



## Modern Educational Technologies in the Aspect of A Student-Centered Approach in Teaching Foreign Languages

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**ABSTRACT**

One of the main tasks of teaching the foreign language is not only to give knowledge to students, but also to awaken a personal motive, instill interest in the subject, develop a desire for speech self-improvement. In this regard, in the modern methodology, the goals of education are specified, the content and structure of education are changed. Accordingly, the forms of training are being improved, the methods and techniques of training are being specified. The purpose of the article is the study of new pedagogical technologies in the teaching of the foreign languages, their impact on the quality of education.

**Keywords:**

Training, intellectual abilities, family status, social status, interview, reportage, linguistic research, modular learning, technology of level differentiation, project method, distance learning.

As we know, modern technologies are being developed that are focused not only on the process of assimilation of knowledge by students, but also aimed at the overall development of the child's personality, the development of his intellectual and communicative skills, the formation of socially significant over-subject skills.

In modern didactics, in many methodological works, the term pedagogical technology is encountered. In practice, there are such terms as pedagogical technologies, educational technologies, new pedagogical, innovative educational technologies. However, the concept of "technology" is still being refined, the term is used in a fairly broad context [1].

New educational technologies are a set of certain forms and methods of teaching that provide students with the solution of an educational task as a result of independent actions. Thus, educational technologies are based on the goals that must be achieved (educational result), the way the teacher and

student interact and their role in the educational process.

The needs of society determine the goal of the modern school - to form a person capable and ready for systematic independent self-study and self-development.

According to Bystrova E.A. [3], this goal can be achieved through student-centered learning, the essence of which is as follows:

- the focus should be on the personality of the student with his subjective experience acquired before school;
- the cognitive activity of a student is an independent, personally significant and therefore a very effective source of his development;
- the learning process is focused on the development of the student as a holistic personality, and not on the development of individual qualities of the child;
- the training is based on a differentiated approach to students, taking into account the level of their intellectual development, the level

of training in this subject, the level of development of their abilities and inclinations;

- special attention is paid to the conscious development of independent critical thinking among schoolchildren;

- the teacher is the organizer of independent active cognitive activity of students, a competent consultant and assistant, his role is primarily to skillfully identify the difficulties of students that prevent him from fully acquiring knowledge and help overcome these difficulties. Modern student-centered educational technologies take into account the age, individual psychological characteristics of students, focus on the student as a subject of the educational process, which, together with the teacher, can determine the learning goal, plan, prepare and implement the educational process, analyze the results achieved [2].

In accordance with this approach, the role of the teacher in the educational process can be characterized as follows: the teacher creates conditions for the formation of the student's personality in educational activities, involves each student in active cognitive activity, organizes learning situations in which the student can try his hand to solve emerging educational problems, helps to solve them jointly, plans joint work in cooperation in solving various educational problems, introduces the ways of obtaining the necessary information in order to form their own reasoned opinion on a particular problem, the possibility of its comprehensive study.

Obviously, the development of student-centered technologies is a search for ways to obtain a guaranteed high-quality educational result.

In modern didactics, theoretical prerequisites for the development of this idea have been created, and the structural components of educational technology have been determined.

As a rule, the following components are distinguished in the structure of learning technology [4]:

Diagnosis of the level of assimilation of educational material and selection of trainees into groups with a homogeneous level of already existing knowledge and experience.

Motivation and organization of educational activities of students. The main task of the

teacher at this stage is to involve students in cognitive activities and support this interest.

Action of means of training. This stage is the learning process itself, at which the student masters the educational material when interacting with the teaching aids.

4. Quality control of mastering the material. [5] These components are revealed in a variety of pedagogical technologies used in teaching languages: modular learning technology (T. I. Shamova, P. I. Tretyakov, I. B. Sennovsky), developmental learning technology (I. S. Yakimanskaya, L. V. Zankov and others), game technology (D. B. Elkonin), problem-heuristic technology (A.V. Khutorskoy), small group learning, project method, information technology (E.S. Polat), information technology based on algorithms (N. N. Algazina), etc.

New educational technologies offer innovative models for building such an educational process, where the interconnected activities of a teacher and a student, aimed at solving both an educational and practically significant task, come to the fore.

One of the existing technologies for teaching the foreign language is the technology of level differentiation, in which the transition from the assimilation by students of all the educational material presented by the teacher to the obligatory assimilation of only exactly specified is obligatory. The educational process is built in such a way that students with different abilities and backgrounds can achieve results when studying a school subject.

The level differentiation of teaching is based on the traditional forms and methods of work, which are owned by teachers, but gives fundamentally new results, as evidenced by the results of its introduction into the practice of schools. The advantages of using level differentiation are that, to some extent, the problem of poor progress is solved, because everyone learns as best they can, the psychological discomfort of students, parents, and teachers is removed: the right to choose the level of material to be learned allows you to reduce overload, relieves anxiety, and forms self-esteem.

The technology of level differentiation helps to form a positive motivation of the student in

relation to the subject, as it provides for the achievement of the student's academic success regardless of the level of his training, intellectual abilities, family and social status [2]. At the turn of two millennia, a humanistically oriented scientific and pedagogical consciousness is developing in the world and domestic pedagogical culture, which directs modern education to renewal. The humanistic orientation of education is manifested in a "personally-oriented" model of interaction, in the development of the child's personality, his creative potential.

The main direction of personality-oriented education technologies in pedagogy is the formation and development of intellectual and speech skills of students, their moral development, the formation of critical and creative thinking as priority areas of human intellectual development.

Basically, the methodologists, taking into account the problems of the practice of teaching the foreign language, went in the direction of introducing modern methods and forms of teaching into the traditional structure of the lesson. However, in the last decade, a system of non-traditional lessons has already developed in the practice of teaching the foreign language (integrated lessons based on interdisciplinary connections, lessons in the form of competitions (linguistic tournament, linguistic battle), lessons based on forms, genres and methods of work known in social practice). (interview, reportage, linguistic research), lessons based on non-traditional organization of educational material (wisdom lesson, presentation lesson), lessons using fantasy (fairy tale lesson), lessons with imitation of public forms of communication (press conference, auction, benefit performance, telecast), lessons based on imitation of the activities of organizations and institutions (a meeting of the academic council, debates in parliament), lessons simulating social and cultural events (correspondence excursion, lesson-travel, living room, linguistic theater) [3].

However, new educational technologies offer innovative models for building such an educational process, where the interconnected activities of a teacher and a student, aimed at

solving both an educational and practically significant task, come to the fore.

All in all, new educational technologies (modular learning, technology of level differentiation, project method, distance learning, etc.) are a set of certain forms and methods of teaching that ensure that students solve an educational task as a result of independent actions. Thus, educational technologies are based on the goals that must be achieved (educational result), the way the teacher and student interact and their role in the educational process.

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