

## USE OF EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH

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**Abstract:** This article provides information about the use of modern pedagogical technologies and interactive methods in teaching English, the impact of these methods on the teaching process and quality of education, and their positive effects on improving the knowledge of students.

**Key words:** interactive educational methods, English language, teaching methodology, advanced pedagogical technologies.

Today, the main focus is on the student, his personality and unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organization of educational activities students that optimally correspond to the set goal of personal development. In recent years, the issue of using new information technologies in schools has been raised more and more. It is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to learn a foreign language in practice. At this point, a question arises: "To introduce advanced pedagogical ideas and technologies to the general public" Who are the presenters and propagandists?". Professors of higher education institutions, senior pedagogues working in universities play an important role in researching and popularizing the experience of a particular pedagogue or educational institution. The reason for this can be explained as follows:

the author of the innovation cannot give a necessary and accurate assessment of the prospect of a specific pedagogical idea or innovation;

progressive pedagogues do not always think about popularizing their ideas. The reason is that innovation requires additional time and labor of the pedagogue;

the idea is not always scientifically and methodologically justified by its creator;

authors face obstacles related to their own and their colleagues' individual characteristics in describing their innovations and ways of implementing them;

the task of not only promoting and popularizing pedagogical innovations, but also making corrections to the quality of pedagogues based on them, enriching the professional knowledge and skills of future teachers, is assigned to the creative group;

- the tasks of systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enriching the work experience of higher educational institutions are also carried out by the members of the creative group.

The author of the innovative idea does not participate in the management of the activities aimed at practical application. This approach creates a basis for expanding the capabilities of the innovative pedagogue and directing him to a specific goal. In this way, the powers of the founder and popularizer of innovative pedagogy are concentrated in one point and directed towards a certain goal. Pedagogical innovation has its own dimensions. Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how new the innovative methods are; its optimality; how effective; possibility of application in mass experiment and so on. The main measure of innovative methods is their novelty, results of scientific research and equality with advanced pedagogical experiences.

For this reason, it is important for teachers who want to work in the innovative process to understand what the real essence of innovation is may not be new. In addition, the level of novelty of the same method may be different for future pedagogues. Taking this into account, both future pedagogues and teachers working in the educational system should approach innovative creative activities based on their own needs. According to the degree of innovation, adaptive innovative methods are manifested in several forms: absolute level; local-absolute degree; conditional degree; subjective level. Public use of innovative pedagogical innovations is interpreted as a criterion for their evaluation. This is mainly related to the technical support of the educational process and the uniqueness of the teacher's activity. The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations are presented for public use after being tested and objectively evaluated. It is appropriate to develop the creative functions of future teachers using innovative methods that are widely popular and allow to achieve positive results. There are also various diagnostic methods aimed at studying the innovative activity of the teacher. The use of diagnostic methods shows the strengths of the teacher's activity.

Therefore, equipping future teachers with modern methods of diagnosis is the need of the hour. Taking into account the professional needs and desires of the future pedagogues, it is necessary to form professional and pedagogical ethics in them and carry out full purpose activities aimed at continuous development.

The use of educational technology in English language teaching has changed the way teachers teach and engage students in language learning. Some of the key ways technology can improve English language teaching are:

1. **Online Learning Platforms:** Platforms like Duolingo, Rosetta Stone, and Babbel offer interactive lessons, quizzes, and exercises to suit different learning styles and levels. These platforms can complement traditional classroom instruction and provide personalized feedback to students.

2. Virtual Reality (VR) and Augmented Reality (AR): VR and AR tools can create immersive language learning experiences by simulating real-life scenarios such as virtual language labs, cultural immersion programs, and interactive storytelling. These technologies help improve language acquisition and cultural understanding.

3. Language Learning Apps: Mobile apps like Memrise, Busuu and HelloTalk allow learners to practice listening, speaking, reading and writing skills on the go. These apps often include features like vocabulary games, grammar exercises, and voice recognition to improve language skills.

4. Video conferencing and collaboration tools: Platforms such as Zoom, Skype, and Google Meet allow teachers to conduct virtual English classes, engage students in group discussions, and facilitate the practice of communicating with native speakers around the world. These tools foster an interactive and communicative language learning experience.

5. Language Learning Software: Programs like Grammarly, Hemingway Editor, and Read&Write offer grammar correction, feedback, and language enhancement tools to help students improve their writing skills and language accuracy.

6. Online Language Exchange Platforms: Websites like Tandem, Conversation Exchange, and HelloTalk connect language learners with native speakers for language exchange and practice. These platforms promote cultural exchange, authentic language use and cross-cultural communication.

7. Digital Learning Resources: Educational websites, blogs, podcasts, and online libraries include grammar guides, vocabulary lists, reading materials, and interactive exercises for English learners provides many digital resources.

8. Gamification: Incorporating game-based learning activities such as language learning games, quizzes and competitions can make English lessons more interesting and engaging for students. Gamification can motivate students, reinforce concepts, and improve retention.

### **Conclusion:**

By integrating these educational technologies into English language teaching, teachers can create dynamic, interactive, and personalized learning experiences that meet the diverse needs and preferences of students. These tools improve language skills, develop cultural understanding and enable students to communicate effectively in English.

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