

## EDUCATIONAL PROFESSION AND TECHNOLOGY DEVELOPMENT IN TEACHING ENGLISH LANGUAGE

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### ABSTRACT

*The article discusses pedagogical technology, covering the processes of education, training and upbringing. The main goal of teaching foreign languages is precisely the formation of communicative competence, which provides for the formation of the ability for intercultural interaction. The technology of teaching and pedagogical technology are analyzed on the example of a new approach to teaching.*

**KEYWORDS:** *Pedagogical technology, educational technology, teaching technology, self-development and self-education, intercultural communication.*

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### 1. INTRODUCTION

Currently, the status of the English language as a subject is growing in society. This is due to the growth of international relations and the process of democratization of society. Many people understand that a foreign language is necessary for the formation of communication skills with native speakers, intercultural communication. The main goal of teaching foreign languages is precisely the formation of communicative competence, which provides for the formation of the ability for intercultural interaction. Knowledge of a foreign language, as well as computer skills according to modern concepts, functional skills are necessary for every person.

Therefore, in recent years, the need for the use of new technologies in schools has been increasingly raised. These are not only technical means, but also new forms and methods of teaching, a new approach to the learning process. In the pedagogical literature, there are concepts: pedagogical technology, educational technology, teaching technology. They correlate, obviously, as well as categories: pedagogy, education and training. The broadest concept is pedagogical technology; it covers the processes of education, training and upbringing. Educational technology is associated with the organization of educational systems and educational institutions. Teaching technology and upbringing technology describe the activities of the teacher and students, respectively, in the educational and upbringing process.

The concept of "pedagogical technology" in educational practice is used at three hierarchically subordinate levels: General pedagogical level: general pedagogical technology characterizes the integral educational process in a given region, educational institution, at a certain stage of education; Modern technologies used for teaching a foreign language implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, inclinations, etc., and also contribute to the formation and development of:

- a) A multicultural linguistic personality capable of productive communication with speakers of other cultures;
- b) The ability of students to carry out various activities using a foreign language;
- c) Cognitive abilities of students;
- d) Their readiness for self-development and self-education, and also contribute to an increase in the creative potential of an individual to carry out their professional duties.

Mastering pedagogical technologies should also be technological, i.e. here it is also necessary to adhere to strict logic, the violation of which leads to a distortion of the desired results in education. [1, p.8]

1st stage - acquaintance with pedagogical technology. The level of novelty of the technology depends not only on the degree of the teacher's skill; the goals to achieve which the technology is aimed at and the conditions in which it promises to be effective are no less important. What problems is it aimed at solving? Perhaps these problems are not relevant for the children with whom the teacher works. Or these are problems not of his specialization (the technology of literacy formation, for example, is unlikely to be useful in the work of a music teacher). Under what conditions does this technology promise to be effective? It may turn out that the required conditions are unattainable in the work of a given teacher, then this technology will not help him, and the efforts spent on its development will be wasted. Should you use a specific technology in your work? Pedagogical technology can be effective only if it is: - relevant, i.e. is in demand by modern conditions of social development, is based on the laws of human perception and development of a child, and takes into account the characteristics of a given class composition (or an individual child), the teacher himself and the conditions in which he implements this technology. If so, to what extent (in whole or at the level of individual elements)? Perhaps the technology is interesting, but it is enough to apply it only at the level of its characteristic techniques and methods or their groups, without bringing it to a holistic application.

2nd stage - technology study. Understanding the features of the technology will help in its implementation. Determine the range of tasks that can be successfully solved in the process of applying the technology (these can be both final and intermediate results obtained through such work). To highlight the criteria and indicators of the effectiveness of the teacher working on this technology, as well as the methods of diagnostics and correction of the pedagogical process provided by it. To understand the objective laws on which the technology is built, and the permissible limits of variability of pedagogical activity (permissible methods, techniques, organizational forms of work). To identify the conditions for the optimality of technology, methods of their creation or accounting, options for their combination, the degree of significance.

3rd stage - application of technology. It involves four sequential steps: The use of individual elements of technology (typical techniques and methods or their chains). Grouping of mastered elements, their application at the level of technology fragments. Consistent application of the entire technology as a whole, restoration of the logic embedded in it. Creative application of technology, its adaptation to the peculiarities of one's own style of work, improvement of individual elements. Having passed these stages one by one, the teacher will not only receive better results in the education of children, but also satisfaction from his own work, which has become more effective. [2, p.28]

When teaching a foreign language, the following educational technologies are used:

- The technology of cooperation realizes equality, partnership in the relationship between the teacher and the child. The teacher and students jointly develop goals, content, give grades;
- Technologies of free upbringing focus on providing the child with freedom of choice and independence in the sphere of his life;
- Authoritarian technologies. In which the teacher is the sole subject of the educational process, and the student is only an "object". They are distinguished by a rigid organization, the application of undeniable requirements.

And, finally, technologies of a large class are determined by the content of those modernizations and modifications to which the existing traditional system undergoes in them.

The combined technology characterizes the main modernization, makes the greatest contribution to the achievement of learning goals. In the direction of modernizing the traditional system, the following groups of technologies are distinguished:

- Pedagogical technologies based on the activation and intensification of students' activities (game technologies, problem-based learning);
- Pedagogical technologies based on methodological improvement and didactic reconstruction of educational material, enlargement of didactic units.

When teaching English, the following educational technologies are used:

Technology for the development of critical thinking - contributes to the formation of a versatile personality, capable of critically treating information, the ability to select information to solve a given problem. [3, p.38] This technology allows strong students to develop their talents, students with average ability to achieve new positive results, and students with insufficient motivation to learn to experience a situation of success.

It is important to note that when using the technology for the development of critical thinking, mastering new knowledge does not begin with familiarity with the known methods of solving a specific problem or problem, but with creating conditions that form the need to obtain a solution to this particular problem. By answering personally significant questions that arise on the way to the goal, a person can master new material faster and deeper. [4]

The technology for the development of critical thinking includes several stages: The first stage is challenge. This stage allows you to actualize and generalize the student's knowledge on a given topic or problem; arouse a steady interest in the topic being studied, motivate the student to educational activities. The second stage is comprehension. This stage allows the student to receive new information, comprehend it, correlate with existing knowledge, analyze new information and existing knowledge. The third stage is reflection. The main thing here is: holistic comprehension, generalization of the information received, the formation of each of the students' own attitude to the material being studied. [5]

What is fundamentally new in the technology of critical thinking? Elements of novelty, in addition to philosophical ideas, are contained in methodological techniques that are focused on creating conditions for the free development of each personality. Each stage of the lesson uses its own methodological techniques.- At present, new information technologies, such as the use of Internet resources, training computer programs, etc., have begun to be intensively introduced into the educational process.

Computers have rapidly entered our life and the process of teaching English, and is a means of teaching children. Now the teacher has at his disposal a lot of educational programs on CDs with tests and training exercises. Students show a genuine and lively interest in working on computers with such teaching disks, which is useful to consume in learning process.

The use of computers in English lessons significantly increases the intensity of the educational process, a much larger amount of material is assimilated than was done at the same time in the conditions of traditional education. In addition, the material is assimilated more firmly when using a computer. [6]

It is important to note that times are changing, changes are taking place in all spheres of society, including in the education system. The modern world requires a new approach to teaching, a transition from authoritarian methods to humanistic pedagogy, which is focused on the full development of the individual. The use of new methods and technologies for teaching English will contribute to the development of such personality traits that are in demand in a modern multicultural and multilingual society.

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