



MODERN PEDAGOGICAL TECHNOLOGIES AS A FACTOR IN INCREASING THE EFFICIENCY OF THE HISTORY TEACHING PROCESS

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Received: 10 th October 2021 Accepted: 8 th November 2021 Published: 17 th December 2021	The use of modern technology is a significant success in modern English teaching methods. Indeed, argues that e-learning programs have become a major advantage for teachers as they enhance students' positive relationships with teachers and encourage general learning of English. Most modern English teachers actively incorporate a range of technological tools designed to optimize teaching. Therefore, the current research examines various elements of the technology used in teaching English, including the development of innovative curricula using the latest scientific and technical developments, ensuring that teachers deliver effective and quality topics to equip with technological skills, to provide technical means such as audio-visual and modern. Creating student-teacher platforms that maximize the effectiveness of technical programs and language learning. Relevant literature was reviewed for the purposes of this study, the technology was identified linguistically and traditionally, and the interrelationships with modern teaching skills were fully assessed. In this context, the researcher identifies the fundamental research problem, highlights the importance of research objectives and hypotheses, and presents conclusions. The article concludes with a number of recommendations that can help improve teaching methods through the widespread use of modern technology.
Keywords: modern technology, methods, tools, materials, devices, systems, strategies, modern pedagogy, Information Communication and Technologies (ICT).	

INTRODUCTION

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results. The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills. The 21st century is often seen as the age of technology. Today, technology plays a very important role in our lives. This is seen as the basis for economic growth. An economy

with poor technology will never develop in today's scenario. This is because technology makes our work much easier and takes less time. The impact of technology can be felt in all possible areas, one such area is Education. The implementation of the Law on Education and the National Training Program has come a long way. Education is at the heart of educational reform aimed at improving content and form. The development of science and technology, the democratization of our society, the technology of technology], the increase in the specific characteristics of personal characteristics have led to the development of mental abilities. It is no secret that the need for a child to know the world has increased dramatically in all directions. The most important task facing modern education is to meet the needs of the student's individual subject. Who should we educate - modern pedagogy, didactics has become a key issue in teaching methods. The President of the Republic of Uzbekistan Islam Karimov's book "There is no future without historical memory" clearly defines the concept of a perfect man. We understand people who have a level of consciousness, who can think independently, who have a unique personality - who are educated, who can be an example to others by their behavior. " To this end, modern pedagogical technologies have been introduced into the educational process. To that end, the learning process is modern pedagogical technologies were introduced. What is modern pedagogical technology and it is traditional education how it differs from the tools in technology "Pedagogical technology is the efficiency of all teaching and learning technical and personal resources and their interrelationships is a systematic method of creating, applying and defining. Traditional teaching technology is mainly in the form of "Teacher-student", in which the student has a common feature that is considered as an object of the educational process. Modern pedagogical technology is based on the system "Teacher - education - student" and is based on the subject of the student, that is, education becomes an active participant in the process. In this case, the student must look for himself to observe and become the manager who manages it. Nowadays, different methods are used to learn foreign languages. There is a lack of clear understanding and understanding of pedagogical technology as a result, it is almost equal to special methods. In fact, there are significant differences between them. Methodology - methods, ways of doing something in accordance with the purpose bars. Pedagogical technology is a scientific and methodological part of the educational process a set of active tools and methods based and systematized. Methodology is the teaching of a particular subject and educational work a science that studies the laws of. Pedagogical technology is a person with a predetermined goal educational activities. This topic is also relevant as it has been developed. That's why we were interested in the subject and tried to cover it as much as possible. The purpose of the work is to understand the essence of pedagogical technology achievement is an interactive way of teaching. That's why we are a few getting acquainted with the literature and effective use of pedagogical technologies in the learning process application, description of non-traditional interactive methods of teaching and from them we have tried to shed light on the methods of use. The point is, such materials need to be taught in foreign languages to introduce students to advanced methods using the process. Introduction to this work, 3 chapters, conclusion and references consists of a list. Used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-Greany recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language . Proposed two different ways to integrate technology into the class: a cognitive approach which gives learners the opportunity to meaningfully increase their exposure to language and thus make their own knowledge; and a social approach which gives learners opportunities for authentic social interactions as a means to practice the real-life skills obtained through engagement in real activities. Investigated the reasons and factors behind language teachers' use of computer technology in the classroom. The study further explored teacher attitudes towards computer and information technology and the various ways they applied practical computer-assisted language learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology. Analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. The results of the study support the proven futility of traditional English teaching methods and confirm students 'enthusiasm and interactivity when using modern technologies to master English. Statistics show that a high percentage of English learners do this through modern media such as smart boards, computers and screens compared to traditional teaching methods. In addition, research shows that interactions with teachers and their overall sensitivity students in the classroom improve significantly when using modern methods in teaching English. In fact, it is clear that students are more likely to study e-learning programs and English Language teachers prefer to use modern technology rather than traditional methods of teaching. Higher education along with some indicators is one of the factors characterizing the innovative potential of the country Market capability of the Ukrainian economy. Introduction of technology news from the high school learning process can help to solve the tasks of training specialists in accordance with the times. The task of a modern high school is to increase competence in the direction

of highly effective use, creation and development of information and communication and interactive technologies by teachers the field of universal education, encouraging the formation of innovation culture of pedagogical thinking. Use of modern pedagogical technologies in the educational process the process of the institute of higher education creates something completely new opportunities to implement the didactic principles of individualization and the differentiation of education has a positive effect on development Students' cognitive activity, their creative activity, consciousness, fulfills the conditions for the transition from teaching to self-education. Modern technologies in education are seen as intellectual tools a new educational paradigm can be implemented. The interpretation of the concept of 'technology' is that it represents a system of activities based on science and practice; is used by a person in order to change the environment, the production of material or spiritual values. Emphasizes that any activity can be both technology and art. An art intuition, and technology is based on science. It all starts with that is an art and ends with technology to restart. Any planning that you can not do pedagogical activity, contradictions with impromptu acting on intuition, and so on is considered the beginning of technology. The rapid growth in Information Communication and Technologies (ICT) have brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. ICT is becoming increasingly important in our daily lives and in our educational system. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge students need for the 21st century. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning. This restructuring process requires effective adoption of technologies into existing environment in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity. Personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers can influence the adoption of a technology. Teachers are implored to adopt and integrate ICT into teaching and learning activities, but teachers' preparedness to integrate ICT into teaching determines the effectiveness of the technology and not by its sheer existence in the classroom. The attitudes of teachers towards technology greatly influence their adoption and integration of computers into their teaching. According to anxiety, lack of confidence and competence and fear often implies ICT takes a back seat to conventional learning mechanisms. Therefore, an understanding of personal characteristics that influence teachers' adoption and integration of ICT into teaching is relevant. To successfully initiate and implement educational technology in school's program depends strongly on the teachers' support and attitudes. It is believed that if teachers perceived technology programs as neither fulfilling their needs nor their students' needs, it is likely that they will not integrate the technology into their teaching and learning. Among the factors that influence successful integration of ICT into teaching are teachers' attitudes and beliefs towards technology. If teachers' attitudes are positive toward the use of educational technology then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes. Conducted a study on teachers' attitudes towards the use of Geographic Information systems (GIS) in Turkey. The study used questionnaire to collect data from 79 geography teachers teaching in 55 different high schools. The study revealed that though barriers such as lack of hardware and software existed, teachers positive attitudes towards GIS was an important determinant to the successful integration of GIS into geography lessons. Students learn in different ways. In a traditional lesson, a teacher presents material, and students all engage with it in the same way. The entire class is expected to move through the content at the same pace. As you can imagine, there's very little room for freedom when teaching thirty students the same things in the same ways during the same time frames. But that doesn't have to be the case. Online tools give students more flexible learning experiences. Some students might use a YouTube video tutorial to better understand a concept. Others might complete an online activity or game that provides instant feedback so they know if they're on the right track. Students who understand the material right away can find more difficult problems or activities to supplement their knowledge, while those who need more practice can use a different activity that provides more repetition. In other words, technology offers variety to students in a way that a typical classroom lecture cannot. Technology also motivates students to learn. They look forward to having time on their devices to explore and learn things through websites, videos, apps, and games. Students can learn and have fun at the same time, which helps them stay engaged with the material. When technology played a minimal role in education, parents had very little understanding of what was going on in their students' education, other than what was said at home or at parent meetings. With the help of technology, parents can learn more and involve their children in the learning process. When parents play a role in education, students increase their motivation to succeed and learn. Technology has significantly improved communication between parents and schools. Parents can receive real-time reports on their children's grades, attendance, and even classroom behavior. And if a parent needs to contact a teacher or administrator, they can do so via a quick email or message from the school's LMS. If parents find it difficult to help their children with homework, technology can be a great help. Sites like Khan Academy can provide step-by-step study guides on many classroom sciences. For example, the site helps students practice a variety of mathematical concepts of varying difficulty, from basic arithmetic to arithmetic. If a student gets stuck, he gives tips and explanations to determine where he made a mistake. It also provides many sample problems that help students apply the same concept in practice. Educational technology allows teachers to set practice exercises easier, as well as see their students' progress. Software continuously monitors the answers to questions and how long it takes to answer. Grading and assessments are less prone to personal bias and teachers can see where individual students have problems. Technology ushers in fundamental structural changes that can be

integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

In conclusion, in short, despite genuine efforts to modernize traditional teaching methods. In English, residual obsolete practices should be phased out and replaced with existing ones technology offered through computers, smart devices, displays, audio-visual materials, and electronics approaches. This research highlights the vital learning potential and many benefits of technology in the language classroom and more extensively for positive learning outcomes in the language classroom the world, the financial consequences of building infrastructure, and motivating teachers to overcome it.

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