully, and if present lesson plans fulfill the needs of students, there is little reason for the instructor to change them. Educators spend many hours developing lesson plans that will keep students' attention and make learning fun. Revising lesson plans requires many hours of additional work for the instructor, which is difficult given the teacher's already hectic schedule.

Simply rewriting lesson plans can take a long time, but changing lesson plans to integrate technology is much more time consuming. When implementing new classroom technology, educators confront what is known as the "double innovation" challenge. Double innovation effectively offers another degree of preparation for instructors to go through. Before selecting how to integrate technology with classroom objectives and curriculum, the teacher must first grasp the technology well enough to use it in a classroom context. While educational tools are becoming more user-friendly, the twofold innovation problem requires more planning time. A teacher's time is incredibly important, therefore it's no wonder that one of the most often stated impediments to incorporating new technology is time.

Clearly, there are various reasons for a teacher's aversion to new technology in the classroom, but if instructors decide to include technology into their lesson plans, they must first pick which technologies to employ. There are many of internet technologies and tutoring services available.

There are several systems and learning environments available to instructors, making it difficult to determine which ones will promote student learning and fit with curriculum. Even if instructors discover a technology that they feel would benefit their kids, it is not always obvious whether or not these programs are genuinely helpful. Many technologies promise to increase students' academic and cognitive abilities, yet

these claims might be incorrect and are frequently produced for marketing purposes [1, 34]. Verifying the veracity of these claims adds another load to the educator, who may not have time to hunt for classroom devices in the first place. As a result, technological decisions are frequently determined by school or district officials without involvement from teachers. In some respects, this can be beneficial since it saves teachers the time and effort necessary to evaluate technologies, but it can also have a detrimental influence on an instructor's opinion of the technology. Teachers may see new technology as an imposition, while in fact it may improve their teaching experience smoother and more pleasurable.

Because growing acceptance of classroom technology on a wide scale will certainly occur over time, we propose several measures that educators and researchers alike may use to boost technology integration now. First and foremost, teachers must have a say in the technology they utilize in their classrooms. Teaching is a profoundly personal experience, and when educators believe they have lost the capacity to teach in the way that is most comfortable for them, it may be upsetting and disappointing. No one educational technology will be ideal for every teacher, and educators should be permitted to choose the technology with which they are most comfortable. Teachers will retain a vital feeling of classroom control if they are given more flexibility of choice [3, 379].

While the value of teacher autonomy in educational technology choices cannot be overstated, it does present the task of filtering through a wide number of accessible technologies. A second strategy for increasing classroom technology acceptability is to urge for better organizing of existing technologies. While a normal internet search for educational technology tools yields hundreds of results, there are very few places that adequately categorize and analyze accessible technologies. Teachers should have easy access to properly proven technology within a certain learning subject. Indeed, this book might be a great resource for teachers seeking for such technology. A better arrangement of scientifically tested instructional tools will save time and reduce the stress on the instructor.

The importance of pedagogical content knowledge (PCK) in effective teaching has long been debated. Effective educators must not only be subject specialists, but also understand how to harness the affordances of various pedagogies to address certain content issues. With the introduction of various unique technologies over the last few decades, educators now have a plethora of tools to use to improve the effectiveness of their teaching [4, 1020]. Although the potential benefits are obvious, the sheer number of conceivable combinations of technology and pedagogies for various activities and students is bewildering.

Educators who are proficient in the three main knowledge kinds will undoubtedly be proficient in the combined types. However, specialized expertise exists in the merged fields. TPACK necessitates more than knowledge of good pedagogical approaches and familiarity with technology; it necessitates an awareness of how specific technologies may assist specific educational tactics or techniques.

For example, when choosing a social networking site for collaborative learning, the affordances of each platform must be considered (e.g., Twitter may promote a large amount of messages to be sent, but tracking threads of conversations amongst several students would be challenging). Furthermore, technological pedagogical content knowledge (TPACK) necessitates a grasp of how technology might complement pedagogies in certain disciplines.

How can the TPACK framework help? It has been conceived in several ways, but the most pertinent to our current issue is that it is frequently considered as the entire collection of knowledge required to educate with technology. Thus, promoting these knowledge domains is a goal; clearly, most of these knowledge domains are already extensively stressed throughout teacher training and professional growth, understanding the topic in which a teacher specializes. However, the intersections of technology and content/pedagogical knowledge are more specialized and less typically taught. Consider the example of writing teaching. Successful writing teachers teach writing approaches and strategies (requiring content knowledge) through purposeful writing practice and feedback (requiring pedagogical knowledge), which is an example of pedagogical content knowledge.

Teachers, educational technology specialists, school administrators, researchers, and educational software staff will need to work together on a continuous basis to integrate technology in the classroom. Fortunately, the advantages for schools, teachers, and students will be enormous. To prevent problems that teachers confronted by there are some possible ways to eliminate them. Provide teacher training that emphasizes constructivism and student-centered education; direct professional development efforts toward those that emphasize the use of technology in instruction rather than administrative tasks; include visualization tools in student tracking technologies that allow teachers to easily interpret student progress; include teachers in decision-making when adopting new technologies; and provide teachers with training (TPACK).

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XORIJIY TILLARNI O'QITISHDA INNOVATSION TEXNOLOGIYALARNI QO'LLASH

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Annotatsiya: Ushbu maqolada Chet tillarini o'qitishda zamonaviy texnologiyalardan foydalanish o'qitishni qiziqarli qilish va takomillashtirish nuqtai nazaridan samaraliroq qilish kabi ko'plab imkoniyatlarni taqdim etadi. Bundan tashqari, ushbu zamonaviy texnologik vosita o'quvchilarni qiziqishlariga qarab jalb qilish va o'rganishga yordam beradigan fikrlar yotitilgan.

Kalit so'zlar: Internet, audio va video majmualar, multimedia, o'quv kompyuter dasturlari, axborot texnologiyalari, oliy o'quv, yurtlari, Chet tillarini o'qitishda, zamonaviy texnologiyalar.

Kirish

Zamonaviy shart-sharoitlar nafaqat chet tillarini o'qitishda yangi texnologiyalardan foydalanishni, balki o'qitish metodikasidagi o'zgarishlarni va o'qituvchidan chet tillarini o'rganish jarayonida eng yangi innovatsion texnologiyalarni joriy etishni talab qiladi. Oliy o'quv yurtlari talabalarning mustaqilligi, moslashuvchanligi, tanqidiy fikrlashini shakllantirishga yo'naltirilgan o'qitishning faol usullaridan foydalanishni afzal ko'rishadi. Talabalarning ijodiy qobiliyatini, qiziqishlarini, ko'nikmalarini va boshqa aqliy xususiyatlarini rivojlantiradigan bilim faoliyatining eng kuchli manbai bu innovatsion texnologiyalardir. Innovatsion ta'lim texnologiyalari, avvalo, kompyuterlashtirilgan ta'lim bilan chambarchas bog'liq bo'lgan axborot-kommunikatsiya texnologiyalaridir. Innovatsion texnologiyalarni qo'llashning asosiy muammolari kompyuterlarni o'qitish dasturlarining tarkibi, ularning mazmuni va Web-muhitni maqbul tartibga solishdir.