

## THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN LANGUAGE TEACHING IN STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

*Tashkent State Transport University*  
*Associate professor, Rustamov Ilkhom Tursunovich*

**Annotation.** This article covers several pedagogical technologies for effective teaching of English to non-English university students, as well as several of the modern educational technologies used in the language and its study.

**Keywords.** Language, English, an independent study of the language, educational technologies, projects, interests, activities, and interactive techniques.

### Introduction

By the end of the twentieth century, the status of a language of World importance in English was finally consolidated. Today, the skill of knowing foreign languages is becoming one of the integral parts of professional education. Due to the high indicator of cooperation with foreign partners in specialists in various fields, the demand for language learning is high in them. In modern society, foreign languages are becoming an important component of professional education. Such knowledge is learned by people first at school, College, Lyceum, and then at institutes, training courses, or independently, having familiarized themselves with the basic sets of information that help to learn a foreign language.

The methodology of teaching a foreign language as a science has more than 200 years of history. During this period, it can be observed that different attitudes have been expressed toward the methodology of teaching a foreign language. One such view is that Academician L.V.Shcherbag is considered to belong. In his opinion, the methodology of teaching a foreign language also does not rely only on the arguments of psychology but is based on general and private linguistic research. If linguistics deals with the patterns of origin and movement of linguistic phenomena, the methodology answers the question of what needs to be done to practically use the necessary linguistic phenomenon based on these laws. The most valuable books on methodology were also written by linguists. These included one of the 19th-century phonetists and the great English linguist G.Suit was considered the most original phonetist and theorist linguist in England at the end of the 19th and beginning of the 20th centuries. Yespersen, of the most prominent French linguists of the late nineteenth and early twentieth centuries, F.Bryuns and Brealya, a prominent analyst and prominent phonetist V.Phyotor, and others are included. Academic L with the question of the methodology of language teaching in Russia. V.Shcherba and his mentor are the great linguistic scientist I.A.Boduen-de-Curtone and their disciples were engaged. Psychologists treated the

methodology of teaching a foreign language in their way. Methodology and psychology about the relationship of Sciences professor V.A.Artemov expressed a valuable opinion. In his opinion, Psychology provides material for methodology. The methodology studies how the teacher teaches. Psychology, on the other hand, deals with how students master this subject. But this opinion cannot be fully combined. Because the teacher is in the process of teaching, and the student, during the period of assimilation, experiences certain mental processes and situations, whether they want to or not, meets and is influenced by the laws of psychology.

### **MAIN PART**

Language is the main means of communication, without which it is difficult to imagine the existence and development of human society. At a time when there are great changes in social relations in our world today, Communication Media (Information Technology) requires an increase in the communicative competence of students, which in the process of interacting with other participants in communication requires the exchange of ideas in different situations, the correct use of language and colloquial norms.[1] in such conditions, the main goal of a foreign language is the formation of communicative abilities, that is, the implementation of interpersonal and intercultural communication in a foreign language is required. By the end of the twentieth century, the status of a language of World importance in English was finally consolidated. In most schools around the world, its study became mandatory, and the teaching methodology began to develop with leaps and bounds. Not everyone has the opportunity to take courses, which became the reason for the appearance of the first method of independent learning of the English language. Subsequently, many authors tried to independently create an effective program for Learning English, but we will focus on 4 of the most popular.

#### **1. Shexter Method [2]**

This method of learning English is based not on the classic model "from theory to practice", but on an inverted, more natural system of perception. It is very similar to how we learn our native language. The author gives an example of how young children learn to speak - after all, no one explains to them the rules for constructing sentences, cases, and parts of speech. In the same way, Igor Yuryevich Shekhter offers to learn English.

The essence of the modern method of learning English is that from the first lesson, students are assigned a certain task, for example, to study the profession of the interlocutor. In addition, all students play the so-called "Etudes", where they act in different roles and try to solve the problem. Since communication occurs between people with approximately the same level of language proficiency, the fear of using foreign speech that arises in communication between the teacher and the student disappears.

This technique of the English language consists of three stages: in the first, lexical units, words, and phrases are given, and only then, in the second and third stages, the use of grammatical and syntactic structures corrected. The system has repeatedly confirmed its effectiveness and is currently one of the most successful from the point of view of pedagogical psychologists.

#### 2. Pimsler method

Dr. Paul Pimsler has developed a special system of thirty-minute lessons designed not only for the perception of information but also for its reproduction. Each lesson is told by two people: our compatriot and a native English speaker. Thanks to this, as well as due to the special memorization technology, each student learns hundreds of words and phrases in English for each lesson. The essence of the lesson is the sequential execution of tasks that are said by the speakers.

The undoubted advantages of the technique include its mobility - you can perform audio tasks anywhere: while standing in traffic jams, going to work, on the subway on the way to a meeting, or lying in bed before bed. The downside will be high-quality pronunciation and the absence of a knowledge acquisition test.

#### 3. Dragunkin method

A distinctive feature of the system of Alexander Nikolaevich Dragunkin is the orientation towards the native Russian language in the study of any foreign language. The author, who very boldly called the English language simple, notes that his roots go back to the old Russian language, especially the system of grammatical times. Students of the Dragunkin course learn new words transcribed in Russian letters, and grammatical constructions are divided not into 12 times known to us from school, but into Past, Present, Future, and their changes.

Alexander Nikolaevich has a network of schools, in which you can master three types of courses: basic, short, and conversational. For Independent Education, the book "a Little Leap into English" is proposed, which includes an innovative approach of a linguist to language learning.

#### 4. Petrov method

Dmitry Petrov said that you can learn English in 16 hours. True, the author once again clarifies that we are not talking about mastering the language at the level of a citizen born in Great Britain, but about basic knowledge. His lessons are enough to survive in conditions of falling into an English-speaking environment, explain your needs and understand the answer. [3]

In the methodology of teaching a foreign language, the method of "communicative didactics" is also considered significant. Communicative didactics combine the following.

- open and flexible lesson concept;
- subject and content are important;
- the main form of work in the lesson: talking and working as a group;

- it is necessary to activate students and pay great attention to the creative and free use of language;
- strong attention to exercise based on the principle of expressing thought from understanding;
- visualization (Vision support) plays an important role in opening the meaning, determining the scale of movement, and organizing the exercise;
- the study of everyday speech communication in a life situation (practice dialogue);
- the oral use of language and at the same time the understanding of original texts is considered essential.

An exercise is the best way to absorb all knowledge. The exercise gives a positive result not only in foreign language education but also in mastering all field knowledge. The effective organization of the lesson, the role of the pedagogical activity, and modern pedagogical technologies in it are incomparable. It is important to organize the process of learning a foreign language with an approach to communicativeness, to bring the next stage to the level of intercultural communication, and to achieve such results, the last step is to focus on “exercise technology”. For the consequent Organization of the process of teaching a foreign language, it is necessary to master the knowledge of modern pedagogical information and communication technologies.

### **CONCLUSION AND DISCUSSION**

In conclusion, it should be said that Modern Language Teaching is aimed at the formation of a more civilized personality, as long as it has the skills of self-analysis and systematization of new knowledge. Innovative methods are an integral part of the modernization of the entire system. Confident in this, teachers can get acquainted with the most advanced approaches and subsequently combine them and, using them in their work, achieve significant growth in the educational system. Many organizations are moving to a new level of using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the entire educational process. In training conducted in the educational process, sufficient attention should be paid to the formation of speech skills and the development of social flexibility. In addition, the success of each education lesson largely depends on the correct Organization of training. The lesson should be based on the creative cooperation of the teacher and the student. Only then will students be able to think freely independently, Their Will is brought up.

### **LITERATURES**

1. Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly., – London., 2016.
2. Harmer J. The Practice of English Language Teaching. – London., 2011.
3. Пассов Э. И. Общительный метод обучения иностранного разговора. – Москва., 2015.

4. [www.ziyonet.uz](http://www.ziyonet.uz)

#### ADDITIONAL LITERATURE

1. Ataboyev, I., & Tursunovich, R. I. (2023). PROBLEMATIC TEACHING METHODS AND SOLUTIONS IN FOREIGN LANGUAGE TEACHING. *Журнал иностранных языков и лингвистики*, 5(5).

2. Ataboyev, I., & Tursunovich, R. I. (2023). STRUCTURE AND MECHANISM OF WRITING IN FOREIGN LANGUAGE TEACHING. *Журнал иностранных языков и лингвистики*, 5(5).

3. Ataboyev, I., & Tursunovich, R. I. (2023). ROLE OF THE EFL TEACHER IN THE EDUCATIONAL PROCESS. *Журнал иностранных языков и лингвистики*, 5(5).

4. Ataboyev, I., & Tursunovich, R. I. (2023). DEVELOP THE USE OF YOUTUBE VIDEOS AND WEBSITES IN THE CLASSROOM. *Журнал иностранных языков и лингвистики*, 5(5).

5. Ataboyev, I., & Tursunovich, R. I. (2023). ANALYSIS OF THE PROCESS OF TEACHING A COMMUNICATIVE LANGUAGE AND ITS TEACHING. *Журнал иностранных языков и лингвистики*, 5(5).

6. Ataboyev, I., & Tursunovich, R. I. (2023). THE SPECIALTY OF REALIA IN TEACHING LANGUAGE UNITS. *Журнал иностранных языков и лингвистики*, 5(5).

7. Ataboyev, I., & Tursunovich, R. I. T. R. I. (2023). ADAPTATION AND SYSTEMATIZATION OF TEACHING MATERIALS FOR INDIVIDUALS AND GROUPS. *Журнал иностранных языков и лингвистики*, 5(5).

8. Ataboyev, I., & Tursunovich, R. I. (2023). THE IMPORTANCE AND ROLE OF ENGLISH IN THE MODERN WORLD. *Журнал иностранных языков и лингвистики*, 5(5).

9. Ataboyev, I., & Tursunovich, R. I. (2023). APPLYING EFFECTIVE METHODS TO SUPPORT EFL STUDENTS. *Журнал иностранных языков и лингвистики*, 5(5).

10. Rustamov, I., & Mirza ogli, A. I. (2023). THE IMPORTANCE OF LISTENING AND SPEAKING IN LEARNING ENGLISH. *Журнал иностранных языков и лингвистики*, 5(5).

11. Rustamov, I., & Mirza ogli, A. I. (2023). ANALYSIS OF THE ROLE AND PSYCHOLOGICAL CHARACTERISTICS OF EFFECTIVE SKILLS IN TEACHING ENGLISH. *Журнал иностранных языков и лингвистики*, 5(5).

12. Rustamov, I., & Mirza ogli, A. I. (2023). PROJECT WORK NATURAL EXTENSION STUDY OF CONTENT-BASED TEACHING. *Журнал иностранных языков и лингвистики*, 5(5).

13. Rustamov, I., & Mirza ogli, A. I. (2023). TECHNOLOGY TO DEVELOP WRITING IN THE CURRENT INFORMATION AGE. *Журнал иностранных языков и лингвистики*, 5(5).

*языков и лингвистики, 5(5).*

14. Rustamov, I., & Mirza ogli, A. I. (2023). CURRENT LINGUISTIC POSTULATES AND THEIR ROLE IN FOREIGN LANGUAGE TEACHING. *Журнал иностранных языков и лингвистики, 5(5).*

15. Rustamov, I., & Mirza ogli, A. I. (2023). ADVANTAGES AND METHODS OF USING GAMES IN FOREIGN LANGUAGE TEACHING. *Журнал иностранных языков и лингвистики, 5(5).*

16. Rustamov, I., & Mirza ogli, A. I. (2023). DEVELOPMENT OF INTERACTIVE METHODS IN FOREIGN LANGUAGE TEACHERS. *Журнал иностранных языков и лингвистики, 5(5).*

17. Rustamov, I., & Mirza ogli, A. I. (2023). APPLYING AN ECLECTIC APPROACH TO ENGLISH TEACHING IN SECONDARY SCHOOLS. *Журнал иностранных языков и лингвистики, 5(5).*

18. Rustamov, I., & Mirza ogli, A. I. (2023). USING THE VOX-POP METHOD IN TEACHING A FOREIGN LANGUAGE TO YOUNG LEARNERS. *Журнал иностранных языков и лингвистики, 5(5).*

19. Rustamov, I., & Mirza ogli, A. I. (2023). METHODS OF TEACHING GRAMMAR THROUGH HOMEWORK. *Журнал иностранных языков и лингвистики, 5(5).*