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ADVANCED PEDOGOGICAL TECHNOLOGIES IN EDUCATION IN THE 21-ST CENTURY

Abstract: The article considers some pedagogical technologies in the field of education, particularly; advanced interactive teaching methods are described, that are positive in learning process. It also analyses computer-assisted learning which positive effect facilitates and enhances foreign language learning and teaching activities. The issue of integrating the Internet into educational process is considered as one of the advanced pedagogical technologies.

Key words: innovation, advanced, technologies, implementation, interactive teaching methods, learning, computer technology, integrating the internet.

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Introduction

The 21st century is a time of new challenges for humanity or a time of the formation of new social, cultural, personal and other attitudes. First of all, this time is characterized by the presence of such a phenomenon as globalization. In general, globalization is a key process of our time, affecting all aspects of the life of both an individual and states as a whole. The diversity of the phenomenon determines its all-pervasive nature. A person and the state experience unity with the world as a common informational, economic, and increasingly cultural space due to how quickly they have information about events in any corner of the globe, how goods, services produced elsewhere are available to them, how technologies are spread how easy it is to offer your services in the global labor market. Of course, the success of these processes is determined by a number of objective and subjective factors, among which an increased role is played by the Internet, because we cannot imagine implementation of advanced technologies in the sphere of education in the 21-st century.

Currently, the implementation of innovative and effective teaching methods not only in the system of higher education, but also in all educational institutions, is becoming an urgent task. In particular, the use of computer, multimedia and other navigation methods in reading, learning and teaching foreign languages has been successful. At the same time, there are many innovations in the way of teaching foreign languages. Their implementation and results provide positive evidence that the learner's approach and interest in the learning process are positive. These are all new pedagogical technologies, of course. However, it is important to pay attention to some of the situations in the classroom.

When selecting and implementing elements of educational technology, it is important to consider student learning activities. A simple practice in practice is that in the first 20 minutes of the theoretical lessons, students are given new knowledge, and then

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reinforced knowledge through discussion, small group work, and other unconventional methods.

Discussion

One of the pressing problems of the modern methodology of teaching foreign languages is the orientation of the entire educational process towards the active independent work of students, the creation of conditions for their self-study and self-expression.

The modern education system is increasingly using information technology and computer telecommunications. The distance education system is developing especially dynamically, which is facilitated by a number of factors, and above all, equipping educational institutions with powerful computer technology and the development of the Internet community.

The lecture and seminar form of education has lost its effectiveness - practice has proven that almost 50% of the training time is wasted. Studying foreign experience, the authors claim that the following important aspect can be distinguished: the teacher does not act as a distributor of information (as is traditionally accepted), but as a consultant, adviser, sometimes even a student's colleague. This gives some positive points: students actively participate in the learning process; they are accustomed to think independently, put forward their points of view, model real situations [10].

In any case, the time spent in a theoretical course, such as a lecture, should not exceed 20 minutes.

Because the first 20 minutes of learning are the most effective, and after 30 minutes the motivation to continue learning begins to decline. All these suggestions will help keep the student's attention for longer.

Interactive teaching methods are appropriate for the above situations:

"STAMPS" method - teach students to think logically, to broaden their thinking, to use literature independently.

"The 3x4" method is for students to think freely, to give a wide range of ideas, to be able to analyze and draw conclusions in a single, small group.

The "BLITS-GAME" method is aimed at organizing the sequence of actions, logical thinking, and learning how to choose from the many, diverse ideas and information on the subject.

"INTERVIEW" technique is aimed at teaching learners to ask, hear, and answer correctly.

"HIERARCHY" technique is designed to teach them logical, critical, and creative thinking using simple teaching methods.

The "BUMERANG" technique is designed to enable students to work with a variety of textbooks and texts in the classroom, to remember, to speak, to freely express their ideas, and to evaluate all students during one lesson.

At the same time, computer-assisted learning is taking its place in the classroom. Therefore, its positive effect facilitates and enhances foreign language learning and teaching activities. Because computer technology not only relieves the teacher from the difficult problems, but also allows him / her to move from the information to the creative discussion with the students, collaborative research, new forms of teaching, in a word, more creative work.

The computer provides us with:
• Interactivity
• Multimedia
• Modeling
• Communication
• Productivity

Simultaneous participation of teachers and computers in the educational process significantly improves the quality of education. The use of the proposed methodology enhances the teaching process, increases students' interest in the subject, and enables them to deepen their learning material. Computer and pedagogical collaboration on the one hand helps students of different categories better understand the teaching material. On the other hand, it places much higher requirements for teacher qualification and training. It is now necessary not only to master traditional teaching methods, but also to upgrade learners by using science and technology, depending on the nature of the learners.

The last step in the use of computer technology is to connect to the network and to teach and learn over the Internet.

The Internet is now an integral part of the information technology system and the main link in it is the interconnected computers. Computers, unlike communication, enable the user to use information based on the ability to see, read and hear information. In addition, the speed of data transmission and reception is very high.

In the context of the education system over the past two decades, the issue of improving and modernizing modern information and communication technologies remains an issue. However, the introduction of personal computers that are connected to a local, local network and therefore have access to the global Internet to make the learning process less expensive has further accelerated this work.

Results

For successful implementation of the modernization program, which is often based on computerization and "Internet" of secondary education, not only educational facilities should be provided with modern technology, but also organizers and educators of the education system should have sufficient knowledge in this area. The teacher should be able to search various internet language centers and other relevant networks, learn from them, and provide information about them to students. High computer

technology, new pedagogical technologies, and the latest training programs on the Internet can effectively teach a student only if they are familiar with and mastered.

The issue of integrating the Internet into education, and in particular its use in teaching foreign languages, is also currently quite relevant. This is mainly due to the fact that when using the Internet as one of the means of teaching a foreign language, many goals and objectives of the learning process are better realized. It follows that the Internet will soon enter the daily practice of teaching in all educational institutions. Now everyone understands that the Internet has tremendous information capabilities, but we must not forget that, whatever properties a particular teaching tool possesses, didactic tasks are primary, especially the cognitive activity of students, due to certain educational goals. The Internet with all its capabilities and resources is one of the means of realizing these goals and objectives [Polat, 2000]. Naturally, the main goal of teaching a foreign language is the formation of communicative competence. For this purpose, using the Internet you can:

➢ include network materials in the content of the lesson (integrating them into the curriculum);

➢ conduct an independent search for information by students as part of the project;

➢ increase motivation and create the need for learning a foreign language through live communication;

➢ form and develop reading and reading skills, directly using network materials of varying degrees of complexity;

➢ to form and develop listening skills based on authentic audio texts of the Internet, also, accordingly, prepared by the teacher;

➢ improve writing skills by writing answers to correspondence partners; replenish vocabulary with the vocabulary of the modern foreign language, which reflects a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts;

➢ receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, features of culture, and traditions of the country.

Distance learning is also one of the technologies mentioned above. It is possible to conduct interactive training using interactive video conferencing, i.e. lectures, seminars, answers to questions, etc.

An interactive form of training is a video conferencing system that is different from teaching over the Internet or a local network, such as lectures on radio and television.

Remote video conferencing system - it allows you to exchange text messages and file files. When using an external whiteboard, the teacher writes on the blackboard that is displayed to other audiences with the help of video conferencing.

Electronic board can be used by the system of distance learning, that is, a drawing on a blackboard is displayed on a whiteboard in another audience.

Conclusion

All of the above mentioned new pedagogical technologies allow us to achieve the level of education, its quality and especially efficiency in educational institutions, which correspond to the world standards.

The COVID-19 outbreak in the world transferred education into homes. To combat Covid-19 governments of nations around the world shut down all educational establishments. But lockdown during the COVID-19 crisis did not stop education due to online education which provided distance learning. It could not be possible without advanced technologies which we have in the 21-st century. Integration of the Internet into distance learning process made it possible to conduct online lessons, seminars, contests like Olympiads and webinars in such specific times.

Distance learning is also one of the advanced technologies in education mentioned above. Keeping social distancing and other precautionary measures to remain protected from COVID-19 while learning from home, learners could continue education in distance learning.

Education that is run by technology has widened. Many learning institutions currently offer online courses which students can access from anywhere they may be. Video conferencing and applications such as Skype are a platform for students and teachers to share knowledge conveniently.

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