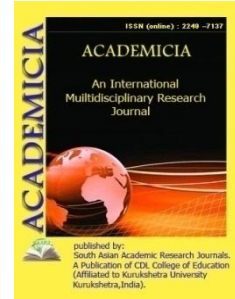




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**“MIXED EDUCATIONAL TECHNOLOGIES OF ACCELERATED
 TEACHING OF ENGLISH IN CLUSTER CONDITIONS” (ON THE
 EXAMPLE OF NON-PHILOLOGICAL STUDENTS)**

N.N. Yusupova*

*Language and Literature named after A. Navai,
 Tashkent State University of Uzbek,
 UZBEKISTAN

ABSTRACT

The article is devoted to the extremely topical issue of choosing the most effective methods of teaching foreign languages to students of higher education institutions, which can provide motivation for learning a foreign language and increase students' activity. The role and importance of informational and pedagogical technologies have been determined, as well as the effectiveness and expediency of their introduction into the educational process of the educational establishment has been substantiated. The modern innovative pedagogical technologies of teaching English for future preschool teachers and primary school teachers are considered. The purpose of learning a foreign language is to form an educated person, capable of engaging in intercultural communication and solving linguistic tasks. Innovative technologies of teaching foreign languages in higher educational establishments of Ukraine are characterized. The contents of the concept of “technology” and “pedagogical technology” have been clarified. The factors that contribute to the effectiveness of foreign language training of students of pedagogical specialties are clarified and the necessity of introduction of pedagogical technologies in the process of teaching foreign languages is substantiated. Qualitative foreign language training for students is impossible without using of innovative pedagogical technologies. Modern innovative technologies in education are the use of information and communication pedagogical technologies in the educational process, project work, work with educational computer and multimedia programs, distance technologies in learning foreign languages, creation of presentations in Microsoft PowerPoint software environment, use of Internet resources. These technologies help to implement a person-centred approach to learning, provide individualization and differentiation of learning based on students' abilities and level of

knowledge. Modern pedagogical technologies, which combine the communicative and cognitive goals of foreign language training, are used for the formation of communicative competence (communicative skills formed on the basis of linguistic knowledge, skills and abilities).

KEYWORDS: *Foreign Language Teaching, Foreign Speech Activity, Teacher, University, Competence, Teaching, Technology, Pedagogical Technology*

INTRODUCTION

Today, there is a steady trend towards a reorientation of the higher education system towards new values, where humanization of the pedagogical process and the democratization of interpersonal relations have become paramount. A graduate of a higher school must be competitive, in demand on the specialty, which implies a high level of its general development, possession of information and communication competence, high professionalism, an ability to make independent decisions, innovative thinking and productive adaptation to changing. The main task of the state is to prepare highly qualified specialists who knows one or more foreign languages. Educational reforms contributes to the emergence of new teaching methods for the development of creative personality, changed the authoritarian style of educational activity on a humanistic approach taking into account the individual characteristics of the youth. Foreign language is now a means of intercultural communication, that is why the mastery of foreign language speech activity is not only aimed at development of communicative competence (language, speech, sociocultural, crosscultural etc.), but also education by means of foreign language. World changes very fast so using of new and modern pedagogical technologies are not only “trend”, they are very important and necessary for educational process. Analysis of recent research and publications. Speaking foreign language has always been one of the main tasks of methodology of teaching foreign languages. Domestic and foreign methodologists, such as G.E. Boretska, O.P Datskiv, Y.O. Dyachkova, V.L. Skalkin, A. Maley, A. Duff, A.L. Berdychevsky, N.F. Borysko, L.P. Golovanchuk, A.G. Gordeev, V.A. Maslova, V.V. Safonov, S.G. Ter-Minasov used different approaches as for teaching and learning speaking of foreign language. Researchers of scientists and requirements for knowledge of students of higher educational institutions indicate the need to improve educational process using the most effective methods and technologies of learning foreign language. The purpose of the article. The main purpose of this work is to analyse modern pedagogical technologies of teaching and learning English language, to identify and disclose educational opportunities for the use of innovative technologies in teaching and learning English language for future pre-school and primary teachers in high educational establishments. Presenting main material. Pedagogical activity should be innovative as it’s one of the essential factors for the successful educational process of any educational institution. Innovative activity creates the basis for creating the competitiveness of an institution in the educational services market and on the other hand it determines the directions of professional growth of teachers or lecturers and their creative search that really contributes the personal growth of students [1]. In this regard, nowadays, the use of modern informational and pedagogical technologies in educational establishments has become increasingly widespread, representing not only modern technical means, but also new approaches to the educational process. This is due to the main purpose of teaching foreign languages: the formation and development of the communicative culture of students, their practical mastery of a

foreign language. The task of the university teacher or lecturer is to create all conditions for the practical training of the language by each student. This involves the selection of such teaching methods that would allow him to show his activity and his creativity. Modern innovative technologies are related to the use of various informational and pedagogical technologies and Internet resources. An analysis of the activities of universities shows that today ensuring of the principle of variability helps the pedagogical process be flexible to any educational model and tasks. As for the background of the development of various options for the content of education, we should identify ideas, which became the introduction of the concept of educational technology into the philosophy of education. According to the Interpretative dictionary technology is a set of techniques used in any business, skill or art. Among the large number of definitions of this concept, we should mention an interpretation of pedagogical technology proposed by B.T. Likhachev: “this is a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, teaching methods, educational tools that form the organizational and methodological aspects of the pedagogical process” [4]. I.P. Volkov came to a conclusion that pedagogical technology is a description of the process of achieving the planned learning outcomes [2]. Proceeding from this, among the list of various pedagogical technologies, the most confidently tested by time are the following: multilevel training; cooperative learning; individual and differentiated approach; project method and others. All of them contribute to the development of innovations in education, involving the improvement of pedagogical technologies and related methods, techniques and learning tools, developing students’ ability to motivate actions and to navigate independently using and analysing the information; the formation of their creative thinking and the disclosure of their natural abilities. Pedagogical technologies are associated with the widespread use of new information technologies, which make it possible to fully reveal the didactic functions of these methods and to realize the potential educational opportunities. Since today free access to the necessary information is required, in the information centres all the opportunities are created for access to scientific, cultural and information centres around the world in order to form their own independent opinion as a part of educational process according to the tasks. Thus, students should be provided with favourable conditions for using the technological capabilities of modern means of communication both for searching and receiving information, and for developing cognitive and communicative abilities and developing their ability to make decisions quickly in difficult situations. This process proceeds more successfully using informational and communicational training technologies, including specific methods and technical means (computers, audio and video, telecommunication networks, etc.) for working with information. Today, this type of pedagogical technologies is designated by the term “computer technology of instruction”, which continues to develop the ideas of programmed instruction, opening up new technological possibilities of educational process with advantages connected with computers and telecommunications. According to the latest data provided, in particular, by the Internet, currently all universities in Ukraine use innovative technologies during educational process (seminars and conferences). They are attended by both specialists of higher education institutions and teachers of secondary schools. All the types of educational establishments that use innovative technologies are always open to modern scientific research. In the curriculum of such establishments we can find such forms of training as design development, training, internships in production, as well as participation in research organizations, practice of different types. Considering the technological aspect of teaching foreign languages in pedagogical institutes and

universities, we think that the most widely used are personality-oriented and informational based learning technologies. Personally-oriented technologies are represented by technologies of differentiation and individualization of instruction, design technologies, etc. The main forms of using information technology are: 1) multimedia English lessons (using the basis of computer training programs); 2) testing on computers; 3) English lessons on the basis of computer presentations during lectures, seminars, labs and students' reports. Using the PowerPoint computer program, English teachers can organize a series of multimedia lessons, training modules, electronic study guides that allow students to integrate audiovisual information presented in various forms – graphics, slides, text, video, chat etc.; 4) telecommunication projects, work with audio and video resources online; 5) distance learning, including all forms of educational activity, carried out without personal contact of the teacher or lecture and student. Almost any educational services are presented on the global Internet today, from short-term continuing education courses to comprehensive higher education programs; 6) using of an interactive tablet Smart Board; 7) voice chat on the local network, used to teach phonetics. For the implementation of the chat, free Net Speakerphone or Speaker programs are used, which allow to communicate in any mode: teacher – student, student – student, conference mode; 8) linguaphone devices, which include the teaching console and workplaces of students, as well as equipment according to one of the following schemes: audio-passive, audio-active or audiocomparative [8, p. 125]. Audio passive devices aim to provide students with the opportunity to listen to phonograms; audio-active devices allow students not only to listen to phonograms, but also to train themselves in loud speech, audio and audio devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with the example. All this is aimed for creation of a foreign language environment in the process of teaching foreign languages and achieving of technical and informational means of instructions. Computer training programs in foreign language classes allow lecture to carry out the following forms of exercises as: pronunciation, grammar material, vocabulary, writing, teaching monologist and dialogical speech etc.

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