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**METHODOLOGICAL FEATURES OF USING SUPPORTING TECHNOLOGY IN TEACHING ENGLISH TO UNIVERSITY STUDENTS*****Akhmedova Laylokhon Tolibjonovna***

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ABOUT ARTICLE

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Abstract: The article is devoted to the consideration of the methodological features of using supporting technology for teaching English language at universities. The article provides a brief historical overview of the emergence of support technology. The principles of design of materials inherent in supporting technology are analyzed. The techniques of the supporting technology "Prognostic Chart" and "Moral Qualities of Heroes" when teaching English language are described as an example.

INTRODUCTION

Modern society needs educated people capable of making independent and responsible decisions when situation requires, to be mobile, dynamic, constructive specialists, to have a developed sense of responsibility for the fate of the country. In general, the education and upbringing spheres are a powerful force, the development of which is instrumental factor in the world's future generation. The main goal of the modern educational process is the development of socially significant qualities of students in the process of upbringing and education, development of their intelligence and creativeness, and moral values.

New conditions of existence of the educational environment, updating the content of education, innovative forms and teaching methods, ever-increasing requirements to the quality of knowledge, complication of class organization forms - all this requires the increase of professional competence and formation of readiness of the future teacher to perform professional activities.

Today it is impossible to imagine the educational process without the use of modern pedagogical technologies, which are a necessary condition for the intellectual, creative and moral development of students.

It should be noted that there are many technologies and the future teacher needs to know the principles of using these technologies to be able to choose those that correspond to the features of his/her worldview and work experience. In each specific situation the teacher faces a problem: how to ensure the optimality and effectiveness of the solution of the learning task. And it is necessary to be able to choose the teaching technology, which in a particular situation will be the most appropriate, and, most importantly – efficient in teaching a particular student.

In our opinion, the supporting technology of teaching English language is one of the effective technologies that meet the goals of modern educational process.

MAIN PART

Supporting technology (method of large-block presentation of material or support signals) is the use of notes, illustrative pictures, objects, schemes, tables as supporting element in classes to explain and consolidate new material, to systematize and generalize knowledge, to organize communication in the target language, to increase the motivation of learning, to organize independent work of students. In other words, supporting technology is the organization of theoretical material in the form of a graphic image that visually emphasizes the relationship and dependence of phenomena characterizing a particular language problem (grammatical, orthographic, punctuation, etc.). Such visual image is created in a simplified generalized form.

According to psychologists, each person has all three memory mechanisms working to different extents: aural, visual, and motor memory. And if all of them are used purposefully in the learning process, the level of learning new material increases.

When explaining new material with the help of supporting signals visual and auditory memory are active, and the method of memorization is not mechanical, but based on the establishment of semantic understanding of the signals. When reproducing supportive notes as a control moment of knowledge acquisition, motor memory is involved [1].

The technology of working with supportive notes was proposed and developed by V.F. Shatalov (in mathematics lessons), further developed by his followers Y.S. Mezhenko (in Russian language lessons), O.I. Lyubimov (in literature lessons), A.V. Konyshcheva (in English language lessons) [3].

This technology corresponds to modern psychological recommendations, confirmed in numerous experiments by L.V.Zankov, V.V.Davydov and others, where they have proved the effectiveness of the "second type of generalization" - movement from abstract to concrete, early comparison of similar concepts rather than isolated study of each of them [1].

The introduction of large blocks of theoretical material is carried out with the help of supporting signals. According to Shatalov, a supporting signal is "an associative symbol replacing some semantic meaning; it is capable of instantly restoring in memory the known and previously understood information". The supportive note is "a system of reference signals with a structural connection that represent a visual construction replacing the system of meanings, concepts, ideas as interconnected elements" [5].

We believe, teaching by supportive notes requires active thinking activity of students. They should have the skills of perception of information, correlating it with previously learned information, and the ability to highlight the main points. It is quite difficult to see a large topic in a holistic form without a schematized brief lesson plan. The scheme is a technique that facilitates the perception of the topic and its understanding. Famous historian L.N. Gumilev wrote: "Scheme - a purposeful generalization of the material: it allows you to review the essence of the subject of research and discard obscuring minutiae.

If the scheme is mastered easily then there is energy left to go further, i.e. to put hypotheses and organize their verification. The scheme is the skeleton of work, without which it turns into a jellyfish or a cephalopod" [4].

Our way of thinking, a properly designed lesson plan appeals, attracts, focuses attention on the main thing, i.e. it influences the student with its aesthetic and psychological qualities.

Supporting charts and notes are attractive with their simplicity in drafting (every teacher can do it) and are easy to use, because it can be introduced to students using the blackboard which does not require special time such as production of some other aids. They are appropriate at different stages of learning: when introducing a new concept, introducing a spelling rule, practicing, consolidating and repeating the learning material.

The supporting technology is characterized by such principles of materials design as brevity (maximum coded information with minimum visual or graphic signs); structure (one block contains several topics); convenience of perception and reproduction, dissimilarity of supportive notes among themselves (diversity of forms, structuring, fonts, etc.); emphasis on the main semantic elements; principle of habitual stereotypes and associations; entertaining, paradoxical; color design.

In our opinion, when applying the supporting technology in foreign language classes, it is necessary to take into account the stages of learning and the degree of students' readiness to fully perceive and analyze the scheme, their ability to independently compose and write down such information in the form of a scheme, and the ability to use it in the process of language analysis.

It is also necessary to note the positive sides of using the supporting technology. First, the theoretical material is grouped into large blocks, and there is an opportunity to significantly increase the amount of material studied in the class without overloading the students, which greatly activates their cognitive activity. Second, the coding of educational information, the ability to read supporting signals, to present the material in a condensed or expanded form - these are important skills of the creative process, allowing to realize the requirements of developmental teaching.

As an example, let us review the most common supporting technology techniques we use "Prognostic Chart " and "Moral Qualities of Characters" in teaching English language.

"Prognostic Chart "

The purpose of using the "Prognostic Chart" is to generate interest in reading the text. The "Prognostic Chart" method supports students' ability to predict, analyze, and compare various events and actions. With the help of this support, students' prognostic skills are formed. By completing this chart, students learn to analyze similarities and differences in the characters' actions, compare similar descriptions and events [2].

We think, the "Prognostic Chart" can be filled out individually or in groups with subsequent discussion in class, i.e. collectively. You can also use this assignment to write an essay on a particular topic. The topic of the essay can be suggested by the teacher, or the student can choose a topic of his/her own choice. The teacher should have a preliminary discussion of certain questions that help students to develop their own opinion.

At the beginning, before reading the story, the teacher discusses the title of the story with the students (if there is an illustration before the story, it can be discussed). Students try to predict the content of the story based on the title. They can make assumptions about the main characters and events. Then, after reading, compare their assumptions with what actually happened in the story. As students

progress in their reading, they pay more and more attention to certain details and relate descriptions of events.

The "Prognostic Chart" looks as follows:

Chapters, paragraphs	My assumptions: what will happen?	What actually happened?
Chapter 1		
Chapter 2		

“Moral qualities of characters”

The purpose of using the technique "Moral qualities of characters" is to spark the interest to literary characters of the heroes. This technique forms the students' ability to select material, to analyze, and compare different events and actions.

After reading the literary text, students are asked to fill in the table on timing in the form of a game situation "Who is faster?".

Heroes	Moral qualities of the characters

CONCLUSION

Summarizing, we note that the techniques of supporting technology, not only diversify the forms of conducting lessons, make them more memorable, emotional, but also develop the linguistic thinking of students, promote deep and consistent learning of the material, teach the ability to identify the main thing in the material studied, the development of logical thinking, form the ability to see a linguistic pattern in a particular linguistic fact, stimulate thinking activity, help them build independent statements, increase motivation, develop student's linguistic skills, and foster interest in the language studied.

What does the use of supporting technology in the learning process ultimately give to the student, the microgroup, and the teacher? To the student - it increases motivation, teaches to think unconventionally, teaches to enter into partnership relations, teaches tolerance, benevolence, tact; to the microgroup - it teaches to justify their positions, forms value-oriented unity of the group, teaches to resolve conflict situations and find a compromise, forms life values; to the teacher - it forms trusting relations with students, activates non-standard attitude to the organization of the educational process, promotes multidimensional presentation of the material.

In conclusion, let us emphasize that innovation processes cannot and should not be finite. Each new day puts forward new requirements to the process of education. Therefore, our teachers’ task is to rely on all previous experience of pedagogical thought development, constantly moving forward, scientifically

justifying and introducing new technologies of teaching and education of students and providing all subjects of the educational process with the opportunity to develop their creative innovative potential.

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