

# **SOLUTIONS OF USING PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING**

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**Annotation:** In order to be successful in teaching a foreign language, the teacher must not use many different methods, but ensure that the language is taught through this method. It is necessary to innovate the learning process and "arm" students with these innovations.

**Keywords:** Foreign language teaching, education, development, pedagogical technology, purpose, speech.

The changes associated with the development of the educational process in the country are associated with the radical reform of the education system, the creation and implementation of new methods. This implies the use of technical means in teaching, its individualization on the basis of the organization of the whole process of education on the basis of a clear plan.

The use of pedagogical technology allows to define and divide the goals of foreign language education, to solve important educational problems, such as standardization of foreign languages, effective feedback in the process of foreign language teaching.

It is well known that in addition to teaching the basics of a foreign language, a teacher must constantly work on himself, improve his knowledge, communication skills and speech culture to ensure that they can apply the theoretical knowledge in practice.

The teacher works with different classes during the lesson with the students and should approach each concept of teaching separately during his / her activity. For example, syllables from letters and syllables, words from syllables, sentences

from words, and text structure from sentences are given repeated concepts. He has ample opportunity to create the perfect artistic image as a true artist in each lesson. In order for a teacher to be successful, he or she must not use many different methods, but use this method to innovate the learning process and “arm” students with these innovations.

A teacher who has to work on himself or herself may stop learning, but will not abandon the educational process. This quenches the desire of student youth to learn. If only we could exclude teachers who do not work on themselves from this system and accept science-hungry, inquisitive teachers instead. In this case, we recommend the following examples, organizing the qdars process in an unconventional way:

Examples of some non-traditional forms of teaching in foreign language teaching technologies:

A press conference lesson is an exercise in mastering the topic of the lesson through questions and answers.

Group work is an exercise in consolidating knowledge of spoken and written speech by organizing students to perform tasks in groups.

Peer-to-peer lesson is a lesson on mastering a topic by arranging for students to explain to each other certain passages or similar small pieces of text on the content of the lesson.

A student-led lesson is an exercise that increases student engagement by arranging for students to explain the lesson topic.

Pair work (binary) lesson is a lesson in which students learn the topic of the lesson together in pairs or strengthen their knowledge in a dialogue with each other. In this case, pairs can be changed differently during the lesson as needed.

Dialogue lesson consists of exercises to explain and reinforce the topic of the lesson by organizing dialogues with students in order to teach students to think independently and develop the skills of expressing their opinions.

Innovation lesson is a lesson on the introduction of innovations in the field of science or school life, as well as the introduction of proposals and projects on the

practical application of the results of students' creative activities, serves to increase students' knowledge, develop creative abilities.

In conclusion, it can be said that non-traditional lessons conducted by the teacher serve to improve the quality of education, increase the competence of the teacher. It arouses the interest of students, forms new thinking. The lessons will be very interesting, guarantee the expected results.

It is also important to pay special attention to the promotion of the work of foreign language teachers using advanced pedagogical technology, to cover their experiences in the press, to broadcast on television, to popularize as a brochure. In conclusion, the introduction of elements of pedagogical technology in the teaching process, more precisely in the teaching of foreign languages, contributes to increasing the effectiveness of education.

In order to prepare for this lesson, the children conducted independent research: they studied fiction, conducted opinion polls.

Thus, the technology of debate allows students to engage in research activities to the fullest, and also develops three main key competencies (information, communication, problem solving).

2) Brainstorming technology ("brainstorming") is a method of collective search for new ideas for solving creative problems. This method can be used everywhere for solving problems and getting out of difficult situations. The main thing is to be able to properly organize the process, take into account all the features of the problem and follow the main stages of brainstorming.

The founder of this method is considered to be the American naval officer Alex Osborne, who created the school of inventors, theoretically substantiating and testing the brainstorming method, which turned out to be universal and applicable not only in inventive and design activities, but also in other areas: in economics, politics, forensics, and etc. This technology can be successfully applied in pedagogy. When conducting a "brainstorming" session in a lesson, the teacher conventionally divides the students into two groups: "idea generators" and "expert critics". The first

group includes students who are able to think in an original way, have fantasy and creative imagination.

3) The methodology for solving creative problems in role-playing groups is a further development and modification of the brainstorming technology. Before conducting a lesson, the teacher, in accordance with the students' thinking style and their personal wishes, breaks them down into role groups: "idea generators", "polymaths", and "critics". Each group is given a specific problem to be solved during the lesson.

4) The technology of group search activity based on metaphorical thinking is similar in its idea to the method of "brainstorming". The essence of this technology lies in the fact that at the beginning of the lesson a certain problem or creative task is posed to the students. At the next stage of the lesson, the problem is analyzed and the students offer various ways to solve it. The key stage of the lesson is the advancement of figurative analogies, vivid metaphors (subjective, fantastic, symbolic).

Based on the foregoing, it should be concluded that the research activities of students in the classroom are certainly important, and not just important, but necessary. The use of modern innovative technologies can stimulate students to independent work of thought, search and creativity.

Thus, the use of innovative technologies contributes to the development and education of such competencies in students as the expansion of general cultural horizons, the development of intellectual abilities, research and organizational skills, the development of creative qualities and communication skills.

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