METHODS AND MEANS OF PEDAGOGICAL TECHNOLOGIES USED IN FOREIGN LANGUAGE TEACHING

**Abstract:** This article focuses on some theoretical analysis of using pedagogical technologies in foreign language teaching. Moreover, it gives brief explanation on effective methods and their peculiarities.

**Key words:** pedagogy, forecasting, methods, research, aims, theory, learning process, technologies, educational process, effectiveness, curriculum, visual, quality.

**Language:** English

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**Introduction**

Given the accelerated development of society, the evolving needs and capacities of the society, accelerating the flow of diverse information, it is required to create a mechanism for the use of modern pedagogical technology in the teaching of new forms, methods and means of pedagogical prognosis in teaching foreign languages. Today, the use of pedagogical forecasting capacities in research aimed at determining the place and extent of education in different types of educational institutions is required. In particular, the teaching of foreign languages can only result in the development of science, production, culture, economy and all aspects of society. Theories based on pedagogical prognostic values provide the basis for the continuous design of the learning process, the content, the form and the tools of its stages and components, the pre-designation of the impact of educational outcomes on society. Thus, only then can the educational process be reformed on new principles and new ideologies, and reforms in the field of education.

**Materials and Methods**

Also, pedagogical technologies in foreign language teaching should develop the methodology and precise mechanisms, methods and means of identifying the educational process and the creation of established theories, educational and methodical complexes on a pilot basis. The mechanism of the learning process identifies achievements and shortcomings of this process, the quality indicators of learning outcomes, the pedagogical theories applied to the educational process, the development of modern teaching technologies or the level of deterrence of education development should be directed. The pedagogical practice test is of particular importance in determining the effectiveness of the results of the research. Depending on the nature of the experiment, it is necessary to create curricula, textbooks and manuals, methodological manuals, didactic developments and deliver the experimental process. If the curriculum is tested, it may be necessary to provide a trained learning process, such as textbooks or manuals, technical aids, visual aids, and teaching materials.
Human achievement has to overcome several, sometimes dozens, obstacles. Appropriate methods are used to overcome these barriers in a particular system. The methods used to achieve the goal are called the style of the system. Whenever a method is used in a particular manner, each movement status is subject to specific target indicators. In addition, human beings act as a principle for a number of legitimate goals.

**Conclusion**

The method of teaching is a pedagogical event that regulates the interaction between the teacher (pedagogue) and the student-student education. Teaching methods are a major part of the learning process. It is impossible to carry out pedagogical activities without the appropriate methods.

Methods are divided into visual, practical, and practical, depending on the nature of the transmit and receive information. When designing educational content, students are encouraged to use the following methods, such as: Illustrative, Illustrative, Reproductive, Problematic, Private Search or Intuitive and Semi-Research Methods.
Impact Factor:

| Journal        | Impact Factor |
|----------------|--------------|
| ISRA (India)   | 3.117        |
| ISI (Dubai, UAE)| 0.829       |
| GIF (Australia) | 0.564        |
| JIF            | 1.500        |
| SIS (USA)      | 0.912        |
| PIF (India)    | 1.940        |
| GIF (Russia)   | 0.156        |
| IBI (India)    | 4.260        |
| ESJI (KZ)      | 8.716        |
| SJIF (Morocco) | 5.667        |
| OAJI (USA)     | 0.350        |
| ICV (Poland)   | 6.630        |
| PIF (India)    | 1.940        |
| GIF (Russia)   | 0.156        |
| IBI (India)    | 4.260        |
| ESJI (KZ)      | 8.716        |
| SJIF (Morocco) | 5.667        |
| OAJI (USA)     | 0.350        |

Problem-solving methods are used in a problematic learning process. In using these methods, the teacher (teacher) first creates a problematic situation, issues questions, proposes issues, assignments, arranges a discussion on solving a problem situation, and confirms their conclusions. Pupils-students present their ideas on how to solve a problem based on their previous knowledge and experience and prioritize their knowledge, choosing the most reasonable option for solving the problem situation. This method not only increases students' interest in knowledge, but also develops their thinking skills.

Once there are clear means of achieving pedagogical goals, the teacher can be convinced that his work is effective and that his chosen methods are appropriate or vice versa. This is exactly what pedagogical technicians used to do when studying the teaching method.

The pedagogist receives an order from the public. Even the objectives set out in the curriculum are limited to a few explanations. Here, you can build a specific culmination of objectives: from the general requirements of society - the responsibilities of the education system, including the particular subject matter, the subject matter, its subject departments.

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