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## ADVANTAGES OF MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS

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### ABSTRACT

World experience shows that the widespread penetration of information and communication technologies in education is also opening the way for the globalization of educational services. Given the positive developments in the field of education in developed countries, the widespread use of information and communication technologies to improve the quality of education is becoming a requirement of the times.

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**INTRODUCTION.**

One of the important requirements for the organization of modern education is the role of modern lectures in social education, its organization within the framework of the classical model of education, in accordance with modern requirements. Delivering certain theoretical knowledge to students in a short period of time, developing in them skills and competencies in a particular activity, assessing the level of systematic knowledge, skills and competencies acquired by them from the teacher to high pedagogical skills and educational process requires a relatively new approach.

The role of modern lectures in ensuring the effectiveness of education, the types of lectures in developmental education, the development of scientific and methodological bases for the organization of modern lectures is theoretically based on one of the current pedagogical problems.

Scientific and methodological recommendations for the application of modern technologies in the organization of lectures on physics have been developed and the level of effectiveness has been determined.

The quality of the educational process depends on the educational standards, educational programs, the scientific potential of teachers involved in the educational process, the potential of students, the technical means of the educational process, educational technologies, factors such as the quality level of learning process management. World experience shows that the widespread penetration of information and communication technologies in education is also opening the way for the globalization of educational services. Given the positive developments in the field of education in developed countries, the widespread use of information and communication technologies to improve the quality of education is becoming a requirement of the times. What should be the organizational forms of education at a time when new innovative pedagogical technologies and modern information and communication tools are used in education? What is the role of modern lectures in this context?

The main form of teaching in higher education is the pedagogical interaction between the student and the teacher in different options in the educational process. It is known that the organizational form of the educational process in higher education consists of lectures, seminars, practical classes, laboratory work, independent work of students and various internships. Any learning process defines a learning model that includes learning goals, content, and other elements. The organizational form of education reveals the essence of the educational model. Such a symmetrical connection between the model of education and the organizational form helps the professor to choose the right way to organize the educational process in his work. There are many examples of this connection between the model of education and the form of organization in the modern educational process. For example, the rapidly evolving open distance learning has created new organizational forms, including virtual and video conferencing, that are not found in other models of education. However, no matter how new the name of the constituent elements of the organizational

forms of higher education, the main elements remain lectures, practical classes, laboratory work, seminars, independent work and practices, and among them Fasting plays an important role in the acquisition of theoretical knowledge, practical skills and abilities of students. Forms of lectures in different forms acquire a specific direction in the educational process, forming a traditional logical sequence of knowledge (acceptance, comprehension, reading, thinking, processing, consolidation).

### **MATERIAL AND METHODS.**

History of lectures in higher education from the 13th to the 14th centuries, when the first universities in Europe were established, lectures emerged as a basic form of education and it is still the leading form of teaching in the higher education system. 'is used in the chase process. The lecture originated in ancient Greece and later developed in ancient Rome in the Middle Ages. By the middle of the 19th century, the development of theoretical and technical knowledge required lectures to be supplemented with practical exercises in order to increase students' independent research and activity. As a result, lectures began to be seen as a form of instruction for students to work independently on textbooks.

A lecture can be considered good only if the speaker has completely new scientific materials or special speaking skills. By the middle of the 19th century, lectures in some Russian universities were dropped from the curriculum as an experiment. However, this did not justify the situation, and the level of knowledge of students fell sharply.

By the end of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> centuries, teaching methods were divided into "active" and "inactive" types. Due to the fact that students can only hear in the lectures, they do not have the opportunity to add any information on the topic, to express their views, the lecture is included in the "inactive" form of teaching. it has also been suggested that it does not play an important role in teaching. Changes in the social environment and rapid changes in the educational process have also affected the organizational form and model of education.

In higher education institutions of the country, the lecture is given a leading place in the educational process, and almost 1/2 or 1/3 of the study load allocated for the subject is allocated for lectures. Also, the role and form of speech in the educational process today is somewhat controversial. In general, there are two views on the leading role of the lecture in the educational process. The formation of market economy relations, the development of a democratic and legal state requires a broad multicultural outlook, retraining of personnel, self-improvement in the spirit of modern requirements. In such a situation, what should be the role of lectures in educational institutions? Do traditional lectures meet the needs of our youth?

Today, as a teaching method, dozens of interactive methods such as video and film, television, multimedia, debates and discussions, conversations, conferences, "round tables", role-playing games and the like are used in contrast to lectures. is being used.

The educator who gives the lecture provides the students with "live" knowledge, i.e. he does not provide information or data on the topic, he acts as a scientist, the owner of his field, an educator who fully feels the audience. It should be noted that modern information

and communication media cannot replace the lecture, the scientific and educational features of science, the state of the audience, the psychological laws of cognition, the ability to process the information heard by the listener, the listener's worldview, feelings and beliefs. the possibilities of information technology cannot be taken into account at the same time.

Therefore, many innovative methods today are associated with the use of interactive teaching methods. Some educators refer to interactive teaching methods as modern teaching and visual materials (multimedia and animated slides, handouts, lecture notes), models, mock-ups of technical means, etc.) and the use of modern technical means (computers, electronic boards, etc.), to present the text of the lecture to the student in advance and to ensure that the student is ready for the lesson.

### **RESULT AND DISCUSSION.**

Receipt and mastery of lecture information by students: If a student receives information by hearing only, he / she will absorb an average of 20% of the given information. Therefore, if the lecture is given only in the form of an oral explanation of the topic (traditional), students will not remember 80% of the information given in the lesson and will quickly forget. The average person can hear and understand up to 800 words per minute. However, students in the classroom are able to hear 4 times faster than the teacher. This means that during the oral presentation, the student does not hear for 75% of the time, it remains empty, and if the teacher gives only an oral presentation, the student loses focus. Therefore, it is ineffective to give a lecture only in the form of a reading or oral presentation.

If a student reads the data once, he or she will remember 25 percent of the information. This means that in addition to speaking in front of students, the lecture will be more effective if they are required to read the main points of the topic during the lesson. This will require slides, key phrases, and handouts, which will be used throughout the lecture to ensure student engagement.

If the information is repeated twice, the student will remember 30% of the information. If the main points of the topic are repeated twice in the lecture, the mastery will increase by 10% compared to the reading alone. If the repetition is done on the basis of slides, visual aids, the effectiveness of the lesson will increase, that is, the basic phrases will be repeated twice and read by students.

If a student can read and write, they can absorb up to 45% of the information. This means that if the key phrases of the lecture are written during the lecture, the mastery will be doubled. the student can write an average of 40 words per minute. However, if the goal is just to write fast, the result will not be effective enough. Therefore, when writing the basic phrases of the lecture, the student should be given time to concentrate and comprehend, that is, to express the written phrases slowly and slowly. Most discussions absorb about sixty percent of the information in a debate, which means that the learning process is more effective than reading a simple lecture. If the above methods of oral presentation (oral explanation, repetition, demonstration with the help of visual aids, requiring the student to read, writing basic phrases) are introduced together on the basis of a certain related sequence learning efficiency increases further.

If the student compares the given information with experience, connects knowledge with practice, constantly explains to students that these materials are needed in real life, connects examples of the subject with real life in the lesson, creates conditions for active free expression of students. Up to 80% mastery of the information provided by students can be achieved. A good teacher can pronounce up to 170 words per minute on average. The student reads and understands an average of 400 words per minute. This means that if the teacher gives the information before explaining it in the form of slides or handouts, students will be able to read the material twice as fast before the teacher explains. Students, however, pay attention to the speaker after reading. Therefore, the best results are obtained if the explanation is repeated first, and then the visual aids are repeated.

In a modern lecture, the student actively participates in the learning process, using previous experience, plays a personal role during the lesson, acquires new experiences, analyzes the lesson on the basis of the acquired experience and receives the necessary important materials. and connects it with its daily activities. Therefore, it means modern speech-dialogue teaching. Communication is also available in traditional teaching methods, including in the form of "teacher-student", "teacher-student group". The student participates in the lecture not only as an "inactive" listener, but also as an "active" participant.

Modern lecture technology does not involve the traditional method of lecturing (reading the text only on the basis of the text) and at the same time does not contrast the lectures with practical lessons. In this form of teaching, lectures and practice are considered part of the whole lesson and are determined by the interaction between teacher and student and the level of active participation of students in the lesson.

### **CONCLUSION.**

Forms of lectures in different forms acquire a specific direction in the educational process, forming a traditional logical sequence of knowledge (acceptance, comprehension, reading, thinking, processing, consolidation) in the student. leads to Therefore, the quality of lectures in higher education remains one of the main indicators of the quality of education.

Nowadays, the application of lectures in physics education as a method of teaching - the orientation of the individual to the needs of society, the organization of education on the basis of these requirements - the full formation of the individual, the full manifestation of his abilities and potential creating favorable conditions for growth and development. It should be noted that modern information and communication media cannot replace the lecture, the scientific and educational features of science, the state of the audience, the psychological laws of cognition, the ability to process the information heard by the listener, the listener's worldview, feelings and beliefs. the possibilities of information technology cannot be taken into account at the same time.

This article examines the role of lectures in education, the informational, methodological, developmental, organizational-orienting features of lectures, and the relationship between the model and organizational form of education in the modern

educational process.

It should be noted that lectures need to be intensively developed in their form, form and content, while remaining the leading form of teaching in the modern education system. Of course, the type, form, content and functional function of the lecture determine the interaction between the teacher and the learner.

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