

USING MODERN PEDAGOGICAL AND INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE IN HIGHER EDUCATION

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Abstract: *This article was devoted to describing the application of the Mobile Learning and Project-Based Learning (PBL) as a technique of using innovative technologies through group work in teaching speaking especially for EFL in Uzbek classes. Several useful models of teaching English as a foreign language its 4 skills especially speaking that speaking is a productive skill in the oral mode. Besides, learning to speak will be useful for Uzbek students because speaking as verbal communication is a common way to communicate with others and mastering speaking skills is the most important aspect of learning foreign language. Moreover, types of classwork such as group, pair and individual working during the lesson and its beneficial sides teaching English.*

Keywords: *Innovative technologies, teaching methods, oral speech, communication, higher education, foreign language atmosphere, webinars, project-based lesson, mobile learning.*

Nowadays, there exist great attention to the education system and quality of the process of the lessons that most teachers are trying to find out new pedagogical technologies and provide innovative methods to involve all students in the lesson and improve their fluent communication in English. Especially, teaching foreign languages demand pedagogies to be more alert and creative that's why while teaching EFL we need to pay attention to increasing 4 skills reading, writing, listening and speaking simultaneously. Why modern pedagogical technologies more important to teaching oral speech at the EFL Uzbek classes?

First of all, **what is the modern pedagogical innovative technology itself?** Pedagogical technology is the product of the development of modern didactics and pedagogy. It can be considered as a new step towards a higher level of accomplishment of tasks in all existing and improving main directions of pedagogy. Pedagogical innovation is understood as any new teaching practice that differs from the traditional lecture with the purpose of improving learning foreign language in traditional classes.

Modern pedagogy makes space for personalized learning. It employs every pedagogical process of the modern era through its efficient teachers and able management. Their improvisation of stem education to is stream is one example and proof that students receive nothing but the best in schools.

Moreover, it is obvious that, to organize successful lesson in the English language especially in Uzbek classes to improve learners speaking the conductor need to be more ideal that should involve all the audience both passive and active pupils besides, the teacher manage to grab learners' attention easily using own pedagogical skills.

Why is pedagogy important? Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Students can leverage their preferred learning styles with a teaching process

that supports them, and the way they like to learn. ⁸Effective pedagogies involve a range of techniques, including whole-class and structured group work, guided learning and individual activity. Effective pedagogies focus on developing higher-order thinking and meta-cognition, and make good use of dialogue and questioning to do so.

Teaching speaking is the basic target aim of every FL teacher because making a conversation in English with following all grammar rules appropriately and conveying their own opinions about any topic without hesitation shows the pedagogical abilities of teachers.

Why are modern technologies (multimedia, mobile phones, monitor, computer, speakers and so on) so important to boost learners' speaking?

First of all, modernization life is the cause of utilizing technical tools more in any sphere that most people are addicted to using them willingly especially, young generations. Although, there exist negative sides to human health, they cannot ignore ICT while working or learning. That can be an effective way of organizing the FLC (Foreign language classes) with the help of innovative technologies. For instance, using a microphone can urge the children to speak. Modern technologies such as Digital tools, phones, computers and tablets, can be used both for fun and for study activities. As parents, we need to help children understand how to achieve a good balance, and develop their study skills as they become more independent. It can be a good idea to set time limits for some of the less educational digital activities. You may want to involve your children in making the rules about how and when to use technology for different purposes. Developing and cultivating students' creativity is an important subject that is highly valued and widely studied by educators all over the world. In the process of teaching, we should use all available teaching means to stimulate students' innovative spirit and cultivate their innovative thinking and ability so as to cultivate more versatile and creative talents. In the classroom teaching, we use multimedia with a wide range, large capacity, more information, illustrated features, to attract students' attention, shorten the feedback time and organize students to extend and transfer the knowledge learned, stimulate their innovative thinking ability. For example, after teaching the dialogue of the text, the multimedia display can be used to present the situation similar to the content of the text, encourage students to play with their imagination in the simulated situation, use what they have learned to compile the dialogue and act out the dialogue, which not only consolidates the learned knowledge, but also expands and extends the knowledge.

The second important component is improving pupils' oral speech in English with the help of traditionally that based on projects and presentations. Needless to say that all students must be involved in the project process to make PBL work. Therefore teachers ought to organize activities of each student so that he or she would correspondingly bring their best to the work. Consequently, teachers should ensure that each student knows what he or she learns and why they learn it. This is very important mainly in the case when the project is suggested by a teacher and as a result, it is his responsibility to clarify the purpose. Needless to say, if students do not realize the sense and the meaning of PBL, they will not become an active part of it.

First, a learner-centered environment. This component is designed to maximize student decision-making and initiative throughout the project from topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to help

8 Burston, J. (2014). A survey of MALL curriculum integration: What the published research Doesn't tell. *CALICO Journal*, 31(3), 303-322

learners make thoughtful decisions and revisions.⁹ By documenting learners' decisions, revisions and initiatives, teachers and learners will capture valuable material for assessing student work and growth.

Second is collaboration. This component is intended to give learners opportunities to learn collaborative skills, such as group decision-making, interdependence, integration of peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

Third, curriculum content. Successful integration of content requires projects to be based on standards, to have articulated goals, and to support and demonstrate content learning both in process and product.

Fourth, authentic tasks. This element can take on many forms, depending on the goal of the project. PBL may connect to the real world because it addresses real-world issues that are relevant to learners' lives or communities. A project may be connected to real professions through the use of authentic methods, practices, and audiences. Communicating with the world outside the classroom, via the internet or through collaboration might also make real world connections with community members and mentors.

Fifth, multiple presentation modes. This component gives learners opportunities to effectively use various technologies as tools in the planning, development, or presentation of their projects. Though the technology can easily become the main focus of a given project, the real strength of the multimedia component lies in its integration with the subject curriculum and its authentic use in the production processes.

The two of teaching methods which mentioned above (modern technology based and Project-based) are reckoned the most successful in teaching FL in Uzbek classes that encourage students to speak more and think widely in English. Utilizing both of them simultaneously can be much more effective because learners do not feed up with a single teaching method. Especially, technology-based lessons can fascinate lower level of pupils that push them up to speak more and manage to correct different kind of mistakes while speaking. After enhance speaking in English with the help of mobile learning it can be efficient to initiate organizing Project works. Project based teaching more suitable for higher level pupils because it demands more fluent speech while presenting their projects orally.

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9 Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, 27(4), 344-357.