

## POSSIBILITIES OF USING DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

Many scholars have expressed their valuable opinions on the use of digital technologies in foreign language classes. The use of digital technologies as one of the problematic features occupies a central place in the enrichment of students' knowledge, broadening their worldview and practical knowledge. is very important. For this reason, this topic is one of the urgent topics facing today's scientists.

### INTRODUCTION

The use of digital technologies in teaching language to students is currently one of the most important issues. The goals of teaching foreign languages are determined based on the interests of society and the state, therefore, the curriculum for teaching a foreign language should be consistent with and meet the interests and requirements of society and the state. At a time when the position of our independent republic in the world community is growing, international relations, tourism, trade and cultural and economic relations between countries are developing, it is necessary to teach the youth who create the

future of it a foreign language thoroughly and to be able to freely discuss issues. , one of the most important tasks of today is to teach the ability to communicate in oral and written form. Currently, the issue of selection and distribution of materials occupies an important place in the methodology of using digital technology. It is a broad consideration of various methods and recommendations of many scientists in the use of digital technologies. This is mainly due to the creative approach of scientists such as L.V. Sherba, L.V. Rahmonov, Ch. The use of digital technologies in the education of students consists in the use of various methods to illuminate the topic more widely.

The purpose of teaching a foreign language in higher educational institutions is to introduce students to the cities of the country where the language is being studied, to learn their customs closely, and to familiarize them with their historical monuments and famous people.

Many scientific researches have been conducted on the use of digital technologies in foreign languages. In the application of new research methods in teaching a foreign language, conditions have been created for a direct participant to analyze the topic and illuminate the topic through examples using new digital technologies.

Based on his extensive experience, Palmer developed a system of interchangeable tablets, which was approved by F.G. French. Ch. Fris divides speech patterns based on the criteria given by I. I. Bim, who identified some models of the speech unit in the sentences of M. I. Byatgutnev based on the structure of the language. F.F.Furtunov also took into account the goal of general education, and it should not be forgotten that they talk about the superiority of skills and abilities in teaching each subject.

The scientific innovation of the research is the work carried out in order for the teacher to be able to convey his speech and opinion to the students, and at the same time to make the student a potential, independent thinker and knowledgeable.

In the educational system, there are specific aspects of the teaching process, and guaranteeing an effective result is carried out mainly on the basis of digital technologies. The analysis of digital literature shows that the concept of digital technology has taken a strong place in the science of educational practice and theory.

In their time, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali Ibn Sina, Alisher Nawai, Jan Amos Comensky, Leo Tolstoy, Hamza Hakimzada Niazi, Abdullah Avloni and others in their works described the teaching profession, its difficulties, as well as they showed that they have a digital culture by highlighting the views on the qualities that should be reflected in the personality of the teacher. Therefore, a person who does not understand the essence of the digital process and does not have deep respect for the student will not have an opinion that ensures the effectiveness of education and human development. The basis of their digital culture is the ability to understand the child, humane attitude towards him, correct assessment of the situation, timely elimination of conflicts that may arise, the rightness of digital activity, the development of society and the digital process, which are instilled in the minds of students. such as the belief that noble ideas are a powerful factor (means) in ensuring the existence of life.

#### **MATERIAL AND METHODS**

The concept of technology entered in connection with the reform of education in America and Western Europe in the 60s. B. Blui, J. Koroll, P.Ya. Galperin, N.A. Menchinskaya, Z.I. Kalmkova, L.I. Zankov technologies are popular. Technological approaches to teaching organization V.P. Bepalko, N.F. Talzina, L.M. Fridman, Yu.N. Kulyutkina, G.S. Sukhobskoy, T.V. Kudryavsev, A.M. It applies to most psychologists and didactic scientists such as Matyushkin, M.I. Makhmutov.

In the history of the formation and development of the concept of digital technology, there were different views: it was interpreted as a teaching about technical tools and as a consistent and systematic organization of the educational process. There are now several definitions of digital technology. In order to clarify the essence of digital technology, we consider it appropriate to dwell on the definitions given by pedagogues.

Digital technology is a consistent method of creation, implementation and determination of all processes of teaching and knowledge acquisition with the help of technical and human factors and their joint actions aimed at accelerating the forms of education.

Digital technology is a process of intensive formation of predetermined personal qualities in them by a teacher (educator) using teaching (educational) tools to influence students (students) in a specific situation and as a product of this activity.

Digital technology is a social phenomenon that intensively forms social qualities necessary for society and predetermined in them

as a result of the systematic influence of the pedagogue on students in certain conditions with the help of teaching tools.

Digital technology as a factor of managing the digital process has the following content: PT - organization of the educational process based on design, features that guarantee its effective result (digital skill, digital tact, digital style, digital accuracy) innovative features of the pedagogue's activity (creativity - creativity, it is a systematic category that fully determines the creation and implementation of new forms and methods of education based on high professionalism - acmeology, analytical and critical approach - reflection). There are many approaches in the educational process in the theory and practice of numbers. The character of digital technologies comes from this approach. However, many digital technologies are similar to each other in their content, purpose, methods and tools. Digital technologies can be divided into several types based on these similar features.

They are divided into three groups according to their use in foreign language classes and their scope (scale):

- Common digital technologies.
- Private digital technologies.
- Modular small universal technologies

Common digital technologies include large technologies, that is, issues related to the entire educational system, i.e., their effective use throughout the lesson.

For example: transition to a rating system, transition to testing technologies are among them.

Proprietary digital technologies include technologies that can be used within a certain discipline and are convenient.

For example: Development of technologies that are convenient for foreign trade.

Modular small universal technologies are aimed at the development of a reflex and can be used in the study of various subjects. For example: didactic games, technologies that teach thinking. They are universal in nature and do not require much time. For example: didactic game technologies.

Activity of education - education that ensures the organization of the activity of learners.

Active methods of education are ways to increase the learning activity of learners. Basically, it is built on the basis of a dialogue of supposedly free exchange of ideas in search of ways to solve this or that problem. The active methods of education, which are especially widespread and have their own characteristics, include the following: conversation, discussion, educational houses, "case-study", project method, problem method, brainstorming, etc.

Interactive (Interactive) - dialogic. Interactive education is dialogic education that implements interaction between the teacher and the learner.

Interactivity is a fundamentally new phenomenon in the field of education - because of this, the learner:

- active interaction with all subjects of the educational process, not only through personal relations with the teacher, but also with other students, the administration;
- in the process of analyzing multimedia objects, dynamically control their content, shape, size and color, observe them from different sides, provide other similar manipulations, stop at any place to achieve a more accurate presentation and will be able to continue.

Thus, interactivity provides an opportunity not only for receiving information (passively), but also for active research of the features of multimedia models in the studied objects or processes and interactions of virtual models. The higher the level of interactivity, the more effective the educational process.

Current teaching methods are important because they direct students to free, creative thinking and work.

If students can think independently, work creatively, search, analyze, draw their own conclusions, evaluate themselves, the group, and the group, and the teacher can create opportunities and conditions for such activities, our in our opinion, this is the basis of the teaching process. Modern forms of education aimed at the development of democratic principles, humanity and

personal qualities are the demand of the time, in which it is important to create a technological map of the lesson process and plan the process in advance.

Each lesson, subject, educational subject has its own technology, that is, digital technology in the educational process is an individual process, based on the needs of the student, directed to one goal, is a digital process designed to produce a predetermined and guaranteed result.

In addition, it is necessary to plan the teaching process in advance, in this process, it is necessary to take into account the unique aspect of the educational subject, the place and conditions, and most importantly, the ability and need of the student, as well as the ability to organize cooperative activities, only then, the desired guaranteed result can be achieved. In short, the student should be brought to the center of education.

In order for the teacher to be able to see each lesson as a whole and imagine it, it is necessary to design the future lesson process. In this case, it is very important for the teacher to draw up a technological map of the upcoming lesson, because the technological map of the lesson is created based on the nature of the subject, the subject taught for each lesson, the opportunities and needs of the students.

Creating such a technological map is not easy, because for this the teacher needs to be aware of digital, psychology, private digital, digital and information technologies, as well as many methods. It is necessary to know the methods. Making each lesson colorful and interesting depends on the designed technological map of the lesson, which was carefully thought out in advance.

How to create a technology map of the lesson depends on the teacher's experience, goals and discretion. No matter how the technological card is structured, it should reflect the lesson process as a whole, and the clearly defined goal, task and guaranteed result, the technology of organizing the lesson process should be fully expressed. The structure of the technology card saves the teacher from writing an extended outline of the lesson, because all aspects of the lesson process are reflected in such a card.

It should be emphasized that here new knowledge is given not for information, but for the solution of problems or problems. In the traditional digital approach - from knowledge to problem - students cannot develop the skills and competences of independent research because they are presented with ready-made results to master. The solution to the problem requires creative thinking. Reproductive mental processes associated with the repetition of acquired knowledge templates have no effect in problematic situations.

If a person is regularly taught to acquire ready-made knowledge and skills, it is possible to extinguish his natural creative ability; he "forgets" independent thinking, the thinking process is perfectly manifested and developed when solving problematic issues.

The psychological mechanism of the processes that take place in the practical training of a foreign language is as follows: a person is faced with a conflicting, new, unknown problem (a problem is a complex theoretical or practical issue that includes hidden conflicts, the solution of which requires different, even alternative situations ) is encountered, a state of surprise and surprise appears in him, "what's the matter?" the question arises. The student searches independently or with the help of the teacher to find the unknown solution. Subject-object-subject relations that arise in collective problem solving lead to the activation of creative thinking.

The main sign of problematic teaching is the reflection of the necessary objective contradictions that appear in scientific, educational or all types of activity. This is the driving and developing source of all industries. Therefore, teaching in foreign language classes can be called developmental, because its purpose is to form knowledge, hypotheses, develop them and solve them. In problem-based learning, the thinking process is introduced only for the purpose of solving a problem situation, it forms the thinking necessary for solving non-standard problems.

There are four main conditions for the effectiveness of problem-based learning:

to ensure sufficient interest depending on the content of the problem;

to ensure that it is possible to perform the tasks that appear at each stage of problem solving (acceptability of the ratio of known and unknown);

the importance for students of the information obtained in problem solving;

it is necessary that the relationship between the pedagogue and the student should take place in the spirit of benevolence, that is, all the ideas and hypotheses expressed by the students should not be ignored and unmotivated.

The main psycho-numerical goals of problem-based teaching are as follows:

to increase the scope of thinking and abilities of the student, to develop creative skills;

assimilation of the knowledge and skills acquired during the period of independent problem solving and active research by students, as a result of which these knowledge and skills are stronger than in traditional education;

educating an active creative personality of a student who can see, ask and solve non-standard problems;

development of professional problem thinking - each specific activity has its own characteristics.

Any foreign language learning material is not suitable for problem statement. It is easy to create problematic situations when teaching students a foreign language. Translations, the crisis of traditional ideas in the iteration stage of new information in science, the search for new approaches to the study of science, etc., are suitable topics for problematic statements. Learning the logic of research through the history of discoveries is one of the main promising ways of forming problem thinking. The success of the transition from traditional to problem-based teaching depends on the "level of difficulty" determined by the following two factors:

✓the level of complexity of the problem is determined according to the ratio of known and unknown for the student within this problem;

✓both collective and individual contributions of the student's creative participation in problem solving are taken into account.

There are three main forms of problem-based learning.

The problem statement of educational material is carried out in a monologue manner in lecture sessions, and in a dialogic manner in seminar sessions. When the teacher is presenting the educational material during the lecture, he creates problematic issues and solves them himself, and the students join the process of searching for solutions only in imagination. For example, at the beginning of the lecture "About Yesenin's life" "What do you know about Leo Tolstoy?" the problem is posed, but the speaker does not give a ready answer, he tells about how science arrived at this fact, about the experiments conducted to test hypotheses about the causes of this phenomenon.

Partly exploratory activity is manifested during experiments, problem seminars in translation work, and heuristic conversations. The teacher creates a system of problem questions, the answers to which are based on the acquired knowledge base, but they are not available in previous knowledge, that is, the questions create intellectual challenges for students and encourage goal-oriented creative research. As far as possible, the teacher should prepare "different answers" guiding questions, based on the answers of the students, make a final conclusion. The method of partial research provides 3rd and 4th level productivity activities (use, creativity) and 3rd and 4th level of knowledge - knowledge-skills, knowledge-transformation (re-formation). Traditional explanation and reproductive teaching only form knowledge-acquaintance and knowledge-copy.

In independent research activities, students independently express a new topic in digital technologies and solve it (in coursework or graduate work, scientific research work) and are completed under the supervision of the teacher, which leads to level 4 productivity activities (creativity) and level 4 most effective, ensures acquisition of solid knowledge (knowledge-re-formation).

The goal of problem-based education is to educate active individuals, and its task is:

- a) encourage students in the process of active learning
- b) formation of a scientific-research method in thinking
- c) teach students to think independently and freely
- g) development of creative thinking
- d) formation of skills and abilities to find solutions to problems.

The main goal of problem-based teaching is to know, to know and to think. thinking-problematic situation begins with an unexpected situation and a surprise.

In problem-based teaching, attention is paid to the education of thinking, i.e.: to develop logical, critical, creative thinking, to control thought, to educate the ethics of thinking, to direct thought.

**Distribution of types of activities in problem teaching**

➤(teacher's activity): creates a problem situation, organizes activities of logical thoughts,

revives cognitive activity by forming the laws of research activities.

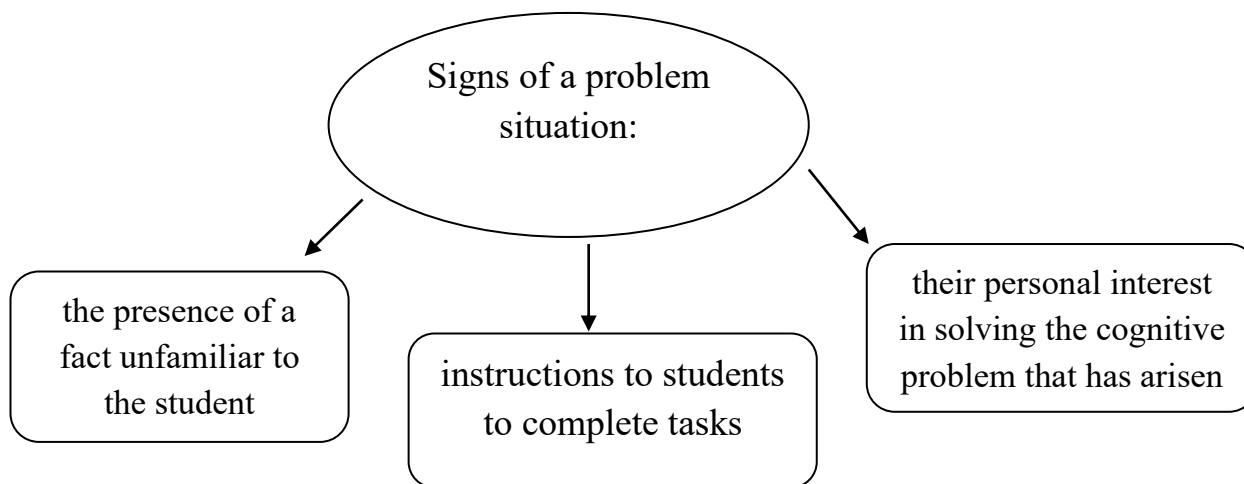
➤(student activity): analyzes a problem situation, generalizes, solves intellectual problems and draws conclusions - satisfies curiosity.

The essence of problem-based teaching: - is determined by the teacher's leadership of cognitive activity, i.e. interest, leads independent work, provides necessary equipment and materials, information.

An important stage of students' mental activity is: - inventing a way to solve the problem, making a hypothesis and justifying the hypothesis (figure 1).

Components of the problem:

analysis of the subject, goals and tasks of a certain (on the basis of a specific task), i.e. digital science; analysis of the unknown (finding them leads to the formation of new knowledge) goals and tasks of the field of androgogy.

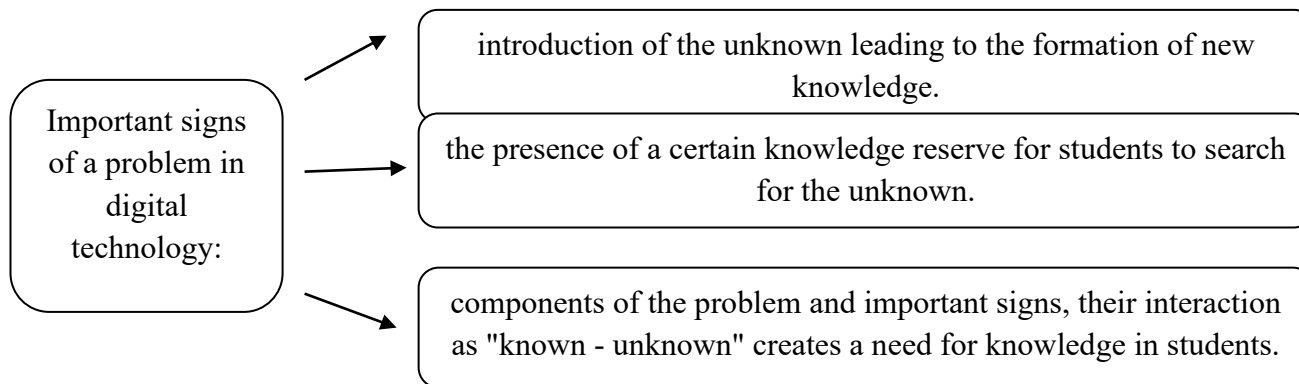


**Figure 1. Signs of a problematic situation**

What are the social requirements of the society for the individual at the present time, including the basis of previous knowledge and experience? (a question is asked, based, new Table 1

knowledge is given) i.e., understanding the goals and tasks of digital and androgogy, taking into account the demands of society, the criteria of a modern person are created (table 1).

**Important signs of a problem**



Conditions for organizing problem-based learning:

- the first condition: delivery of educational materials;
- the second condition: ensuring the diversity of problem solving methods;
- the third condition: the student's interest, purpose, and ability to learn this subject.

Differentiated teaching as a form of organizing the educational process is based on the principle of general didactics and ensures the specialization of the educational process in specially organized homogeneous groups of students.

**RESULT AND DISCUSSION**

The stratification of education means the creation of different conditions for education in homogeneous groups of different types, formed on the basis of a set of methodological, psychological-numerical and organizational-management measures.

Ensuring that the student realizes the available personal opportunities is a requirement of the accelerated scientific and technical development of the modern educational process. This can be achieved through individualized and individualized training.

Individual teaching is a form of organization of the educational process, in which the pedagogue deals with students one-on-one, the student receives continuous independent education with the help of educational tools (books, computer, etc.).

Advantages of individualized teaching: the ability of the digital process to adapt to the abilities of the learner. As a result of continuous monitoring of the student's level of education and making the necessary corrections, an acceptable digital process is established

Individual approach - according to the digital principle, in the digital process, the interaction of the pedagogue with students is built taking into account their personal characteristics, and a psychological-digital environment is created for the development of the whole group and each individual student.

Individualized training in the organization of such an educational process is based on an individual approach, the ways, methods, pace of training are selected and provided through various educational-methodological, psychological-digital and organizational management measures.

One-to-one teaching technology - in this, individual approach and individual form of teaching is the priority in organizing the educational process. In all person-oriented technologies of education, individual approach is used to one degree or another, but in individualized education, individualization is the main means of achieving educational goals. The basis of individualized education is the establishment of individual-digital characteristics of the student. Based on the results, the teaching method is selected. The training process is carried out according to the accepted technologies, rules and principles.

It is imperative to provide continuous feedback and assessment of the achievement of learning objectives.

Student's activity in the educational process has been and remains one of the main principles of didactics. Student engagement is the result of goal-directed managerial digital influences and the organization of the digital environment. A digital business game is one of the educational technologies that ensures student activity. Interest in game activity is provided by elements of competition, which satisfy the needs of students such as self-expression and realization.

The great thing about the game is that it is both development and learning at the same time.

A digital game is defined by a clear learning goal and a corresponding digital outcome. These results are based on and will have training activities.

Digital games are described according to the game style as follows: by subjects; plot; business, imitation, dramatized games. All digital games used in higher, secondary and vocational education systems are business games by their content. Because they are usually developed within the framework of a certain academic subject: there are roles and plots, various situations are simulated. That is, business games used in the higher and secondary vocational education system include all components of digital games.

Digital games in the system of higher, secondary special and professional education are focused on mastering and strengthening new educational material, solving sets of problems that develop the student's creative ability, and form general scientific skills. allows to understand and learn the educational material. In the educational process, businessmen use various forms of games: imitation, operation, role-playing games, working theater, psycho and sociodramas.

The business game embodies the form of restoration of the subject and social content of the specialist's future professional activity, models such a system of relations that determines the integrity of the activity.

With the help of specific tools (language, speech, graphics, tables, documents), a professional situation similar to the real situation is created in the business game. At the same time, in the business game, in a short time, only similar general situations are restored.

The business game creates the objective aspect of future professional activity (conditional practice) and the social aspect of students interacting with representatives of other roles. Thus, in the business game, a collective form of educational activity is

implemented in an integrated object in the model of conditions of production, professional activity.

In the business game, the student performs a similar professional activity that combines educational and professional elements. Acquisition of knowledge and skills takes place not at an abstract level, but in the context (meaning) of professional work. In contextual education, knowledge is not wasted for the future, but ensures the Student's action in the real game process. At the same time, the student acquires a range of professional knowledge, communication and management skills with people with special characteristics, team decision-making skills, leadership and obedience skills. That is, the business game educates personal qualities, accelerates the process of socialization. But since this "serious" professional activity is realized in the form of a game, the student becomes mentally and emotionally free, shows his creative initiative.

If we take the essence of digital problem-based teaching as percentages, - the teacher's interest in cognitive activity is 20%, leading independent work is 10%, the necessary equipment and materials are 10%, the provision of information, inventing a way to solve the problem 20%, making a hypothesis and justifying the hypothesis 10% the presence of a fact unknown to the student 10%, the instructions given to the students to complete the tasks 20% if implemented, no problem will be encountered in the process of teaching digital technology.

Based on the above-mentioned features of digital technologies, it can be explained as follows: Digital technology is a new approach to the educational process, and digital social engineering is an expression of consciousness. It is a social phenomenon related to the creation of an optimal project of the lesson based on the technical capabilities of the digital process and the technical thinking of the person. Therefore, the role of digital technologies in the teaching of social and humanitarian sciences is great. Without them, the intended goal cannot be achieved.

The term technology is derived from production, in which thousands of technological processes are designed. They are the guarantee of achieving the desired results. Even if the territory and their performers change during the application of these technologies, they still produce the desired product. Digital technology is developed to achieve this in the educational process.

In digital technology, among the special methods, workability and research methods are also used. In the formation of independent free citizens, it is necessary to educate specialists with a certain amount of knowledge necessary for the national economy, as well as entrepreneurs who search for and solve various problems. In the education of such people, the product that teaches typical actions and the research methods that learn to find a way out of non-standard situations are suitable. Digital technology takes advantage of the depth of these methods we need.

The main difference of digital technology from traditional methods and methods is that it originates from the theory of sets, and it obeys all the laws of this theory.

Today, teaching foreign languages to students on the basis of modern digital technology, i.e. modern interactive methods, is becoming an urgent issue in higher educational institutions, i.e. in other educational matters. One of the main issues of this is to use teaching skills in the process of teaching foreign languages, to effectively organize the lesson process, to adapt it to educational standards, to raise it to world standards, to perfectly form the knowledge and skills of teaching foreign languages to students today. is one of the important factors of the education process. Nowadays, modern technologies of interactive teaching of foreign languages are being created and they are effectively used in the course of the lesson. The main difference between modern interactive methods and traditional methods is that in the process of learning foreign languages, students behave freely, think independently, have the opportunity to express their opinion, engage in discussions, communicate freely with the teacher. .

In the process of teaching foreign languages based on modern interactive methods, the following is carried out:

- students themselves plan the study session and actively participate in it;
- students work independently on the basis of the established curriculum and strengthen their knowledge;
- students engage in a discussion on the topic during the lesson, and everyone actively participates in it;
- students participate as partners in the selection of teaching methods and their implementation, express their opinions;
- students are provided with the issue of being able to describe and explain the acquired knowledge, i.e. being able to convey it to others;

Of course, all of the above can be achieved by students in the process of learning foreign languages gradually and step by step through interactive methods.

## CONCLUSION

Today, the interest in using interactive methods, innovative technologies, digital technologies in the educational process is increasing day by day, one of the reasons for this is that until now, in education, students have only been taught to acquire ready-made knowledge, and teaching modern technologies teaches them to think independently, to find what they need, to analyze and draw conclusions.

In this process, the teacher performs the functions of management and direction, education is directed to students. Innovative technologies are innovations in the digital process and student activities, and there is an opportunity to fully use the main interactive methods for its implementation and improvement.

Interactive methods mean student-to-student, student-to-internet, student-to-student thinking, that is, digital impression methods and are the main part of the educational system. In the application of these methods, digital and students will have to work together. The interesting and enjoyable lesson depends on the technological map of the lesson. The use of various methods in the course of the lesson is of great importance for both the teacher and the student. In this way, the teacher achieves mastery of the taught topic by all students in a short time. It increases the activity of students, arouses their interest in the lesson, at the same time evaluates many students, and achieves the goals set for themselves. The student acquires new knowledge, learns to work alone and with a group, develops speech, improves memory, learns self-control, and acquires a lot of information in a short time.

In conclusion, it should be said that the use of modern technologies in language teaching is of great importance, and this requires great skill, more work on oneself, sufficient knowledge, skills and competence from the pedagogue.

It is known that the teaching profession, unlike other professions, embodies multiple responsibilities, firstly, it is the formation of a person, that is, deep knowledge of the human psyche, and secondly, all the means, methods and methods of education. he should effectively use his means to organize the educational process, in a word, he should achieve the effectiveness of teaching, and thirdly, he should form his qualities in the process of the development of society and nature. The teacher should form the personality of the young generation in every way according to the requirements of the society.

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