



THE EFFECTIVENESS OF USING MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING URDU

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Abstract: The article explores the efficacy of modern educational technologies in teaching Urdu language skills, focusing on writing, grammar, reading, listening, and oral communication. It emphasizes the integration of interactive methods, such as educational apps, video lessons, online courses, and language-specific resources, to enhance students' learning experiences. The study also examines deductive and inductive approaches to grammar instruction, innovative reading techniques, and strategies for developing listening and oral communication skills. By tailoring methodologies to the unique characteristics of the Urdu language, the research underscores the importance of leveraging contemporary pedagogical tools to achieve effective and quality language education. These findings have broad implications for foreign language teaching and the application of technological advancements in pedagogy.

INTRODUCTION

The subject "Language Teaching Methodology" prepares students both theoretically and practically to work as teachers in various educational institutions. The relevance of methodology science is determined by the need to form pedagogical skills and skills that are considered primary for the teacher. The main content of the academic discipline is based on the tasks defined in the requirements of the Law "On Education" of the Republic of Uzbekistan "National Personnel Training Program".

The purpose of the subject is to theoretically and practically prepare a student for the professional activity of a foreign language teacher. Introduction to the main issues of modern methodology is the task of the science of language teaching methodology and educational technologies. This subject contributes to the development of students' practical skills, the formation of basic professional skills, the formation of conscious, educational and educational goals of the lesson; planning educational material based on the topic; creating a lesson plan and outline; creating questions and tasks, conducting surveys and assessing knowledge, organizing independent work of students; focuses on analyzing colleagues and own lessons.


1. Study subject; 2. Sum of methodological methods 3. Theory of education and special science. According to Professor Mikhail Vasilievich Lyakhovitsky, foreign language teaching methodology is a science that studies educational goals, content, tools, as well as methods of teaching using a foreign language.


We have discussed the general methodology above, and now we will focus on our main task, "Urdu language teaching methodology"


Today, the number of people learning Eastern languages, especially Urdu, is increasing. It is known that Urdu is a widely spoken language of the South Asian region. Because the origin of Urdu language is in India.


MAIN PART


The effectiveness of using modern educational technologies in developing writing skills in Urdu

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The efficacy of contemporary educational technologies in fostering proficiency in Urdu writing skills has become a focal point in language acquisition research. Interactive pedagogical methods assume a pivotal role in foreign language education, offering multifaceted advantages to learners.

In the realm of Urdu writing skills, modern interactive methods find application through various online resources and technologies:

1. Educational Apps: Tailored apps, such as "Urdu Qaida Kids Alif Bay Pay," employ interactive activities and games to impart foundational Urdu alphabet knowledge to novice learners.
2. Video Lessons and Podcasts: Utilizing Urdu video lessons and podcasts aids in visualizing writing rules and correct pronunciation. Platforms like YouTube offer a diverse array of such instructional resources.
3. Interactive Exercises in Online Courses: Platforms like Coursera, Udemy, or Duolingo host interactive Urdu courses that encompass writing segments, featuring practical exercises and assessments.
4. Websites with Exercises and Problems: Specialized Urdu learning websites provide interactive exercises and writing challenges, enabling students to practice writing words, phrases, and short texts.
5. Online Resources for Learning Urdu Calligraphy: Resources dedicated to Urdu calligraphy offer lessons, practice templates, and virtual tools, contributing to the development of aesthetically pleasing writing skills.
6. Modern Games with a Language Component: Certain mobile apps and websites amalgamate educational content with entertainment, offering games that concurrently enhance Urdu writing skills.
7. Virtual Lessons and Online Tutoring: Virtual lessons with Urdu instructors provide personalized feedback and consistent opportunities for writing practice.
8. Forums and Online Communication: Participation in discussions and forums facilitates the exchange of Urdu texts among students, fostering a community for feedback and collaborative learning.

Leveraging electronic tools for feedback on written texts expedites error correction and proficiency enhancement. Tailoring teaching methods to accommodate individual learning styles and language acquisition goals is imperative, acknowledging that a combination of methods often proves most efficacious. The amalgamation of interactive methodologies not only enriches the learning experience but also holds particular relevance in the acquisition of languages like Urdu.

Some methods of teaching reading

Studying foreign languages contributes to the overall speech development of students. Reading is one of the main types of speech activity. It can act as both a goal and a means of learning. With the help of reading, a person gets acquainted with the scientific and cultural achievements of mankind, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. With the help of reading, students' active and passive vocabulary of words is enriched and grammatical skills are formed. Learning to read is one of the problems that received the most complete coverage at the previous stages of development of the methodology.

Modern reading methods and techniques help us develop reading skills and increase reading speed without compromising comprehension. One of the key elements of developing reading skills is the ability to select the main points in a text and skip unimportant information. To do this, you can use methods such as scanning, looking at headlines and keywords, reading diagonally and other techniques. For example, one such technique is text scanning.

When scanning, we quickly scan the text and highlight key words or phrases. This allows us to quickly navigate through the information and find the part of the text we need.

The Whole-word Approach. This method teaches reading at the word level. Because it skips the decoding process, students are not sounding out words but rather learning to say the word by recognizing its written form. Context is important and providing images can help. Familiar words may initially be presented on their own, then in short sentences and eventually in longer sentences. As their vocabulary grows, children begin to extract rules and patterns that they can use to read new words. Reading via this method is an automatic process and is sometimes called sight-reading. After many exposures to a word children will sight-read the majority of the vocabulary they encounter, only sounding out unfamiliar terms.

Speed reading method. Another most effective method of teaching reading techniques is the speed reading method. At the beginning of your studies, you need to measure your reading speed in order to have a reference point against which you will measure your achievements.

For example, select a text and read it at normal speed as you usually do. Try not to let the test situation affect your reading speed. It is better if someone helps you and writes down the time.

If you don't have a stopwatch or an assistant, you can time it with a hand watch: write down the start time of reading the text and after reading, the end time, taking into account the time for writing.

Method for determining reading speed:

After finishing reading the test text, it is necessary to divide the volume of text, expressed in words, by the reading time, expressed in minutes. For example, the number of words in the text is 1100, the reading time was 5 minutes 15 seconds. Let's first convert seconds to minutes: $15:60=0.25$. Then $5+0.25=5.25$ min. Then we divide 1100 words by 5.25, we get approximately 210 words/min.

Learning to read at speed takes time and practice, but can yield significant results.

Modern methods of teaching Urdu grammar

Over the years, many methods and techniques have been developed to teach the grammar of not only Urdu but also other languages. Later, depending on the effect they give, they are improved, combined with another or completely abandoned.

Nowadays, there are several effective methods and methods for teaching grammar, and these methods can be widely used in teaching Urdu grammar. These methods are:

1. Deductive teaching method. This method is a traditional approach to teaching a foreign language, and it cannot be called very modern. In this method, the teacher explains the grammar rules of Urdu language to the students and the student consolidates the concept in his memory with contextual examples. Although language and teaching audiences and systems vary around the world, grammar learning is largely teacher-centered and deductive.

Also, in this approach, the teacher clearly explains the grammar rules in advance so that the students can correctly complete the following tasks, and the student has enough understanding to work independently.

2. Inductive teaching method. In this method, the teacher provides students with several examples that convey a certain concept of Urdu grammar. In this way, the student discovers this concept and how it works for himself. Discovering a grammatical concept for oneself is much more understandable than giving a student an explanation without examples.

The difference between the inductive method and the deductive method is that in the deductive method, the concept is first given, and then examples of its operation are given, while in the inductive method, examples of the operation of the concept are given beforehand, and thus the concept is formed in the students' memory.

3. Interactive teaching method. This method uses different games to teach Urdu grammar. Using games to teach grammar not only keeps students engaged, but also helps them remember what they've learned. These games may include puzzles and fun online quizzes. Currently, this method is the most advanced method of language teaching.

The grammatical complexity of Urdu can reveal both effective and ineffective aspects of any teaching method. While some topics are easy to understand, some complex topics can only be understood with the help of a teacher. From this point of view, the teacher should be able to choose a method similar to the topic in the lesson. Regardless of how grammar is taught, the student's full understanding of this foreign language is the main goal of the lesson.

Methods of formation and development of listening skills in Urdu language

Just as the appearing of listening skills plays an important role in learning any language, the formation of listening skills in Urdu is also very important. It should be noted that one of the most difficult tasks for a pedagogue is to form students' listening skills. After all, this process requires patience, a lot of time to work on oneself, and also, as in the grammar of the language, the formation of listening skills is not learned and taught based on clearly defined rules. This is not to say that there are not ways of improving listening skills, however they are difficult to quantify .

If a student continues this exercise over two to three months their listening comprehension skills will greatly improve .

There are several modern and effective ways to develop listening skills. The following methods can be used to improve hearing during the lesson or in general independently:

The method of note-taking

In the process of listening any audio or social radio stories taking notes important information is a very effective way for developing listening skill for students. To write this information students focus on stories. The teacher checks and explains whether the recorded information is correct or incorrect.

Engaging students in class discussions

Classroom discussion of selected audio stories in Urdu will improve students' listening skills and increase their vocabulary as well. It is important to ensure the participation of all students in this process, and each of them expresses their opinion based on what they have heard on the topic.

The method of stop/repeat/write

It looks like to shadowing technique in speaking. In this, a podcast of any famous person in Urdu will be selected. Firstly, this podcast will be heard completely from the beginning to the end. In the next step, the student goes back to the beginning of the podcast, listens to one complete sentence, and stops the podcast in this point and writes it in his or her notebook. This process repeats until the end of the podcast. In the next step, the complete written text in notebook will be checked from the subtitle of this podcast. If this method is used for two or three months, students' listening skills in Urdu language will increase to a high level.

Development of visualizing skill

Resources that include short sketches, news programs, documentary film, interview segments, dramatic or comedic material are also very helpful in improving listening in Urdu. This makes listening an extremely visual medium with great potential for learning. Because it makes easy to comprehend when students watch and listen to this video segment, they imagine this event in his mind and think only these words related to this topic. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations .

In conclusion, gaining and development of listening skills in Urdu, like any other language, are one of the most difficult tasks for both a teacher and students. In this case, the effectiveness of listening skills depends on several strategies used by a teacher in the lesson and the student's patience to work on himself or herself.

Teaching oral speech

The purpose of working on a text for teaching oral speech is to teach students to feel the text - to teach students to read carefully and extract the necessary information from what they read. Working on a text for teaching oral speech includes three stages.

The first stage is called the "pre-reading stage". The main goal of the teacher is to develop anticipation (the ability to foresee the content of the text).

1. Brainstorming strategy ("Basket of Ideas")

The lesson, organized using the "Brainstorming" method, is structured in the following order:

1) The process of preparing students to understand the text.

After handing out the text, the teacher asks students a question before reading it. Students try to understand the content of the text. At the same time, the teacher summarizes the students' thoughts and expresses his attitude.

The second stage is called the "text comprehension stage."

The essence of the main strategies of this stage is to read passage by passage and delve into the content; is to read and comment on the text. This stage takes place directly with the participation of the teacher. If the "Cluster" method is used, then this is done as follows: When implementing the cluster method, the word "holiday" (the main idea in this text is "holidays") is written in a circular pattern, i.e., in a circle in the center. Students write down what they think about vacation. They write without thinking about the correctness of their thoughts. It will not stop writing until the set time has passed. Students try to come up with as many new ideas as possible within the framework of the "Holidays" concept and show the relationship between them.

This method is implemented in thinking and identifying connections between different ideas. These processes ensure the consistency of mental activity until it is deeply and thoroughly mastered by students. In the classroom, this method manifests itself in the form of a set of ideas expressed by students. This process creates the opportunity to synthesize the ideas put forward by each student and find connections between them.

Stage 3 is called the "post-reading stage."

1. "Present the text" strategy

In this method, students test their assumptions. The teacher asks several questions about the text: - What did you learn after reading this part? What do you think about the main character?

- Which of your assumptions were confirmed?

- Did the event you expected happen?

2. "Identifying the main idea of the text"

Reading the text according to plan; this process shows how much the student has mastered the text read. It shows the level of development of the student's oral speech, as well as ability to analyze. The teacher is interested in the student's opinion: what impression did the text make on him? How does he feel about the author?

The result should be such that the student can correctly understand the content intended by the author.

CONCLUSION

In conclusion, it should be said that today various pedagogical and educational technologies and methods have been developed for the purpose of teaching Urdu language. Urdu is an Oriental language with its own characteristics. Therefore, it requires special attention in training. The use of the above-mentioned teaching methods makes the lesson high-quality and effective.

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