THE ROLE OF INNOVATIVE TECHNOLOGIES IN GERMAN LANGUAGE LESSONS

Suvonova Dilrabo Kashkadare Regional Academic Lyceum of Internal Affairs
Saloxitdinova Noila Mukhtorovna Kukon State Pedagogical Institute Academic Lyceum German language teacher
Abdullaeva Guljahon Khakimovna Teacher of German at Namangan State University Academic Lyceum

Annotation. Today, the use of modern innovative technologies for language teaching is the most effective and efficient technology. This article details how to use the same technology in learning German.

Keywords: foreign language, innovation, modern technology, German, pedagogue, second language, etc.

German language teachers are gaining increased access to smart classrooms and digital technologies that offer teachers and students greater access to authentic cultural and language materials and enable more student target language communication. Teaching with technology changes the teaching and learning environment in many ways. Little is known about how integrating technology into the daily German-language-teaching curriculum changes the implicit power structures embedded in all classroom interactions. Because of the central, decision-making role of the teacher, this study uses a critical theory of technology lens to examine the daily technology integration experiences of three secondary German language teachers. This study employed a holistic, multiple case study design with a mixed purposive sampling strategy. One classroom observation and two interviews were conducted with each informant. The three secondary German. Problems of increasing student activity are a modern pedagogical science and is one of the most important problems of his practice. For teachers created modern textbooks, study guides for students' thinking, the ability to prepare lessons to shape attention and other activities gives A productive lesson is not only absolute and solid knowledge, but each of it how to use it, to acquire knowledge independently and develop problem-solving skills in problem solving need In this regard, students' intellectual, physical, emotional a clear goal to develop willpower, cognitive abilities there is a topical issue of targeted work. In solving this problem the best results are achieved only through the active position of students in the learning process available when available. The principle of student initiative in the learning process has been and remains one of the main principles in didactics.

The technology must move past simplistic approaches and start modeling language in an all-encompassing way, taking syntax as well as semantics into account to understand the deeper meaning of questions and generate rich and relevant answers. However, there is a yawning technological gap between English and German, and it is currently getting wider. After a very successful research record in the 1980s and 1990s, Germany is currently losing its leading role as a language technology champion on par with the English-speaking world. In the major German project Verbmobil, funded by the Federal Ministry of Education and Research and German industry from 1993 to 2000, technologies were developed that now constitute the technological foundation of current machine translation systems, Google Translate included. After Verbmobil, funding for language technology research was significantly cut back because research support policies constantly need novel topics. As a result, Germany (and Europe in general) lost several very promising high-tech innovations to the US, where there is greater continuity in their strategic research planning and more financial backing for bringing new technologies to the market. In the race for technology innovation, an early start with a visionary concept will only ensure a competitive advantage if you can actually make it over the finish line. Otherwise all you get is an honorary mention in Wikipedia.

After this decline in language technology research in the German-speaking world, a considerable number of experts and technologies migrated to the USA to commercialise their products. Some of the spin-offs generated by Verbmobil and other projects from the 1980s and 1990s had already been acquired by US companies. Nevertheless, there is still a very high research potential on this side of the Atlantic. Apart from internationally renowned research centres and universities, there are a number of innovative small and medium-sized language technology companies that manage to survive through sheer creativity and effort,

despite the lack of venture capital or sustained public funding. Although Germany has supported important developments in web and search technology, through the THESEUS programme, for example, technology specifically adapted to German was only marginally involved and most R&D results and prototypes used English. Every international technology competition tends to show that results for the automatic analysis of English are far better than those for German, even though (or precisely because) the methods of analysis are similar, if not identical. This holds true for extracting information from texts, grammar checking, machine translation, as well as a whole range of other applications. Many researchers reckon that these setbacks are due to the fact that, for fifty years now, the methods and algorithms of computational linguistics and research in language technology applications have, first and foremost, focused on English. In a selection of leading conferences and scientific journals published between 2008 and 2010, there were 971 publications on language technology for English and 90 for German, which at least put it in third place behind the Chinese with 228. Publications for Spanish and French technology trailed behind with 80 and 75 articles respectively.

However, other researchers believe that English is inherently better suited to computer processing. And languages such as Spanish and French are also a lot easier to process than German using current methods. This means that we need a dedicated, consistent, and sustainable research effort if we want to be use the next generation of information and communication technology in those areas of our private and work life where we live, speak, and write German. Summing up, despite the prophets of doom, the German language is not in danger, even from the prowess of English language computing. However, the whole situation could change dramatically when a new generation of technologies really starts to master human languages effectively. Through improvements in machine translation, language technology will help in overcoming language barriers, but it will only be able to operate between those languages that have managed to survive in the digital world. If there is adequate language technology available, then it will be able to ensure the survival of languages with very small populations of speakers. If not, even ‘larger’ languages will come under severe pressure.

References:

1. Alisherovich M.N. HEALTH AND PHYSICAL EDUCATION IN EDUCATIONAL INSTITUTIONS TECHNOLOGY OF DEVELOPMENT MEASURES //Конференции. – 2020.
2. Азимова Н. Э. Роль профессионального педагога в подготовке гармонично развитой личности //Международный журнал гуманитарных и естественных наук. – 2018. – №. 5-1.
3. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. –С. 69.Ибрагимов А. К. ОСНОВА ФИЗКУЛЬТУРНОГО ОБРАЗОВАНИЯ ШКОЛЬНИКОВ–ЗНАНИЯ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ //Рекомендовано к изданию Советом по качеству УралГУФК Протокол № 8 от 14 мая 2018 г. – 2018. – С. 128.
4. Арипова М., Носирова Ш. Инглиз тилини ўқитишда замонавий педагогик технологиялардан фойдаланиш //Современное образование (Узбекистан). – 2014. – №. 2.
5. Olimov S.S. THE INNOVATION PROCESS IS A PRIORITY IN THE DEVELOPMENT OF PEDAGOGICAL SCIENCES. – 2021.
6. ОЛИМОВ Ш.Ш., ХОДЖИЕВА М. Ш. Возможности применения педагогических технологий в образовательном процессе //Молодежь и XXI век-2020. – 2020. – С. 228-231.