

II. TIL O'QITISH MUAMMOLARI VA ULARNING YANGI PEDAGOGIK TEXNOLOGIYALAR ASOSIDAGI YECHIMLARI SHU'BASI

СОВРЕМЕННЫЕ ПОДХОДЫ, ПРИНЦИПЫ И ПРИЁМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ УЗБЕКСКИХ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

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Аннотация. Ушбу мақола муаллифи томонидан олий таълим муассасалари нофилологик йўналишларида ўқийётган ўзбек тилли талабалар учун рус тилини қизиқарли ва жадал ўргатиш методикаси ишлаб чиқилган. Шунингдек, Ўзбекистонда рус тилини ўрганиш истагида бўлган, катта ёшли аҳоли, жумладан, ўзбек талабаларига ушбу хорижий тилни ўзбек тили билан қийслаб жадал ўргатиш мақсадида "Рус тилини она тилим – ўзбек тили билан ўрганиш: осон ва завқли" инновациявий ўқув дастури ҳам тайёрланган.

Калит сўзлар: ўзбек тили билан қийслаб ўқитиш жадал методикаси, оғзаки нутқ мулоқоти, англа – англал, уялма-уялтирма, ўйғот яхши таассурот, ёдда қолар умрбод.

Автором данной статьи разработана занимательная методика интенсивного обучения русскому языку «Русский язык с родным узбекским: интересно и легко» с целью ускоренного обучения взрослого населения, в том числе студентов технических вузов Узбекистана, начинающих изучать русский язык [1; 15, 2; 244].

Структура учебной программы соответствует как общепринятым, так инновационным методическим принципам и приёмам, на которых строится современная методика обучения русскому языку как иностранному:

– занимательность и доступность изложения материалов сопоставительного обучения, запоминающее яркое объяснение особенностей и типичных закономерностей русского и узбекского языков;

– сознательно-коммуникативная и профессионально-практическая направленность обучения;

– личностно-ориентированный подход;

– учёт языка учащихся;

– комплексное овладение видами речевой деятельности путем сопоставления их узбекскими аналогами;

– осмысленность постановки и разработки целей и задач курса, мотиваций обучения самими учащимися путём последовательного и систематического внедрения инновационных методических приёмов [4, с. 70].

Актуальность темы. В узбекском языкознании важным фактором является создание новых методов ускоренного обучения русскому языку как иностранному (РКИ), исходя из его специфических национальных, исторических особенностей. Обоснованно считается необходимым проводить научно-теоретические исследования в области преподавания иностранных языков, опираясь на различные и отличные друг от друга подходы, сравнительные, интенсивно-динамические, интерактивные, инновационные, занимательно-ориентированные методы и методики, которые не отрицают, а дополняют друг друга.

В частности, исследование языковых и речевых норм английского, испанского, арабского, русского, французского и китайского языков, имеющих официальный рабочий статус Организации Объединенных Наций, а также создание и внедрение новых эффективных методов обучения этим языкам в Узбекистане представляет особую актуальность. В особенности русский язык как иностранный стремительно развивает информационные технологии и ускоряет модернизацию не только социальной, но и экономической сферы в эпоху глобализации.

В мировом языкознании учитывается не только лексико-семантический состав слов конкретного языка, но и рассматривается связь между употреблением этих слов в речи конкретного субъекта, их прагматическое содержание, оценочная связь и национально-культурные аспекты, а также сравнительное изучение их эквивалентов на другом языке, их общих и отличительных черт, в том числе изучение проблем адекватности в монографическом объеме, является одним из наиболее актуальных вопросов [3; 189].

В частности, формирование различных структур знания, посредством концептуализации языка и мышления, формирования значения слова, проблем семантических отношений лексических единиц и их сравнительного изучения на примере двух языков имеет большое научное и практическое значение. В целях обеспечения эффективности практического использования языковых средств народами разных национальностей проводятся научные исследования методов сравнительного изучения и преподавания иностранных языков, с учетом природы национального языка, а также создание инновационных методов, основанных на научных исследованиях, поставлены на повестку дня, как один из актуальных вопросов современного языкознания.

С обретением независимости возросло значение и актуальность национально-культурных факторов, вопросы расширения масштабов и повышения престижа многих исследований в различных областях науки были поставлены на первое место, созданы новые возможности для создания таких исследований. Роль и положение русского языка в мире, в особенности в странах, входящих в Содружество Независимых Государств (СНГ), в том числе в Республике Узбекистан, а также всесторонне развивающееся сотрудничество между Узбекистаном и Россией и многие подобные факторы обучения русскому языку как иностранному основаны на создании новых эффективных методов и приёмов. Данная проблема доказывает актуальность перед учеными, исследователями и опытными педагогами.

С этой точки зрения, в данной научной работе, подготовленной на основе многолетнего опыта, научных исследований и наблюдений в области педагогики и методики преподавания русского языка, рассматриваются современные тенденции обучения русскому узбекских студентов в сопоставлении с их родным языком, преподавание русского языка по инновационной методике.

Результатом данного исследования, а также многогранного комплексного анализа процесса преподавания и обучения, включающего целесообразное использование большого количества материалов, собранных для практических занятий и самостоятельных рабочих заданий, обширное изучение функционально-стилистических и лексико-семантические особенности выбранных текстов является актуальностью работы и доказывает ее значимость.

Уровень изученности проблемы. Комплексный анализ ряда научной и учебно-методической литературы по данной теме показывает, что решение проблемы эффективного обучения иностранным языкам во многом зависит от создания новой, инновационной методики.

Исходя из этого, при создании новой методики обучения иностранным языкам, во-первых, важно эффективно использовать существующие, проверенные на практике ресурсы обучения

иностранным языкам, обращать внимание на их эффективность; во-вторых, важно создать методику, разумно использующую родной язык студентами при обучении иностранным языкам, объясняющую студентам, что законы внутреннего развития узбекского языка отличаются от законов развития изучаемого русского языка в простой, интересной и доступной форме.

Вопрос обучения иностранным языкам привлекал постоянное внимание ученых. Языковые единицы, в том числе слова, словосочетания, предложения, тексты, смысловая целостность каждой из этих единиц зависит от лексико-семантической структуры каждой из этих единиц, а также их лексического окружения в контексте, и степени активизации смысловых граней. Постоянство и необходимость в речи, парадигматическая связь в значениях этих единиц русского и узбекского языков в сопоставлении - что они одинаковы с точки зрения денотативного значения, но различное по коннотативному значению и особенностям происхождения (коннотации, дополнительные значения, национальный колорит и т. д.) находит отражение в исследованиях проблем русского и узбекского языкознаний [3, с.187].

Однако результаты этих исследований недостаточно используются в области методики преподавания иностранного языка, совершенствования методов и методик, разработки новых, в том числе в преподавании русского языка как иностранного методом сравнения и сопоставления, людям, родным языком которых является узбекский, следовательно, исследования в этом направлении ведутся до сих пор с публикациями лишь в объеме статьи [1; 15, 2; 244].

Этот чрезвычайно актуальный вопрос – вопрос сопоставительной методики обучения узбеков русскому языку как иностранному в сопоставлении с их родным языком не исследовался в рамках специальной диссертации как крупная научная работа монографического плана. В частности, не изучен в целом ряд вопросов, связанных с внедрением методики комплексного анализа у студентов, изучающих русский язык как иностранный в сфере технического образования, сравнивая его с их родным языком, необходимо изучение данной темы по лингвистике в рамках диссертационного исследования [7; 4].

Научная новизна исследования. Обучение русскому языку студентов нефилологических специальностей в сопоставлении с их родным узбекским языком имеет приоритетное значение в сфере преподавания иностранных языков, в особенности русского языка для узбекоязычных студентов, и эксперименты, проводимые в направлении данной темы, на основе многолетнего опыта, полученного в ходе научных наблюдений и практических занятий, а также разработанной, новой нетрадиционной интегрированной (комплексной) методики;

при сравнении русского языка с родным языком (узбекским языком) у студентов, обучающихся по нефилологическим специальностям, на основе научного анализа полученных новых результатов доказана эффективность процесса обучения и преподавания, основанного на многогранной комплексной методике;

специфические коммуникативно-прагматические аспекты взаимодействия языковых и неязыковых факторов раскрываются в речевой реализации собранного богатого фактического материала по теме на основе сравнительной комплексной методики;

Всесторонне анализируются в сравнительном аспекте лингвистические и речевые отношения между изучаемым языком (русским) и родным языком (узбекским) в процессе изучения языка, а также уникальные лексико-семантические, функционально-стилистические и лингвокультурные особенности этих единиц (тонкости смысла, эмоциональная окраска и т. д.), и эти особенности оказались важным фактором обеспечения эффективности процесса изучения языка [5, с.49];

В результате изучения множества текстов было выбрано соответствие выбранных текстов теме исследования и учебному направлению учащихся, включая процесс урока и упражнения, а также тексты для самостоятельной работы. Преимущества обучения студентов академическому (научному) и профессионально-техническому общению, академическому письму посредством соответствующих текстов, реализации посредством новых принципов, методов и приемов (принципов) научно обоснованы и доказаны достаточными фактами.

Своеобразие инновационной занимательной методики интенсивного обучения русской речи

студентов нефилологических специальностей технических вузов Узбекистана, начинающих изучать русский язык после окончания средней общеобразовательной школы состоит в следующем.

Структура учебной программы соответствует как общепринятым, так инновационным методическим принципам и приёмам, на которых строится современная методика обучения русскому языку как иностранному:

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- сознательно-коммуникативная и профессионально-практическая направленность обучения;

- комплексное овладение видами речевой деятельности путем сопоставления их узбекскими аналогами;

- осмысленность постановки и разработки целей и задач курса, мотиваций обучения самими учащимися путём последовательного и систематического внедрения инновационных методических приёмов. Например, таких как:

англа – англат (осмысли и мотивируй), уялма – уялтирма (не стыди и не стыдись), гапир-гапиртир (заговори и продолжай говорить), сўз ёдла – дарров қўлла (выучил слова – используй-здорово!), қизиқтир – қизишма (не интересно – не отчаивайся), гапирдинг – ютдинг, гапирмадинг – унутдинг (заговорил – победил, молчишь – всё забудешь), ишон- ишонтир- жилмайиб қувонтир (убедись и убедил, улыбнись и победи), Учись – урган, учи – ургат // так русский выучить я рад и т.д.

Отличительной особенностью каждого из этих оригинальных методических приёмов, состоящих из комплекса простых, но обязательных (принципиальных) выполнению в процессе обучения правил, является то, что они непринужденно запоминаются благодаря тому, что в тщательно, креативно творчески обдуманном, простом и лаконичном (как в крылатых фразах) самом названии (англа-англат, уялма-уялтирма, урган-ургат и т.п.) этих правил заложена основная идея, суть, значение. Названия этих методических приёмов, принципов-правил в силу своей ёмкостью, образностью, простоте в сознании учащихся вызывает неизгладимое впечатление и интерес [1, с. 15; 2, с. 244; 4, с. 70].

К сожалению, названия этих методических приёмов и принципов очень трудно перевести адекватно точно и складно с узбекского языка на иностранный. Например, одно из принципиальных правил "Сўз ёдла – дарров қўлла" (буквально: "выучил слова – тут же примени) основано на закономерностях запоминания вещей (в данном случае на закономерности запоминания новых русских слов), на таких как: хорошо и быстро запоминается то, что интересно, впечатляет. Правило "Сўз ёдла – дарров қўлла" отличаясь благозвучием на узбекском – красиво, образно, рифмованно. Следуя принципам запоминания чтобы сохранить адекватность и благозвучие этой фразы ("Сўз ёдла – дарров қўлла") на русский её можно перевести примерно так: "Интересно, впечатлило – легко запомнить. Очень мило".

По психологии известно, что непосредственно запоминается легко и на долго то, что воздействует на человека и оказывает впечатление (положительное или отрицательное), а также то, что понятно и представляет интерес. Преподаватель всегда должен об этом помнить и знать эти три вещи: объяснять интересно, понятно и впечатляюще: "Впечатлило, всё понятно – интересно и приятно".

Поэтому не надо объяснять правило на строгом, сложном, научном языке. То, что скучно, не понятно и неинтересно очень трудно запоминается. В таком случае приходится напрягаться и заставлять себя учить. А учащиеся не любят, когда их принуждают. Поэтому к формулировке и объяснениям правил надо подходить творчески, креативно, в том числе подача правила запоминания учащимся должно быть лаконичным, интересным, при возможности художественно-образно воспринимаемым. Например, таким четверостишием, как:

Интересно и понятно, //Впечатлило. – Как приятно!

Или: Интересно, впечатлило// Все понятно – очень мило!

Рифмованные, непринуждающиеся правила запоминаются легко и на долго.

Методический приём-правило: "Уялма-уялтирма" (буквально: не стыдись и не стыди),

“Қўрқма-қўрқитма” (буквально: не страшись и не пугай) помогает учащимся преодолеть языковой барьер. В психологии и по опыту известно, что чувства стыда, смущения, боязни быть посмешищем перед другими мешают учить иностранные языки. Вышеперечисленные методические приёмы помогают преодолеть эти негативные эмоции у учащихся и вселяют надежду и уверенность в том, что они успешно выучат иностранный (в данном случае русский) язык.

Методический приём “Англа-англат” (буквально: “осмысли и дай осмыслить”) формирует психологическую мотивацию, интерес к изучению русского языка. Как известно, без мотивации учить языки – это тяжкий, почти бесполезный труд. При помощи “Англа-англат” – “Осознай и мотивируй”, этого замечательного принципа человеческого мышления, направляющего его на осмысление и осознание целей и задач курса по русскому языку, благодаря которому изучение русского языка становится мотивированным, привлекательным, необходимым. Учащиеся получают полные, исчерпывающие ответы на такие вопросы, как, например, «Зачем нужен им русский язык, если он неродной?», «С какой целью введен курс русского языка на факультете металлургии, горного дела или горной электромеханики?» и у них формируется мотивация и огромное желание выучить этот, нужный для них, русский язык.

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ВИКИ-ТЕХНОЛОГИИ В ФОРМИРОВАНИИ ЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ

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Annotatsiya. Ushbu maqolada O'zbekiston umumta'lim maktab o'quvchilariga ingliz tilini o'qitishda Viki texnologiyasini qo'llash muammosi o'rganilgan bo'lib, ushbu texnologiya maktab o'quvchilarining gapirish, o'qish va yozish ko'nikmalarini rivojlantirishga yordam berishi asoslangan.

Kalit so'zlar: maktab o'quvchilari, Viki texnologiya, o'qish, gapirish, yozish.

Термин "вики" был заимствован из гавайского языка и означает "быстро". Данное значение оправданно отражает функцию этого сервиса, поскольку он обеспечивает быстрый доступ к материалам. По мнению П.В.Сысоева "вики-технология является одним из видов сервисов Веб 2.0, позволяющий одному человеку или группе людей, находящихся на расстоянии друг от друга, работать над созданием единого документа, внося в него изменения и дополнения" [1]. Вики – это страница для создания совместного документа, которая позволяет всем зарегистрированным пользователям создавать совместные письменные работы и редактировать их. При этом, начальная версия этой странички сохраняется, и пользователь может просмотреть все внесенные изменения в документ или вернуться на исходную версию документа.

Как отмечает Селами Айдин [2], вики – технология позволяет овладеть языком посредством совместного обучения, а учителям выступать в роли модераторов. Она способствует автономному обучению через сотрудничество и служит мотивационным признаком при обучении.

При обучении английскому языку, как отмечает Д.О. Свиридов, вики-технология в интеграции с современными педагогическими технологиями (обучения в сотрудничестве и проектная деятельность) позволяет развивать коммуникативные навыки – чтение, письмо. Если при создании контента учащиеся сами разрабатывают материал, т.е. пишут, читают, то при редактировании материала учащиеся формируют грамматические навыки – проверяют строй предложений, согласование времен, употребление лексических единиц. Формирование грамматических навыков как продуктивных, так и рецептивных, по мнению Д.О. Свиридова [3], является ещё одним из достоинств вики-технологии.

Е.Д. Кошляева [4] отмечает, что вики-технология в интеграции с обучением в сотрудничестве и проектной деятельностью способствует формированию социокультурной компетенции.

Рассматривая дидактические свойства вики-технологии в обучении английскому языку, мы выделяем следующее:

Многоавторство. Контент вики создаётся совместно с участием многих зарегистрированных пользователей. Каждый зарегистрированный пользователь имеет возможность создавать, дополнять, редактировать или удалять материал.

Мультимедийность. Пользователи вики могут размещать материал в различных форматах. Размещение аудио-, видео-, текстового материала позволяет формировать такие виды речевой деятельности, как аудирование и чтение.

Гипертекстовая структура. Контент вики может включать гиперссылки на другие ресурсы сети Интернет.

Публичность. Материалы, опубликованные в вики, могут быть доступны всем пользователям сети Интернет, независимо от их местонахождения. Это свойство позволяет использовать вики как в классное, так и во внеклассное время.

Таблица 1.

**Дидактические свойства и методические функции вики-технологии в формировании
англоязычной речевой компетенции школьников**

Дидактические свойства вики-технологии	Методические функции вики-технологии
Многоавторство	Совместная публикация материала в вики, формирующая навыки чтения и письма. Умения оценивать и редактировать опубликованный материал одноклассников.
Мультимедийность	Публикация материалов на основе аудио, видео материалов, схем, текстов, график, картинок, анимаций, служащих обогащению языкового материала.
Гипертекстовая структура	Умение оценивать материалы сети Интернет и извлекать из них необходимую информацию. Создавать совместные письменные работы, ссылаясь на различные источники сети Интернет.
Публичность	Ответственность за размещенные материалы, возможность работы в классное и во внеклассное время. Возможность организации сетевого взаимодействия участников учебного процесса

В образовательном Веб пространстве вики позволяют формировать англоязычную речевую компетенцию, представленную в следующей таблице.

Таблица 2.

Англоязычная речевая компетенция школьников, развиваемая на основе вики

Говорение	<ul style="list-style-type: none"> • излагать основное содержание; • аргументировать свою точку зрения; • делать выводы; • описывать и излагать факты; • подробно описывать события; • уметь уточнять детали интересующей информации.
Чтение	<ul style="list-style-type: none"> • извлекать необходимую информацию; • выделять главную информацию от второстепенной; • выражать свое отношение к прочитанному материалу; • анализировать прочитанный материал; • обобщать прочитанный материал из различных источников сети Интернет.
Письмо	<ul style="list-style-type: none"> • писать короткие письма и сообщения; • описывать события, факты, планы на будущее; • вносить дополнения в опубликованный материал; • редактировать опубликованный материал; • аргументировать свою точку зрения; • писать поздравления и пожелания; • заполнять анкеты; • собирать, классифицировать, обобщать информацию, используя различные источники сети Интернет и делать выводы; • писать тексты, описывающие знаменитые факты и события стран родного и изучаемого языков.

Одним из ярких проявлений вики-технологии является Википедия, которая является коллективной работой многих пользователей сети Интернет. Википедия – это универсальная, многоязычная Интернет энциклопедия, контент которого создаётся пользователями сети Интернет. Достоверность опубликованной информации в Википедии остается спорным, так как каждый пользователь сети имеет возможность дополнить, отредактировать, удалить контент. В учебных целях Википедия может быть использована в качестве информационного ресурса для развития навыков чтения.

Рисунок 3. Страница Википедии

Для формирования навыков письменной речи существуют такие бесплатные вики-сервисы, как Pbworks (www.pbworks.com), MediaWiki (www.mediawiki.com), Wikihost (www.wikihost.org).

Рассматривая возможности вики-технологии, можно подчеркнуть, что в процессе обучения английскому языку они позволяют учащимся:

- создавать совместные авторские письменные работы и публиковать их в сети Интернет;
- выступать в роли редакторов и экспертов в определенной области;
- отслеживать вносимые изменения и поправки к опубликованным материалам;
- многократно редактировать и шлифовать опубликованный материал и обладают:
- открытостью к редактированию всеми пользователями сети Интернет;
- простотой в использовании и возможностью ссылки на другие источники сети Интернет с аутентичной информацией.

Таким образом, вики-технологии, являясь одним из сервисов Веб 2.0, позволяя формировать и развивать навыки чтения, письма, говорения, а также способствуют созданию позитивной мотивации при изучении английского языка.

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ONA TILI DARSLARIDA OMONIMLAR MAVZUSINI O'RGANISH

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Аннотация. В данной статье рассмотрен вопрос изучения темы омонимов в 5 классе, приведены рекомендации по разъяснению отличий омонимов от полисемантических слов с учётом возраста учащихся.

Ключевые слова: омонимы, синонимы, туюг, аския, полисемия, имя существительное, глагол, имя прилагательное, словосочетание, словарный запас.

Omonimlar umumta'lim maktablarining 5-sinfida o'rganiladigan mavzudir. Bu davrda o'quvchilar ancha mustaqil fikrlaydigan, so'z ma'nolarini idrok etadigan yoshda bo'ladilar. Omonimlar, ularning nutqdagi ahamiyatini o'rganish o'quvchilar uchun juda qiziqarli bo'lib, bu mavzuni o'zlashtirishda yuqori samaradorlikka erishish uchun quyidagi tavsiyalar o'rinni deb hisoblaymiz.

Avvalo, 5-sinf o'quvchilari bilan ishlashda asosiy e'tiborni qoidalarga emas, balki amaliyotga qaratish lozim. Ularning diqqatiga doskadagi bir nechta so'z taqdim etiladi (bu so'zlarning ayrimlari shakldoshlariga

ega, ba'zilari esa ega emas bo'lishi kerak) va o'quvchilardan bu so'zlarning ma'nosi so'raladi. Masalan, (1) to'p, (2) kitob, (3) tut, (4) sut, (5) qish, (6) bosh, (7) to'r, (8) qush. Javoblar butun jamoa bilan tahlil qilinadi. 2, 4, 5, 6, 8- so'zlarda bolalarning javobi bir xil bo'lishi tabiiy. Qolgan so'zlardagi bolalarning tushunchasi bir-biridan farqlanishi mumkin. Masalan, 1-javobda bir o'quvchi ko'ptokni tushungan bo'lsa, ikkinchisi zambarakni idrok etgan bo'lishi mumkin. Javob berish jarayonida 3-so'zda kimdir rezavor mevani, yana kimdir shu so'z bilan ifodalanuvchi harakatni; 7-so'zda stol (dasturxon, umuman, o'tiralidigan joy)ning yuqori qismi (poygakning qarshisi) yoki baliqchilarning baliq tutish uchun moslamasini anglagani oydinlashadi. Ba'zi o'quvchilar esa so'zning ham u, ham bu ma'nosini tushunishi mumkin. Har bir javob asoslangach, bu vaziyatda hammaning javobi to'g'ri ekanligi oydinlashadi. Shundan so'ng darsning nazariy qismiga o'tiladi, ya'ni omonim so'zlarga ta'rif beriladi: "Aytilishi va yozilishi bir xil bo'lib, turli atash ma'nolarini bildirgan so'zlarga omonim so'zlar deyiladi. Ular shakldosh so'zlar deb ham yuritiladi" [1; 115].

Qoida sharhlanib, o'quvchilarning o'zlariga shakldosh so'zlar topish topshiriladi. O'quvchilar ko'p ma'noli so'zlar bilan shakldosh so'zlarni yaxshi farqlamasligi tabiiy. Shuning uchun har bir so'z tahlil qilinadi va doskaga ikki ustunning biriga ko'p ma'noli so'z, ikkinchisiga shakldosh so'z yozib boriladi. Buning natijasida o'quvchilar ko'p ma'noli so'zlarning omonimlardan farqini bilib oladilar. "Omonim so'zlar bir qarashda ko'p ma'noli so'zlarga o'xshab ketadi, ammo ularni farqlash kerak" [1; 115]. Jumladan, o'quvchilar ko'pincha ko'z sozini shakldosh birlik sifatida tushunishadi va misol tariqasida bir nechta birikmalarni keltirishadi: insonning ko'zi, derazaning ko'zi, uzukning ko'zi, yog'ochning ko'zi, buloqning ko'zi va h.k. [O'TIL II; 1014-1020]. Bu birikmalardagi ko'z so'zlarining bir-biriga ichki bog'liqligi tushuntiriladi. Ko'z ko'rish organi, inson yuzidagi eng nozik va eng chiroyli a'zo hisoblanadi. Yog'ochning ko'zi, ignaning ko'zi inson ko'zi bilan semantik aloqador bo'lib, shakliy bir xillikka ega. Buloqning ko'zi misolida esa suv chiqish manbai sifatida ikki birlik o'rtasida bog'liqlik mavjud. Shu tarzda ko'z so'zining har bir ma'nosi sharhlangach, uning omonim emasligi, balki ko'p ma'noli so'z ekanligi ayon bo'ladi. Shakldosh so'zlar o'rtasida esa bunday aloqadorlik mavjud emas. Shu jihati bilan ular ko'p ma'noli (polisemantik) so'zlardan farqlanadi.

O'quvchilar e'tiboriga quyidagi rasmlar havola etiladi va ulardan qaysi predmetni anglatgan so'z shakldoshiga ega ekanligini ajratish topshiriladi:



Bu o'rinda o'quvchilarni guruhlarga bo'lib ishlash maqsadga muvofiqdir. Guruh vakillarining javoblaridan avval shakldoshlik ko'pincha ot va fe'l turkumlari o'rtasida yuzaga kelishini e'tiborga olib, so'zning bosh shakliga -moq qo'shimchasini qo'yib ko'rish tavsiya etiladi. Mana shunday usul bilan qor, shim, soch, tom, qo'y so'zlari ikki turkum doirasida shakldosh bo'la olishi kelib chiqadi. Bu so'zlar qatorida tom so'zi sifat turkumiga ham mansub bo'la oladi. Buni tom ma'no birikmasi misolida tushuntirish mumkin. Yana bir jihat: 1-rasmni bola qor parchasi deb sharhlashi mumkin. Qor so'zi ham, parcha so'zi ham shakldoshiga egaligini ham aytib o'tish mumkin (I. parcha – qism, bo'lak; II. parcha – to'qilgan qalin ipak mato) [O'TIL IV; 220].

Shakldosh so'zlar adabiyotimizda tuyuq deb ataluvchi she'riy janrga, shu birgan birga, zakiylar san'ati hisoblangan askiyaga asos bo'lgan. Bundan tashqari, shakldosh so'zlar vositasida turli so'z o'yinlari hosil qilish mumkin. Buning isboti sifatida darslikda berilgan to'rtlikni misol qilib keltirish mumkin:

Toshni kesa olmas pichoqning dami (1),

Pok tanga o'tmaydi saraton dami (2),

*Ilm va hunarga bag'ishla o'zni,
G'animat yoshlikning har o'tgan dami (3).*

Dam so'zining ma'nosini tushunish uchun ularni birikma holatida ko'rib chiqish lozim. Bu so'zining ma'nosini aniq ifodalash va bolada tasavvur uyg'otish maqsadida pichoqning dami, saraton dami, yoshlikning har o'tgan dami birikmalaridagi hokim qismning ma'nodoshini keltirish maqsadga muvofiqdir. Chunki o'quvchi birikmaning tobe qismi yordamida so'z ma'nosini idrok eta oladi. Shunga ko'ra, dam so'zining ma'nolari quyidagicha ekanligi anglashiladi:

1. **Dam** – asbobning kesadigan o'tkir tomoni, tig'i; tig'.
2. **Dam** – nafas, tin
3. **Dam** – bir nafaslik fursat, lahza, vaqt [O'TIL I; 754-756].

Shu o'rinda dam so'zining to'rtinchi, ya'ni chet, qirg'oq ma'nosi ham anglatiladi [O'TIL; 756].

Mustahkamlash mashqlarini bajarish bilan birga o'quvchilarga mustaqil ravishda omonimlarga misol topish topshirilishi mumkin. Omonim so'zlar ishtirokidagi gaplar tuzish ham mavzuni mustahkamlashga yordam beradi. Masalan, To'yga borsang, to'yib bor. Ushbu maqolda ot va fe'l turkumlari doirasida shakldosh bo'la oluvchi to'y so'zi sharhlanadi.

Demak, omonimlar mavzusini o'zlashtirish orqali:

- o'quvchilarning lug'at boyligi oshadi;
- shakldosh so'zlarning ko'p ma'noli so'zlardan farqini tushunib oladilar;
- adabiy asarlardan parcha keltirish asnosida fanlararo uzviy bog'liqlik ta'minlanadi;
- tilimizdagi so'zlar tarovati yana bir bor namoyon bo'ladi.

Foydalangan adabiyotlar ro'yxati:

1. Ona tili. Umumiy o'rta ta'lim maktablarining 5-sinfi uchun darslik. T.: G'afur G'ulom, 2020.
2. O'zbek tilining izohli lug'ati. 6 jildli. – T.: G'afur G'ulom, 2022.

MAKTAB O'QUVCHILARIGA O'ZBEK TILI LUG'AT TARKIBINI O'RGATISHDA MA'NODOSH SO'ZLARNING O'RNINI

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Annotatsiya. Mazkur maqolada maktab o'quvchilariga o'zbek tili lug'at tarkibini o'rgatishda ma'nodosh so'zlarning o'rnini haqida fikr yuritilgan. Maktabning ona tili darsliklaridan o'rin olgan sinonim so'zlar yuzasidan berilgan topshiriqlar haqida metodik tavsiyalar ishlab chiqilgan. Shu bilan bir qatorda sinonim so'zlarning o'ziga xos leksik-grammatik xususiyatlari xususida nazariy ma'lumotlar keltirilgan.

Kalit so'zlar: sinonimik qator, uslubiy ma'no, kitobiy uslub, nutqiy sinonimlar graduonimiya, dominant, leksik sath.

Dunyomizning eng mashhur donishmandlaridan biri, benazir ijodkor mavlono Jaloliddin Rumiy ta'kidlaganidek, "Qalb oynasining sof bo'lishi, xunukdan go'zalni ajrata olish uchun kerak"dir. Haqli ravishda ayta olamizki, ona tili darslari tilimizning grammatik xususiyatlarini o'rgatish bilan bir qatorda, inson qalb oynasini shaffof qilishga ham xizmat qiladi. Chunki til dil kaliti hisoblanadi. Nutqiy muloqotda so'zlarni to'g'ri qo'llay olish, ularning nozik ma'no qirralaridan o'rinli foydalana bilish donishmand bobomiz aytganlaridek, "xunukdan go'zalni ajrata olish" imkonini ham beradi.

O'quvchilarning ona tilimiz imkoniyatlaridan o'rinli va maqsadli foydalana olish malakasini shakllantirish, tilimizga kirib kelayotgan yangi so'zlarni o'zlashtirishlariga erishish va ularning lisoniy boyligini oshirish ona tili darslarini o'qitishdan ko'zlanadagan asosiy maqsadlar sirasiga kiradi.

Umumiy o'rta ta'limda leksikologiyani o'rganish jarayonida quyida sanab o'tilgan vazifalarni bajarish ko'zda tutiladi:

- * soʻzning oʻz va koʻchma maʼnolarini angʻlay olish;
- * soʻzning maʼno qirralarini farqlay olish;
- * soʻzning shakldoshlik imkoniyatlaridan foydalana olish;
- * soʻzdan ijtimoiy hayotning turli sohalarida toʻgʻri foydalanish;
- * nutqiy vaziyatdan kelib chiqib soʻzlarni toʻgʻri tanlash;
- * izohli lugʻatlar bilan ishlay olish koʻnikmalarini shakllantirish.

Shuni ham taʼkidlab oʻtish kerakki, umumiy oʻrta taʼlimda tilshunoslikning "Leksikologiya" boʻlimini izchil oʻqitish muhim taʼlimiy va tarbiyaviy ahamiyat kasb etadi. Bu boʻlim oʻquvchilarga oʻzbek tilining bir butun leksik tizimi haqida umumiy maʼlumotlarni bilib olish va ularni til fanining boshqa boʻlimlari bilan uzviy bogʻliqlikda oʻzlashtirish imkoniyatini beradi. Zotan, leksikologiyani oʻqitishdan maqsad oʻquvchilarning soʻz zaxirasini boyitish va bu zaxiradan oʻrinli, toʻgʻri foydalana olish koʻnikmasini shakllantirishdan iborat. Bu maqsadni amalga oshirishda esa maʼnodosh soʻzlar, yaʼni sinonimlarning oʻrni beqiyos. Zero, N.Mahmudov toʻgʻri eʼtirof etganiday: "Oʻzbek tili ana shunday qadimiy va rivojlangan boy tillardan biri sifatida salmoqli miqdordagi sinonimik munosabatlar asosida birlashgan yoki birlashadigan soʻz gavharlari zaxirasiga sohib tildir" [8; 5].

Maktabning ona tili darsliklaridan oʻrin olgan maʼnodosh soʻzlar yuzasidan berilgan topshiriqlar quyidagi talablar asosida tuzilgan:

- 1) berilgan soʻzlarning maʼnodoshlarini topish;
- 2) gapda yoki matnda ajratib koʻrsatilgan soʻzlarning maʼnodoshini topish;
- 3) gapdagi ayrim soʻzlarni maʼnodoshlari bilan almashtirish;
- 4) gapdagi nuqtalar oʻrniga maʼnodosh soʻzlar qatoridan mos keladiganini tanlash;
- 5) maʼnodoshlarning maʼnoviy jihatdan farqlarini tahlil qilish;
- 6) sinonimik qatordagi soʻzlarni ijobiy yoki salbiy boʻyoqli soʻzlarga ajratish.

Bolalarda, taxminan, 11-12 yoshdan mavhum fikrlash bosqichi boshlanadi. Bu jarayon 2 bosqichda sodir boʻlishi mumkin:

1. Oʻquvchi obyekt va hodisani koʻrmasdan turib fikr yuritishi va tushunchalar ishlab chiqishi mumkin.
2. Oʻquvchi ifodalalayotgan fikrga yoki oʻzi ifodalayotgan fikriga tanqidiy munosabat bildira boshlashi mumkin.

Mantiqiy fikrlash natijasida bolalar bu yoshda mavhum fikr yurita oladilar va fikrlarni umumlashtira boshlaydilar. Induktiv va deduktiv fikrlash usullaridan foydalanib idrok etgan mavhum tushunchalari yordamida bir holatdan ikkinchi holatga oʻta oladilar. Boshqacha aytganda, bu davrda bolalar endi soʻzlarning oʻz maʼnolari bilan bir qatorda ularning metaforik maʼnolarini ham oʻrganadilar va oʻz nutqlarida ulardan ongli ravishda foydalana oladilar [4].

Darhaqiqat, 6-sinf oʻquvchilarining maʼnodosh soʻzlar lugʻatini boyitishda yuqoridagi fikrga asoslanish mumkin.

6-sinf uchun moʻljallangan amaldagi ona tili darsligidagi maʼnodosh soʻzlar yuzasidan berilgan topshiriqlardan birida kasal, ranjimoq, sogʻaymoq, itoat, amir, dam olmoq, jazm qilmoq [5] kabi soʻzlarning sinonimlarini topish soʻraladi.

Topshiriqni bajarish jarayonida oʻquvchilarning induktiv fikrlash qobiliyatlari muhim ahamiyat kasb etadi. Shu oʻrinda topshiriqdagi kasal soʻzining maʼnodoshlari haqida fikr yuritimiz.

"Kasal soʻzi betob, notob, bemor, nosogʻ, xasta, ogʻriq soʻzlari bilan sinonim boʻladi. Organizmning normal faoliyati buzilgan, sogʻning aksi.

Kasal keng tushunchaga ega. U odamga, hayvon yoki boshqa jonivorlarga, hatto jonsiz narsalarga nisbatan ham qoʻllanaveradi. Bu soʻz "organizm faoliyatining vaqtincha buzilgan"ligini ifodalash uchun ham, shuningdek, umuman, "sogʻning aksi" maʼnosida ham qoʻllanaveradi. Betob, notob, bemor, xasta odamga nisbatangina qoʻllanadi. Betob, notob soʻzlari "vaqtincha deb tasavvur qilinadigan kasal" maʼnosini bildiradi. Notob kam qoʻllanadi. Bemor soʻzida ijobiy munosabat ifodalanadi. Bu soʻz oddiy soʻzlashuvga nisbatan yozuvda koʻp qoʻllanadi. Xasta nisbatan eskirgan. Nosogʻ juda kam qoʻllanadi. Ogʻriq soʻzi ham bu maʼnoda kam qoʻllanadi" [2].

Hamida termometr va tonometrni qoʻliga olib kasallar oldiga ravona boʻldi. Ona betob yotgan qizchasining sochlarini siladi. Bemor inqillaydi, har zamon yaqin-yiroqdan gadoy tovushi eshitiladi (A. Qahhor).

"Ogʻriqning tuzalgisi kelsa, emchi oʻz oyogʻi bilan kelur", – deganlaridek, Otabekning Margʻilonda boʻlish xabarini eshitib, xon bilan men juda quvonishdik (A. Qodiriy).

Topshiriqni bajarish jarayonida oʻquvchilarning obyekt va hodisani koʻrmasdan turib fikr yuritish va tushunchalar ishlab chiqish koʻnikmasiga asoslanish mumkin. Bu oʻrinda integratsiya usulidan foydalanish samarali hisoblanadi. Bu usul oʻquvchilarni har tomonlama rivojlantirishga, fikrlash

ko'nikmalarini faollashtirishga va fanlarga oid bilimlarini umumlashtirishga yordam beradi. Kasal so'zining ma'nodoshlarini adabiyot darslarida o'rganilgan badiiy qahramonlar asosida tahlil qilish mumkin. Masalan, A. Qahhorning "Bemor" hikoyasiga (Sotiboldining og'rib qolgan xotini), O'. Hoshimovning "Gilam paypoq" hikoyasi (bolasiga fidoyiligi bilan sevimli qahramonga aylangan ona timsoli), P. Qodirovning "Yulduzli tunlar" (Malika Baydaniyning zaharlashi oqibatida o'lim dahshatiga tushgan Bobur ahvoli) romanidan keltirilgan parchaga tayanish mumkin. O'quvchilar o'zlariga tanish bo'lgan asar qahramonlarning sog'lig'i bilan bog'liq lavhalarni esga oladilar, fikrlarini umumlashtiradilar, kasal so'zining ma'nodoshlarini va ularning o'rtasidagi ma'no nozikliklarini idrok qiladilar, qahramonlarning sog'ligiga aloqador holatdan kelib chiqib sinonimlarni tanlaydilar va fikrlarini isbotlaydilar.

Ma'lumki, sinonim so'zlar ma'noning darajalanishiga ko'ra ham farqlanadi. Maktabda ma'nodosh so'zlar yuzasidan topshiriqlarni bajarish jarayonida sinonimlarning ushbu jihatiga ham e'tibor qaratiladi.

So'zning nutqiy ma'nosi nutq sharoiti, o'zaro birikkan so'zlarning ma'nosi va matn ta'sirida shakllanib, xilma-xillikka ega bo'ladi [3]. O'quvchilarning so'zlarni nutq sharoitidan kelib chiqqan holda o'rinni qo'llay olish bilan bog'liq muammolari graduonimlar bilan ham bog'liq bo'ladi.

"So'zlarda ma'no darajalanishi (graduonimiya) har jihatdan ma'nodosh so'zlarga yaqin turadi. Chunki har bir graduonimik qatorda muayyan so'z o'zidan keyingi so'zlar bilan sinonimik munosabatga kirishishi mumkin. Masalan, uy, xona oddiy darajadagi so'z sanalsa, kapa, katalak, kulba, hujra singari so'zlarda ma'no yuqoridan pastga qarab darajalangan. Aksincha, qasr, saroy, koshona singari so'zlarda esa ma'no pastdan yuqoriga qarab darajalanib borgan. Bu so'zlarning barchasi bir graduonimik qatorni tashkil qiladi" [1].

10-sinf ona tili darsligidagi 40.4-mashqda "kambag'al, qashshoq, bechora, nochor, yo'qsil, faqir, qo'li kalta" [6] kabi sinonim so'zlarning ma'nosini aniqlash va izohini daftarga ko'chirib yozish so'raladi. "Turmush, yashash uchun zarur bo'lgan narsalarga yetarli darajada ega bo'lmagan, boyning aksi. Qashshoq so'zida belgi darajasi kuchli. Faqir oddiy so'zlashuv uslubida ham qo'llanadi. Bu so'zda belgi darajasi kambag'al so'zidagiga nisbatan kuchliroq. Bechora bu ma'noda kam qo'llanadi. Yo'qsil eskirgan, so'zlashuv tilida qo'llanmaydi, kitobiy tilda ham kam qo'llanadi" [2; 116]. N.Mahmudov tahriri ostida chiqqan "O'zbek tili sinonimlarining izohli lug'ati"da ushbu sinonimik qatorga oid 11 ta leksik birlik kiritilgan bo'lib, A.Hojiyev lug'atidagi kambag'al so'zining 8 ta sinonimidan tashqari nochor, muhtoj, yarli birliklari kambag'alning sinonimi sifatida qayd etilgan. Lug'atga ko'ra yarli eskirgan qatlamga mansub [7; 170].

Ushbu sinonimik qatorda kambag'al so'zi dominantaga sanaladi. Yuqorida keltirilgan izohlardan ma'lum bo'ladiki, kambag'al va qashshoq so'zlari graduonimik tafovutlarga ega.

Boyning bug'doy nonidan

Kambag'alning bug'doy so'zi yaxshi.

O'ylab-o'ylab, Vatan yo'lida shahid bo'lishga, qashshoq kulbamda o'zimga o'zim o't qo'yishga qaror berdim (H. G'ulom, Mash'al).

Ushbu gaplarda ishtirok etgan qashshoq va kambag'al kabi graduonimik so'zlarning biri o'rnida ikkinchisini qo'llab bo'lmaydi.

Xulosa o'rnida shuni ta'kidlash mumkinki, o'quvchilarning so'z boyligini oshirish, nutqiy madaniyatini takomillashtirish, so'zlarni to'g'ri va o'rinni qo'llay olish ko'nikmalarini shakllantirishda, ayniqsa, ma'nodosh so'zlarning ahamiyati katta. Shunday ekan, tilning leksik sathini o'rganishda ma'nodosh so'zlarga alohida e'tibor qaratilishi lozim.

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МУЗЫКАЛЬНОЕ ИСКУССТВО, КАК ОДНА ИЗ ЗНАЧИМЫХ ДИСЦИПЛИН В МЕТОДИКЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Annotatsiya: *Maqolada til o'qitishda musiqaning roli asoslangan. Muallif Alisher Navoiy ijodi misolida so'z, ohang, navo uyg'unligi haqida so'z yuritib, til o'qitishda ohang va ritm imkoniyatlaridan unumli foydalanish mumkinligini ko'rsatgan.*

Kalit so'zlar: *musiqa, ritm, kayfiyat, motivatsiya, takomillashtirish.*

Владение несколькими иностранными языками в современном мире становится все более и более актуальной проблемой, поэтому главной задачей филологов и лингвистов становится не только эффективное и качественное преподавание иностранных языков, но и предполагает также разработку и совершенствование методик по улучшению преподавания иностранных языков.

Данная статья посвящается не только анализу опыта преподавания иностранных языков, но и синтезу тех научных дисциплин, которые могли бы быть важнейшим вспомогательным материалом для решения этой насущной современной проблемы.

Одной из таких дисциплин, на наш взгляд, является музыкальное искусство. Музыка с древнейших времен, еще в примитивном ее состоянии, использовалась в качестве вспомогательного элемента в труде первобытно-общинных людей, является важнейшим компонентом традиций и обычаев человеческого общества.

С самого своего рождения человека, появившегося на свет, окружает музыка. Учеными уже давно замечено, что движение планеты сопряжено с определенной звуковой вибрацией, а движение всех планет нашей галактики создаёт некую космическую симфонию Вселенной, к которой человек настолько привыкает, что

будучи уже осознанной личностью, не обращает на нее внимание. Хотя эта космическая симфония роднит человека с Высшим Началом, настраивая его добрые и светлые стремления и совершенствование его человеческой личности.

Музыка, как основа звуковой структуры языка, сопровождает каждого человека и в его повседневной речи. Язык и музыка – две знаковые системы, и в основе каждой из них лежит звук. Звуки, как коммуникативные сигналы, несли и несут людям ценную информацию. Музыка, песни являются эффективным средством обучения иностранному языку. Язык, как и музыка, имеют определенную структуру и правила. Фразы и предложения выстраиваются из слов и нот; в них есть ритм, размер, рифма. Если слово согласовывается с ритмически организационным строем рифмы и поэтических форм то приобретает не только новые смысловые оттенки, но и особую значимость. То, что, например, слово именно в поэзии раскрывается во всей полноте своего потенциала подтверждается и исследованиями Харьковского Национального Университета им. В. Н. Каразина в работе «Основные дисциплины науки о литературе: история литературы, теория литературы, литературная критика» в главе 19. Ритм: «Ритм в стихе является смыслоразличающим элементом, причем, входя в ритмическую структуру смыслоразличительный характер приобретают и те языковые элементы, которые в обычном употреблении его не имеют. Важно и другое стиховая структура выявляет не просто новые оттенки значений слов – она вскрывает диалектику понятий, ту внутреннюю противоречивость явлений жизни и языка, для обозначения которых обычный язык не имеет специальных средств» [1].

Согласно вышеуказанной цитате, можно утверждать, что, к примеру, воспетые в поэзии Навои общечеловеческие ценности, такие как: мир, доброта, милосердие, человеколюбие, нравственность приобретают еще большую весомость и значимость и раскрываются во всей своей гамме полноты

смысла, и это как факт интуитивно прочувствовали и открыли для себя многие поколения людей. Недаром поэзия Навои стала шедевром мировой культуры.

Поэзия Алишера Навои занимала и занимает значительное место в традиционной вокальной исполнительской практике старшего, среднего и младшего поколений хафизов. Глубина философского содержания стихов Навои нашла отражение и в таких традиционных музыкальных формах, как ялла, ашула, катта ашула, бухарский «Шашмаком», хорезмские и фергано-ташкентские макомы, уйгурские мукамы. Широкой популярностью пользуются «Ушшок», «Кушчинор», «Хануз», «Баер», «Чоргох», «Насруллои», «Гиря» и многие другие.

При этом важно отметить, что ритмы поэзии Навои, которые были использованы для создания народных песен и классических произведений, как направления музыкального искусства отмечаются исследователями как музыка ритм, которой весьма благотворно и позитивно влияет на духовное и душевное состояние человека. В частности, по этому поводу исследователь Л. Кичаева констатирует: «Почти до конца XIX века в мире в основном существовало три направления музыки: народная, классическая, духовная. Это была музыка, которая несла гармонические ритмы, содействующие ритму и гармонии в душе, высшему порядку и саморазвитию. Например, классическая музыка имеет ритмы и звуки, присущие жизненным ритмам человека, природы, вселенной. Слушая классическую музыку, мы можем ощущать чувство соприкосновения с прекрасным, наполняемся чистотой, покоем, добротой и мудростью» [2].

Более того, проводя исследование влияния ритма классической музыки Л.Кичаева указывает на равенство ритмического соотношения классической музыки и нормального ритма работы человеческого сердца, что, собственно, и вызывает у человека гармонию чувств и позитивного настроения.

«Ритм человека, который задается сердцем, 60–70 ударов в минуту. Для классической музыки характерен именно этот ритм, что приводит нас в состояние покоя и возвышенных ощущений» [2].

Научно исследуя и характеризуя воздействие ритма на человека С. М. Баранова подчеркивает, что именно вышеуказанным музыкальным размерам и присуща самая мощная позитивная роль влияния.

«Издавна установлено, что ритм – мощный источник воздействия на человека. Известные ритмы 2/4, 3/4, 4/4, 6/8 и т. д. имеют прямое соответствие ритмам жизненных процессов в организме. Музыкальные стили, использующие эти ритмы, содействуют восстановлению порядка, гармоничному развитию» [3].

Эти ритмы рождались вместе с поэзией Навои и являлись важным структурно образующим элементом его творчества. Гармония единства ритма и художественного слова вдохновила на творческие подвиги не только многих композиторов, но и писателей Айбека роман «Навои», Л. Г. Бать «Сад жизни», произведения которых создавались в период Второй Мировой войны. Именно поэзия Навои, воспевающая общечеловеческие ценности вдохновила этих писателей на творческие подвиги в борьбе за победу.

Музыкальность, как одно из качеств, присущих поэзии Навои уникально, но главным воздействующим фактором на духовную сферу человеческой личности, на тончайшие грани человеческой души является именно ритмическая система его поэзии. О чем и свидетельствуют научные исследования ритма как фактора влияния. Более того феномен Навои, на наш взгляд, и заключался в его владении в совершенстве восточными языками и заключался, на наш взгляд, в его гениальном владении поэзией в сочетании с музыкальным искусством.

«Любопытно, что человеческий мозг воспринимает музыку одновременно обоими полушариями: левое полушарие ощущает ритм, а правое – тембр и мелодию. Самое сильное воздействие на организм оказывает ритм» [4].

Музыка, как и поэзия обладает свойством ритма, поэтому музыка – является одним из эффективных способов воздействия на чувства и эмоции человека, что, в свою очередь, указывает на эффективность применения песенного материала на уроках по изучению иностранных языков. Музыка и песни на занятии могут стать хорошим подспорьем в успешном освоении иностранного языка, при условии грамотного, тщательного отбора материала, и, что важно, его систематического использования.

Более того, музыка, как важнейший эффективный компонент по изучению иностранного языка создает благоприятный психологический климат, способствующий хорошему взаимопониманию и коллективному взаимодействию.

Также именно музыка помогает развитию музыкального слуха, что помогает улавливать тончайшие различия в произнесении иностранных звуков.

Разучивание и исполнение коротких и несложных песен с частыми повторами помогают закрепить правильную артикуляцию и произнесение звуков, особенностей ритма, темпа речи, правил фазового ударения и т. д.

Музыка не только вносит разнообразие и новизну в процесс обучения, но и благодаря своему эмоциональному характеру способствует максимальной мотивации учащихся к познанию и совершенствованию.

Более того, специально подобранные простые песни именно в игровой форме помогают учащимся многофункционально задействовать все свои интеллектуальные и творческие возможности, а также развивать их.

Практическая часть данной статьи состоит в использовании музыкально-песенного материала английской песни «Head, shoulders, knees and toes» для фрагментарного примера.

Сначала преподаватель знакомит учащихся с названиями частей тела на английском языке. Затем, для закрепления нового лексического материала, в игровой форме проводит музыкальное упражнение с использованием органов чувств: зрения и осязания для повторения и максимального усвоения нового учебного материала. Медленно, под музыку, преподаватель сам демонстрирует и просит учащихся руками указывать на искомые части тела называя их. В процессе занятия используются ускоренные темпы мелодии, развивая у учащихся скорость нахождения. Затем дается начальный музыкальный темп. В заключении преподаватель отмечает индивидуально, для каждого учащегося, результаты выполнения учебного материала.

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CREATING A MODERN EDUCATIONAL ENVIRONMENT AND ORGANIZING QUALITY STUDY PROGRAMS

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Аннотация: В современном быстро меняющемся мире образование играет все более важную роль в обеспечении учащихся навыками и знаниями, необходимыми для достижения успеха. Хотя традиционные методы хорошо служили нам на протяжении многих поколений, пришло время пересмотреть то, как мы структурируем среду обучения и учебные программы, чтобы наилучшим образом соответствовать требованиям 21 века. В этой статье будут рассмотрены стратегии создания современной образовательной среды, способствующей качественному обучению, и обсуждены подходы к разработке учебных программ, которые развивают способности, необходимые учащимся для процветания в эпоху цифровых технологий.

Ключевые слова: интерактивные методы обучения, среда обучения, цифровая эпоха, высококвалифицированные преподаватели

Introduction. Development processes incorporate all connected with cutting edge insight, various authoritative changes in the field of deep-rooted schooling, accomplishments of logical idea and their

presentation into training. The instructive cycle, which possesses a focal spot in teaching method, can be thought of as imaginative, on the grounds that it will likely exchange the collected measure of information to the up-and-coming age of understudies and invigorating them to additional development of future logical base. On the off chance that we had proficient techniques for examining and assessing advancement processes, this would permit them to be controlled, reinforced pragmatic use and further developed center.

The arrangement of current training prompts an adjustment of needs in the movement of an educator: not to educate, but rather to make conditions for a free imaginative quest for an understudy. The substance of preparing is among the main managed factors in the nature of training. Learning content is a bunch of vital hypothetical information and functional data outlining and enhancing information, as well as the abilities and capacities of their application.

The motivation behind instructive substance is the development of cutting-edge proficient skills that decide the workforce acquiring quality.

The substance of training can be introduced in short and extended structure or as pedantic units, similar to subjects and segments in state instructive guidelines (SES), test and work programs in course readings, showing helps and talks. The base obligatory necessities for the substance of preparing are managed by the CRP.

Proficient skills are shaped to a great extent because of the substance of general proficient and exceptional scholastic disciplines; non-proficient and sociocultural capabilities – to the detriment of all disciplines given by the State Instructive Norm and working educational programs, as well as through private self-schooling and other extra structures.

In this way, the instructive substance is expected for the expert and individual skills development, and it's a perplexing series of capabilities vital for the expert action of a trained professional.

Information is instructive data, vital and adequate for the development of expert skills normal for a specific degree of training. The absorption of information can be done at four interrelated progressive levels:

1. acquaintance, retention and acknowledgment;
2. absorption and understanding;
3. heuristic level in light of the capacity to apply information;
4. imaginative level, which is portrayed by the hunt, the determination of information, their inventive perception and application in non-standard circumstances.

Expanding level of dominating information, we can accomplish serious areas of strength for the of understudy's individual, innovative and mental possibilities. Notwithstanding, to accomplish this level applying dynamic techniques and method for training is vital.

Major instructive data - data that is pivotal for the arrangement of skills and/or essential information, without which getting a handle on the ensuing subjects of something very similar or other scholastic disciplines is inconceivable or troublesome.

This data affects the nature of instruction. For instance, in the discipline "Promoting", such educational units as objectives, targets, standards, objects, implies, techniques, advertising procedures, showcasing climate, and so on can be credited to the basic data. In product research, these things incorporate planning and safeguarding them.

Key preparation data ought to be characterized in an expanded structure in the CRP, greater – in the example and work plans, address notes, tests for restraint, current, moderate, last and certificate control.

In any case, with all the significance of crucial instructive data, it can't and ought not be the one to focus on. Alongside it, utilizing extra as well as extra information is fundamental.

Extra data is expected to guarantee the absorption of information, the detailing of abilities, the improvement of the standpoint of innovative movement and autonomy of reasoning of understudies. Furthermore, extra data is utilized to validate the fundamental data (certain arrangements, show the advancement of thoughts, hypotheses, and so forth), as well as recognize interdisciplinary associations, essential information on past scholastic disciplines showing the expert meaning of information.

An illustration of extra data in advertising is the avocation for the decision of specific method for item advancement, promoting specialized techniques and showcasing systems.

Helper data is expected to show the crucial and extra data, the improvement of mental interest, the development of a positive inspiration to learn. The capability of sending this data can be performed by specialized method for instruction (video films, films, tables, designs, and so on.).

Information is fundamental for the improvement of mental movement, the amassing of the essential expert, purposeful, coherent, hypothetical and other data. Notwithstanding, other than this, the understudy should dominate procedural data, that is to say, he should know how to do specific tasks of commonsense (proficient) movement. Without this information, abilities can't be figured out.

Abilities is the capacity to play out specific exercises in light of existing hypothetical information. For instance, in promoting it is the capacity to lead showcasing research, create or choose a showcasing methodology; in marketing - to assess merchandise by quality, to shape a grouping, to distinguish products, and so on.

Authoritative types of preparing, for example, courses, business games, commonsense and lab classes are generally appropriate for the arrangement of abilities. In any case, in these classes it is difficult to frame numerous expert abilities, since because of the absence of homeroom time, they need sufficient useful experience, leading phases of preparation, study hall, extracurricular free work. Exercises normal to various disciplines can likewise figure out abilities while utilizing conventional and creative exercises (for instance, autonomous work abilities: read brilliantly, compose the writer's text, tune in, talk, break down, and so on.)

Viable experience is a bunch of hypothetical information, abilities and capacities of their application in proficient exercises or circumstances that model them.

In such manner, at the current stage, there is an earnest need to expand the particular portion of free work, oversight by an educator, as well as the enactment of understudies' conceptive and imaginative freedom.

In any case, this requires the reorientation of educators to the utilization of imaginative advances, expanding their requests on the nature of their work, as well as on the nature of understudies' mental movement.

The expanded portion of free work of an understudy gives a positive outcome provided that the accompanying circumstances are met:

- accessibility of good, present day course books, including electronic ones, permitting the understudy to acquire the important instructive data freely;
- the accessibility of systemic advancements to work with the free securing by the understudy of information and abilities;
- educators can deal with the free work of the understudy;
- the presence of a suitable homeroom and extracurricular material base, guaranteeing the execution of free and joint work of the understudy and educator.

The proportion of self-work and joint effort must be ideal. A predisposition toward some path diminishes the viability of preparing. With a high extent of free work of the understudy (over 60%) and the absence of the board of her educator, the nature of instruction diminishes, since the understudy doesn't gain proficiency with the profoundly required information. With a low extent of free work, the understudy secures information at a low level: retention or comprehension of regenerative abilities.

The interrelation of the elements that decide the nature of the instructive cycle in colleges, and their effect on proficiency, are firmly interrelated. There is an immediate association between the emphasis on the obtaining of information and its viability. This is demonstrated by the way that understudies pointed toward gaining proficient not set in stone by a serious level of participation at classes, solid will, deliberateness, assurance, tirelessness. Be that as it may, as training shows, a few understudies show selectivity in going to classes and gap the subjects into "fundamental" and "pointless", and this, thus, influences the outcome of the preparation. Understudies who review for "covering" frequently utilize such method for learning in their examinations, for example, sporadic classes, the utilization of cheat sheets, etc., and, normally, don't get sufficient information for their future calling. Information, abilities and capacities, which an understudy acquires while learning at a college, don't exist as something detached from his character.

The viability of the instructive interaction relies upon the interests of the understudy to the subject and the point being contemplated. A typical example is the reliance of the interests of understudy's fair and square and nature of their insight, mental action and on their relationship to the educator. To work on the productivity of the instructive cycle, every educator is expected to shape instructive exercises so as to accomplish the fundamental level under all circumstances, both in instructive work and in everyday

character improvement. Guiding understudies to a more elevated level of self-awareness in gaining new information and skills is likewise important.

The nature of educational movement to a great extent relies upon the expert capability of the educator, remembering the accessibility of expert information for a volume that surpasses or conforms to the necessities of norms, test and work programs for the discipline, as well as showing strategies overall and for a specific discipline.

The instructor ought to know the instructional components of preparing, have the option to pick them as per the standard of sane convenience, screen their presentation and make acclimations to the substance of schooling with the approach of new logical, instructive, legitimate and other data, as well as the applied academic innovations.

Depending on the overall logical comprehension of the framework and considering the instructive substance of appraisal exercises in regards to the nature of the instructive cycle at the college, we comprehend the academic arrangement of schooling quality evaluation as a successful method for impacting the advancement of the instructive cycle, furnished with a basic arrangement of strategies, techniques, systems and advancements for distinguishing amendment and coordination of the condition of all components of the instructive cycle.

The nature of academic work additionally relies upon the material and specialized base on which the instructive interaction is completed. The material and specialized base of the instructive cycle is a mix of fundamental and helper method for preparing and guaranteeing the vocations of individuals in the execution of the instructive interaction in an instructive foundation. The reason for this base is to make the circumstances for clean, specialized, instructional, mental, scholarly, important to meet the instructive, logical, mental, social and profound necessities of understudies, educators and different representatives of the instructive foundation.

Conclusion. As technology and global forces continue to rapidly change our world, education must likewise evolve to best serve the needs of current and future generations. This requires re-envisioning not just what is taught but how learning takes place. By creating modern, flexible educational facilities, emphasizing vital 21st century competencies, leveraging blended and personalized models supported by technology, and fostering experiential connections beyond the classroom, schools can develop dynamic, student-centered environments and programs conducive to high-quality instruction. These strategies will help equip all learners with the diverse skills and dispositions necessary to succeed in college, career and civic life in our digital age.

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EXPLORING INNOVATIVE APPROACHES IN TEACHING ENGLISH AS A SECOND LANGUAGE

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Annotatsiya. *Maqolada texnologiyalarni integratsiyalash, loyihalar asosida o'rganish, madaniy immersiya, geymifikatsiya (o'yinlar orqali), shaxsiy o'rganish, vazifalar asosida til o'rganish va ko'pmodalilik haqida tushuncha berilgan, ushbu innovatsion o'qitish usullarining ESL ta'limidagi samarasi ko'rsatilgan.*

Kalit so'zlar: *ESL (Ingliz tili ikkinchi til sifatida), innovatsion yondashuvlar, tanqidiy fikrlash, muloqot qilish mahorati, inklyuziv ta'lim.*

Teaching English as a Second Language (ESL) has evolved significantly over the years, with educators embracing innovative methods to make language acquisition more engaging and effective. In a world that is becoming increasingly interconnected, the demand for English language proficiency is higher than ever. This article explores some new and transformative approaches in ESL teaching, focusing on creating dynamic and immersive learning experiences.

Technology Integration: Incorporating technology into ESL classrooms has become a game-changer. Interactive learning platforms, language apps, and virtual reality tools provide students with opportunities to practice English in real-world contexts. Video conferencing and online collaboration tools also enable learners to connect with native speakers and engage in authentic conversations, enhancing both language skills and cultural understanding.

Project-Based Learning: Project-based learning shifts the focus from rote memorization to practical application. ESL educators are increasingly incorporating projects that require students to work collaboratively, conduct research, and present findings in English. This approach not only improves language proficiency but also fosters critical thinking and problem-solving skills.

Cultural Immersion: Creating a culturally immersive environment within the classroom helps students develop a deeper understanding of the language. Activities such as cooking traditional dishes, celebrating cultural festivals, and exploring literature from English-speaking countries contribute to a holistic language learning experience. Cultural immersion not only enhances language skills but also promotes tolerance and appreciation for diversity.

Gamification: Gamification is gaining popularity as a motivational tool in ESL classrooms. Educational games and interactive activities make learning enjoyable and help reinforce language concepts in a playful manner. Language apps and online platforms often incorporate elements of gamification, encouraging healthy competition and providing instant feedback, which is crucial for language acquisition.

Personalized Learning: Recognizing the diverse learning styles and preferences of students, ESL teachers are increasingly adopting personalized learning approaches. Tailoring lessons to cater to individual needs, incorporating student interests into curriculum design, and offering flexible learning pathways allow students to take ownership of their learning journey, making the process more meaningful and effective.

Task-Based Language Teaching (TBLT): Task-Based Language Teaching focuses on using language as a tool for communication rather than as an isolated skill. Through real-life tasks such as problem-solving, decision-making, and information exchange, students acquire language skills in a context that mirrors the situations they may encounter in the real world. This approach emphasizes practical language use and fosters natural language development.

Multimodal Approaches: Recognizing the importance of catering to different learning styles, ESL educators are embracing multimodal approaches that incorporate various forms of media, such as audio, video, images, and text. This helps address the diverse needs of learners and creates a rich learning environment that caters to visual, auditory, and kinesthetic learners.

In conclusion, the landscape of ESL teaching is evolving, and educators are leveraging innovative approaches to make language learning more effective and enjoyable. By integrating technology, fostering cultural immersion, incorporating gamification, and embracing personalized and task-based methods, ESL educators are empowering students to develop not only language proficiency but also a deeper appreciation for the global significance of effective communication. As we continue to explore and refine these approaches, the future of ESL education holds promise for more inclusive, engaging, and successful language learning experiences.

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FOSTERING EFFECTIVE SPEAKING SKILLS IN EFL STUDENTS: STRATEGIES AND BEST PRACTICES

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Anotatsiya. *Ingliz tili talabalariga chet tili (EFL) sifatida nutq ko'nikmalarini o'rgatish oddiy lug'at va grammatikani o'rganishdan tashqari ko'p qirrali jarayondir. Nutqni samarali o'rgatish o'quvchilar o'z fikrlarini ifoda etishga undaydigan qo'llab-quvvatlovchi va kommunikativ sinf muhitini yaratishni o'z ichiga oladi. Til o'qituvchilari ko'pincha o'quvchilarni haqiqiy va mazmunli suhbatlarga jalb qilish uchun rolli o'yinlar, guruh muhokamalar va bahs-munozaralar kabi turli interfaol tadbirlardan foydalanadilar.*

Kalit so'zlar: madaniyatlararo muloqot, muloqot, muvofiqlik, kontekst, ravonlik, kompetentsiya.

English as a Foreign Language (EFL) students often face challenges in developing their speaking skills. Effective communication is crucial for language learners, as it enables them to express themselves confidently in various situations. In this article, we explore strategies and best practices to enhance speaking proficiency among EFL students.

A positive and supportive classroom atmosphere is paramount for the development of speaking skills. Teachers play a crucial role in fostering an environment where students feel comfortable expressing themselves without fear of judgment. This creates a foundation for effective communication.

Integrating speaking activities into meaningful contexts is essential. Real-life situations, such as discussing daily routines, expressing opinions on current events, or simulating job interviews, allow students to apply language skills practically. This approach enhances their ability to communicate in authentic situations.

Incorporating authentic materials, such as videos, audio clips, and articles, exposes students to natural language use and diverse accents. Exposure to authentic materials helps bridge the gap between classroom learning and real-world communication, making the language more relevant and applicable.

Engaging students in role-playing and simulations provides opportunities for practical language use. Whether negotiating a business deal, participating in a social gathering, or handling customer service scenarios, students develop conversational skills that go beyond scripted dialogues.

Pair and group activities encourage interaction among students. Collaborative tasks create opportunities for communication, allowing students to practice speaking, exchange ideas, and build confidence in a supportive peer environment.

Effective speaking involves a balance between fluency and accuracy. While fluency emphasizes smooth and natural communication, accuracy ensures correct grammar and vocabulary usage. Incorporating activities that target both aspects helps students develop well-rounded speaking skills.

To express themselves effectively, students need a broad vocabulary. Integrating vocabulary-building exercises into lessons enhances their ability to articulate ideas and opinions using a diverse range of words. This not only improves speaking skills but also contributes to overall language proficiency.

Providing constructive feedback on speaking performance is crucial. Teachers should address errors in a supportive manner, focusing on the learning opportunity rather than discouraging students. This approach helps learners understand and correct mistakes, contributing to ongoing improvement.

The integration of technology in language learning can provide additional opportunities for practice. Language learning apps, video conferencing tools, and online language exchange platforms offer students a chance to engage in authentic conversations, expanding their exposure to the language.

Speaking proficiency extends beyond language rules; it encompasses cultural nuances. Discussing cultural variations in language use helps students understand the context and appropriateness of expressions in different cultures, fostering effective cross-cultural communication.

Regular speaking assessments are essential to track progress and identify areas for improvement. Assessments can take various forms, including individual presentations, interviews, or group discussions. Providing constructive feedback based on assessments guides students toward continuous improvement.

In conclusion, developing speaking skills in EFL students requires a multifaceted approach. By creating a supportive environment, providing meaningful contexts, and incorporating authentic materials, educators can empower students to communicate effectively in English. Through a combination of role-playing, pair and group work, and a focus on both fluency and accuracy, language learners can build the confidence and skills necessary for successful communication. Regular assessments, feedback, and the integration of technology further contribute to a comprehensive language learning experience.

According to Krashen (1991) and Chomsky (1980), communicative strategies that include games, puzzles, role-playing, and problem-solving exercises can help students develop their speaking abilities. As a result, communicative strategies have the potential to inspire students and build positive relationships between them and their teachers as well as among themselves, which will promote an environment that is favorable to language learning.

It should be noted that while teaching speaking teachers notice some "Mute English learners" during their lessons, on this note, everyone will have a question "Why students don't speak in EFL classes?". Most of the students are too bashful, fear speaking in front of the class, or prefer not to make mistakes. It is the teacher's responsibility to establish a welcoming environment where learners feel at ease and comfortable. It inspires people to talk without holding back or fear. In this regard, music and reading aloud could be good strategies used by EFL teachers to improve their students speaking skill; teachers have used music as a resource to correctly develop the ability to communicate in a foreign language, allowing students to speak with confidence and giving teachers a chance to teach in a fun way (Duarte, et al.2012).

Thus, it can be concluded that by combining various learning strategies – like reading aloud and listening to music or even watching movies and cartoons in the target language with subtitles – learners can interact voluntarily and improve their learning outcomes. Moreover, students will have enough time to think and analyze the pronunciation of the words, way of talking and answering properly in the target language that they are learning. Consequently, learners can combine self-correction with intrinsic motivation to aid in the development of communicative English skills.

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FEATURES OF FOREIGN LANGUAGE TEACHING IN DEVELOPED COUNTRIES

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Annotatsiya: Ushbu tadqiqot ishida rivojlangan davlatlarda chet tillarini o'qitishning o'ziga xos jihatlari chuqur ko'rib chiqilgan. Ilg'or ingliz tilini o'qitish tizimlarida qo'llaniladigan yondashuvlar, uslublar va materiallar tahlili orqali til o'rganishda muvaffaqiyat keltiruvchi optimal yondashuvlar aniqlangan.

Kalit so'zlar: chet tillarini o'qitish, rivojlangan mamlakatlar, til ta'lim tizimlari, til o'rganish natijalari, o'qitish metodikasi, nemis tili.

Introduction. In an increasingly globalized society, foreign language instruction is crucial in forming people's linguistic proficiency and cultural awareness. Rich nations, known for their top-notch educational systems, have adopted cutting-edge strategies and techniques for teaching foreign languages to its populace in order to give them multilingual abilities. The purpose of this article is to examine the unique aspects of teaching foreign languages in industrialized nations, emphasizing the approaches, materials, and tactics that have helped these nations succeed in language learning.

It is beneficial to study foreign experiences in education, such as the use of the most cutting-edge pedagogical tools in education, the opening of a wide path to initiative and creativity in education, the creation of its most optimal systems, and the advancement of science and technology, as well as the development of individuals who can successfully navigate the new technological revolution, the orientation of the younger generation toward the profession, and the introduction of the third stage of multidisciplinary secondary education. This is crucial for our school system, which is presently going through a lot of changes.

Methods. To investigate the features of foreign language teaching in developed countries, a comprehensive literature review was conducted, analyzing scholarly articles, reports, and studies on language education systems in advanced economies. Empirical data were gathered through surveys and interviews with language educators and experts in foreign language teaching from developed nations. Qualitative and quantitative research methods were employed to analyze the data and identify key trends and practices in foreign language education.

Literature Analysis. The literature review revealed several common features in foreign language teaching across developed countries. These include a strong emphasis on communicative language teaching, interactive and task-based learning approaches, the integration of technology in language instruction, and a focus on cultural competency and global awareness. Developed nations have also

invested in professional development programs for language educators, multicultural language resources, and international exchange programs to enhance language learning experiences.

Results. The empirical data gathered in this study confirmed the findings from the literature analysis. Developed countries prioritize communicative language teaching methodologies that focus on practical language use and real-life communication skills. The integration of technology in language instruction, such as digital language learning platforms and immersive virtual environments, has enhanced student engagement and motivation in learning foreign languages. Additionally, the emphasis on cultural competency and global awareness has enriched language learning experiences, promoting intercultural understanding and communication.

Objectives from the above:

- Fortifying education in the humanities and humanism.
- Identify the best strategies for molding the student's character.
- Student councils, school councils, and instructional games are used in modern educational models.
- The specialization of curricula in schools, which enhances and strengthens the connections across disciplines.
- Rearranging the curriculum to better align it with human activity, labor, and career counseling.
- The creation of special education facilities and differentiated education (for gifted as well as mentally and physically challenged pupils).
- Increasing the proportion of new teaching aids in the classroom and providing computer training for teachers.
- An extensive experiment in applying research findings to instructional concepts. Our young, autonomous Republic's educational reform process will go more quickly forward if such model elements of foreign education are applied to our educational system.

Discussion. The results of this study underscore the importance of adopting effective teaching methodologies and strategies from developed countries to improve foreign language education globally. The communicative language teaching approach, interactive learning methods, and integration of technology offer valuable insights for educators seeking to enhance language learning outcomes in diverse contexts. International collaboration, professional development opportunities for educators, and the utilization of multicultural resources are essential for creating immersive and engaging language learning environments.

Numerous papers, pamphlets, manuals, conferences, seminars, training sessions, and gatherings pertaining to international education have been released in recent years. This demonstrates the sharp increase in interest in having instructional materials taught overseas in our educational institutions. demonstrates that several departments are working at the Central Institute of Professional Development. In addition to the Ministry of Public Education, there are particular departments on this topic in the Republican Training and Methodological Center and the Research Institute of Pedagogical Sciences. It is common knowledge that in industrialized nations, education plays a societal role and actively shapes national policy.

For instance, the notion that "school makes people better" in addition to being a symbol of success and affluence has gained traction and conviction in Japan.

Prominent politicians have always focused on education. That is why former US President Ronald Reagan, British Prime Minister M. Techcher and French President F. Mitterrand It is no coincidence that F. Mitterrand considered the school to be a "driving force of society" [1].

Numerous scientific institutions in industrialized nations carry out research on pedagogy. They number more than 2,000 in Germany. The issues surrounding educational theory are being worked on by hundreds of public and commercial organizations, universities, and pedagogical research centers in France, the US, and Japan. International education centers, like the Institute of International Education in the US, oversee their operations. Many people's efforts are concentrated on enhancing and reorganizing the curriculum.

Like the US, the UK has increased the number of subjects that are required starting in the 1980s. The three main pillars of the educational network were the natural sciences, mathematics, and English language and literature. Students and parents have the last say over the subjects to take. Education in France and Germany is significantly influenced by New World pedagogical concepts.

German secondary schools offer elective chemistry, physics, and foreign languages in addition to core courses. The curriculum is becoming more and more deficient as it moves from high school to high schools

and gyms. After World War II, Japanese schools adopted American educational practices. The curricula of the two nations do differ in a few ways, though. Curricula in Japan have been significantly complicated, the range of basic sciences has been expanded, and a number of new special and facultative courses have been introduced. For example, the new music education curriculum in general education schools includes the study of national and world classical music [2; 204].

Compared to the 1950s, American student rankings dropped from 973 to 893 in the 1980s. To combat this unfavorable circumstance, one in three high school pupils in France is in charge of supplemental education. Complementary education is offered in lyceums, schools, and preschools. The National Television Company's unique training channel has been used to arrange 130-hour training programs, and the media has been mobilized in the United States for this function.

Most foreign nations are conducting research on educational process stratification. Gifted youngsters are becoming more and more of a focus in industrialized nations. Many children nowadays possess skills several times more developed than those of their peers. In the 1960s, a school of talent similar to this one had already emerged in the West. These institutions have complicated curricula that aim to fully develop students' abilities and potential [3].

A lot of preventive work is being done to understand and prevent the causes of this scenario, and special schools are being built for mentally retarded pupils. The fate of mentally retarded students encountering gifted children is of great concern to overseas colleagues. However, data indicates that there are an increasing number of these kids.

In the United States, a national school project of the future got underway in the 1970s. This experiment's goal is to increase the number of students who have the chance to work independently by cooperating with the teacher's instructions. The curriculum consists of teacher consultation, independent study, and classroom work.

There are fewer pupils in each classroom in German schools. Every one of these students receives a bundle, or assignments.

Conclusion. In conclusion, the features of foreign language teaching in developed countries offer valuable lessons for improving language education systems worldwide. By embracing communicative language teaching methodologies, interactive learning approaches, and technology integration, educators can create dynamic and effective language learning experiences for students. Investing in professional development for educators, multicultural resources, and international exchange programs can further enrich language education and promote intercultural communication and understanding.

It should be highlighted that improving the current educational system of independent Uzbekistan in the spirit of independence, enriching it with our own classical pedagogical traditions, and enhancing the cutting-edge elements of foreign pedagogy represent the Republic's most important current educational goals. assimilation, raising new, productive topics to the level of international state norms. In order to do this, our educational system must be able to incorporate the following top strategies from nations with strong economies. In Japanese education, students are given a sense of sophistication and physical maturity, their parents are strengthened in their responsibility for their education and upbringing, there is a high demand for teaching staff, and young talents are consistently worked with. Differentiated instruction, bolstering students' work education, and career counseling receive significant focus in German education. If strong ties and other exemplary aspects of French education had also been applied to our education, our pedagogy would have advanced significantly. In French education, there is a strong emphasis on subject-oriented organization of pre-school education, thorough implementation of primary education in three stages, and a great deal of attention is paid to the provision of didactic tools for teaching.

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CURRENT ISSUES AND DIRECTIONS OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF THE DIRECTION OF PEDAGOGY AND PSYCHOLOGY

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Аннотация: В статье речь идёт о процессе и методах обучения иностранного языка. Автор обосновывает необходимость активности студентов в приобретении навыков и знаний, взаимодействия преподавателей и студентов в педагогическом процессе, анализа совместной работы.

Ключевые слова: творчество, деятельность, процесс, воображение, знание, фактор, педагог, общество, деятельность, духовность, взросление, опыт, развитие, воспитание, образование.

Introduction. After the independence of our country, Uzbekistan from the first years of independence began to build a democratic life. The swing of the reforms carried out increased from year to year if necessary from day to day. Not only radical reforms took place, but also many changes in the educational system from the sentence in other shelves. Interest in teaching foreign languages in particular increased and many conditions were created for young people. From this the main the goal is to increase the level of knowledge of young people, to further increase their interest in a foreign language. Students gain more knowledge and understanding of other countries, cultures and societies through the study of foreign languages. This adds extra value to their own cultures. Teaching foreign languages to students in the fields of pedagogy and psychology is a dynamic area that continuously evolves to address current issues and directions in language education and psychological development. Some of the key issues and directions in this field include:

- Technology Integration: With the advancement of technology, integrating digital tools and online resources into language teaching has become essential. Educators are exploring various platforms, apps, and online resources to enhance language learning experiences for students.

- Multilingualism and Multiculturalism: There is a growing recognition of the importance of promoting multilingualism and multiculturalism in language education. Educators are focusing on developing curricula and teaching approaches that celebrate linguistic and cultural diversity, fostering respect and understanding among students.

- Individualized Learning: Recognizing the diverse learning needs and preferences of students, there is an increasing emphasis on individualized learning approaches. Personalized learning plans, adaptive learning technologies, and differentiated instruction strategies are being implemented to cater to the specific needs of each student.

- Content and Language Integrated Learning (CLIL): CLIL is an approach that integrates language learning with content-based subjects such as science, history, or mathematics. This approach not only enhances language proficiency but also promotes subject-specific knowledge and skills, making learning more meaningful and engaging for students.

- Psychological Factors in Language Learning: Understanding the psychological factors that influence language learning is crucial. Educators are exploring concepts such as motivation, self-efficacy, anxiety,

and identity in language learning contexts to develop effective teaching strategies and support students' psychological well-being.

– Cultural Competence: Developing cultural competence is essential for effective communication in a globalized world. Language educators are incorporating intercultural communicative competence (ICC) into their teaching practices, helping students develop the skills to navigate diverse cultural contexts and interact respectfully with people from different backgrounds.

– Assessment and Feedback: Effective assessment practices that align with learning objectives and provide meaningful feedback are vital for language learning. Educators are exploring various assessment methods, including formative and summative assessments, peer assessment, and self-assessment, to evaluate students' language proficiency and progress accurately.

– Professional Development: Continuous professional development is essential for language educators to stay updated with the latest trends and research in language teaching and learning. Professional development opportunities such as workshops, conferences, and online courses play a crucial role in enhancing educators' knowledge and skills [3].

Overall, teaching foreign languages to students in the fields of pedagogy and psychology requires a holistic approach that considers linguistic, cultural, and psychological aspects of learning. By addressing current issues and directions in language education, educators can create engaging and effective learning experiences that empower students to become proficient and confident language learners. Students in this direction have multiple areas and methodologies for the study of foreign languages, providing opportunities to master their human potentials, participate in global dialogue, and understand the worldview.

With the increasing use of technology in education, there is a growing emphasis on integrating digital tools and online resources into language teaching. This includes using educational apps, language learning platforms, and multimedia resources to enhance language acquisition and practice. Recognizing that students have different learning styles and preferences, educators are exploring multimodal approaches to teaching foreign languages. This involves incorporating a variety of modalities such as visual, auditory, kinesthetic, and interactive elements to cater to diverse learners.

A foreign language is the language of a foreign country. Western European (English, Spanish, German, Persian) languages and Eastern (Arabic, Turkish, Persian, Chinese, Hindi) languages are taught in our republic. These languages are adapted from educational plans of educational institutions. The process of teaching these languages varies. Mother tongue and second language natural in a situation, a foreign language is studied in a Sunni environment. Foreign language communication takes place mainly in the classroom under the guidance of a teacher. Among these languages, learning and teaching a foreign language differs dramatically in certain aspects. This, in turn, assumes the use of the appropriate Foreign Language Teaching Technology. By carefully mastering the achievements of Science, a foreign language teacher achieves a clear knowledge of the norm of the student's accumulated experience and its further improvement.

Teaching foreign languages involves not only linguistic proficiency but also cultural competence. Educators are focusing on developing students' intercultural communicative competence, which includes understanding cultural nuances, norms, and practices to facilitate effective communication in diverse contexts [2].

Task-based language teaching (TBLT) is gaining popularity as an effective approach to teaching foreign languages. TBLT emphasizes learning through meaningful tasks or activities that simulate real-life language use, promoting communication skills and fluency. CLIL is an approach that integrates language learning with content-based subjects, such as science, history, or literature. This interdisciplinary approach helps students develop language skills while acquiring knowledge in other subject areas. Personalized or individualized learning approaches are becoming more prevalent in language education. Educators are adapting teaching methods and materials to meet the specific needs, interests, and proficiency levels of individual students. There is a shift towards formative assessment practices that focus on providing feedback and guiding student learning rather than solely evaluating performance. Educators are using formative assessment strategies such as self-assessment, peer assessment, and ongoing feedback to support students' language development. Recognizing the importance of socio-emotional skills in language

learning, educators are integrating SEL competencies into language teaching. This includes promoting self-awareness, social awareness, self-management, relationship skills, and responsible decision-making to support students' overall well-being and language learning success. Teaching foreign languages is also an opportunity to promote global citizenship education. Educators are incorporating themes related to global issues, sustainable development goals, cultural diversity, and social justice into language curriculum to foster students' global awareness and responsibility.

Continuous professional development is essential for language educators to stay updated with the latest trends, research, and best practices in language teaching and learning. Professional development opportunities such as workshops, conferences, online courses, and collaborative learning communities support educators in enhancing their teaching effectiveness and student outcomes.

These current issues and directions shape the landscape of teaching foreign languages to students in the fields of pedagogy and psychology, contributing to the development of effective language educators and empowered language learners.

Conclusion. We can conclude that as a result of the use of innovative methods in English lessons, students' logical thinking skills develop, speech fluency, response skills are formed. Such methods and games inspire students with a passion for knowledge. The student seeks to carefully prepare for classes. This makes students subjects of the educational process. The use of various techniques in the process of teaching a foreign language is also effective. Using techniques in the educational process, students can use a certain grammatical rule, such as making sentences using tenses, placing new words. In an era when the need for learning a foreign language was high, the effective use of modern information technologies, innovative educational technologies in the educational process made this process effective. Improving the effectiveness of education among students of the direction of pedagogy and psychology forms the basis of proper and productive use in the educational process.

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THE IMPORTANCE OF USING INTERACTIVE METHODS IN TEACHING ENGLISH: A COMPREHENSIVE ANALYSIS

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Annotatsiya: Maqolada ingliz tilini ikkinchi til sifatida o'qitishda interfaol yondashuvlarining hayotiy ahamiyatini o'rganilgan. Muallif turli interaktiv yondashuvlar, ularning afzalliklari va o'quvchilarning ta'lim natijalariga ta'sirini chuqur o'rganib, ingliz tili darslarida interfaol strategiyalardan foydalanishning ahamiyatini oydinlashtirishga harakat qilgan.

Kalit so'zlar: interfaol usullar, ingliz tilini o'qitish, til ta'limi, talabalarning faolligi, kommunikativ til o'qitish, o'quvchiga yo'naltirilgan yondashuv.

Introduction. A paradigm shift in teaching strategies has occurred in the field of language education, with a shift away from traditional rote learning and toward more engaging and participatory approaches. Because they can improve student participation, engagement, and language learning, interactive

approaches have become more and more popular in the context of teaching English as a second language. The purpose of this essay is to examine the value of interactive teaching techniques for English language learners as well as their possible effects on learning results.

With the student at the core of the learning process, interactive approaches engage students and motivate them to think for themselves. The teacher encourages the student to participate fully when using these techniques. The receiver is kept informed at every stage of the procedure. A learner-centered approach has the following advantages:

- improved learning outcomes;
- a high degree of student motivation;
- consideration of prior knowledge;
- customization of reading intensity to meet the needs of the learner;
- encouragement of the student's initiative and responsibility;
- learning by doing;
- setting up the framework for two-way conversations.

Methods. This study employs a comprehensive literature review approach to examine the significance of interactive teaching methods in the context of English language education. Relevant research articles, textbooks, and educational journals were reviewed to gather insights and data on the effectiveness of interactive techniques in language teaching.

Literature Analysis. The literature review revealed a wealth of evidence supporting the efficacy of interactive methods in teaching English. Studies have shown that interactive approaches such as role-plays, group discussions, games, and simulations not only enhance student motivation and engagement but also facilitate language acquisition by providing opportunities for meaningful communication and interaction in the target language.

Results. The analysis of existing literature suggests that interactive teaching methods have a positive impact on students' language proficiency, communicative competence, and overall learning experience. Students who are exposed to interactive activities tend to exhibit higher levels of engagement, motivation, and language fluency compared to those taught through traditional methods.

Technique for getting unrestricted input and suggestions from students on a topic and applying it to generate a solution. The "mental attack" technique is available in both written and spoken formats. Each pupil responds orally to the educator's query about their thoughts. Students provide succinct, unambiguous replies. In writing, students quickly and visibly write their responses to the question on paper cards. The solutions are attached to the board either with needles or with magnets on the "pinboard" board. This approach teaches someone to think freely, creatively, and unconventionally when applied appropriately and constructively. All students can be involved in the "brainstorming" process, which also fosters the development of a culture of communication and discussion among students. Students gain the capacity to reason clearly and methodically as well as the ability to communicate their thoughts both vocally and in writing. Students develop alternative notions when the opinions presented are not critically analyzed. Students' ability to think creatively is enhanced by this approach. Depending on the goal established by the instructor, the "mental attack" technique is applied:

1. This strategy is used in the lesson's introduction when the objective is to ascertain the learners' baseline knowledge.
2. The goal-transition section is where topics are repeated or linked to one another.
3. The concept is reinforced in the lesson's reinforcement section after the topic.

Discussion. The findings of this study underscore the importance of integrating interactive methods into English language teaching practices. By creating dynamic and participatory learning environments, educators can cater to diverse learning styles, foster student creativity, and promote authentic language use. Interactive approaches not only make the learning process more enjoyable but also enable students to develop crucial communication skills that are essential for academic and professional success.

Basic rules for using the method of "mental attack":

1. There won't be a discussion or assessment of the concepts presented.
2. All viewpoints, regardless of their errors, must be considered.
3. Every pupil needs to be present.

The following is the Brainstorming method's structure: A troublesome issue is posed, ideas are heard, summarized, and grouped, and then the obvious and right response is chosen. This is the "mental attack" method's framework.

The "mental attack" method consists of the following stages:

1. Learners share their viewpoints on the matter;
2. Students are posed a topic and invited to respond (thoughts, ideas, and opinions);
3. Learners' thoughts are gathered (on a board, colored paper, videotape, or tape recorder);
4. Thoughts are organized into groups based on particular attributes;
5. A precise and understandable response to the preceding query will be chosen.

Advantages of the method of "mental attack":

- Students generate diverse viewpoints as a result of evaluating the outcomes;
- all students participate;
- ideas are visualized;
- students' basic knowledge may be verified;
- and students become more interested in the subject.

• The "mental attack" method's drawbacks:

• include the teacher's incapacity to ask the question appropriately and the need for a high degree of listening from the teacher.

Conclusion. In conclusion, the incorporation of interactive teaching methods in English language classrooms is crucial for enhancing student engagement, motivation, and language proficiency. Educators play a pivotal role in designing interactive activities that promote active learning, collaboration, and real-world language usage. By embracing interactive approaches, teachers can inspire a love for language learning and equip students with the necessary skills to thrive in an increasingly interconnected world.

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CRITICAL THINKING AND ITS IMPACT ON A COMPETENCY-BASED APPROACH TO LEARNING

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Annotatsiya. Ushbu maqolada tanqidiy fikrlash hamda uning kompetensiyaviy yondashuvga ta'siri xususida umumiy ma'lumot berilgan va asosiy terminlari ko'rib chiqilgan. Tanqidiy fikrlashning inson faoliyatining turli sohalarida, jumladan, chet tillarini o'qitishda qo'llash zarurati asoslangan.

Kalit so'zlar: tanqidiy fikrlash, ta'lim, pedagogika, talaba, o'qituvchi, texnologiya.

The discipline of "critical thinking" has even been introduced in American and British universities. Not a single presentation of new publications from British and American publishers is complete without comment on how the textbooks develop critical thinking [3; 176].

American professor [4; 4] proves, from Kansas to Kazakhstan, Michigan to Macedonia, school teachers and university professors strive to instill in their students the ability to think critically, it's known that critical

thinking is something known to be good, a skill that will allow us to successfully cope with the requirements of the 21st century, will help us better understand what we study and do.

There is no doubt – we all need to successfully cope with the requirements of the post-industrial globalized society, as well as understand what we study and do.

For a number of reasons, the study of the phenomenon of critical thinking is relevant for the development of psychology, pedagogy, linguistics and sociology. First, thinking is inextricably linked with speech, which is the main mechanism of thinking. Speech, in turn, is a form of communication between people through language. Secondly, critical thinking involves the development of certain skills that allow one to overcome stereotypes, find the right solutions in a particular social or linguacultural situation. And, finally, the study of critical thinking is necessary due to the fact that the English language, which acts as a global "lingua franca", is today a linguo-socio-cultural dominant [4; 36]. All this serves to justify the relevance of the topic of the article in the context.

Critical thinking as a special form of cognitive activity In the philosophical works of Socrates, Plato, Kant, critical thinking is considered as a special form of cognitive activity, which presupposes the possibility of fixing knowledge by means of language and the continuity of knowledge from generation to generation. Critical thinking ideas go back to the Socratic teaching method through a series of questions that stimulate dialogue, which teaches you to logically verify your thoughts and assess their reliability, and also develops the skills of independent thinking. In the twentieth century psychologists, educators and sociologists wrote about the need to develop thinking [2; 1], characterizing it as a separate personality trait, as a skill of mental activity, as a personally and socially significant phenomenon, a priority in the field of education.

In 1941, Edward Glazer's book "An Experiment on the Development of Critical Thinking" was published in the United States, in which the author gave the main characteristics of the new method: the willingness to consider and, if necessary, revise those questions about which a person has already empirically acquired his own opinion; knowledge of methods of constructing logical reasoning and questions; skills in applying the new method. In 1945, Karl Popper's work "The Open Society and Its Enemies" was published, in which the author put forward the idea of an open society based on democracy and critical thinking of individuals, and substantiated the ideas of multiculturalism. The use of the term "critical thinking" in socio-philosophical terms was proposed in 1970 by Jurgen Habermas, a representative of the Frankfurt School of Critical Social Theory.

Thus, critical thinking should be viewed primarily as a philosophical approach that is applicable in psychological and sociological research, as well as in the field of education. Like any approach, it includes the principles of teaching, is characterized by its inherent value orientations and is implemented in a practical method. In the 1970–1980, Soviet psychologists and teachers were actively involved in the problem of the development of critical thinking in schoolchildren [8]. In many ways, the idea of using critical thinking in teaching practice was caused by the crisis in the education system. In recent years, ideas of critical thinking have spread in the post-Soviet space. At the same time, different authors characterize critical thinking in different ways - as a method, methodology, technology, special social practice, philosophical approach or ideology. This is because critical thinking is based on the results of interdisciplinary research, including research in the field history of philosophy, psychology, sociology, theory of mass communications, rhetoric, logic, discourse analysis.

Critical thinking as the probability of obtaining the desired end result

Most authors view critical thinking as "the use of cognitive techniques or strategies that increase the likelihood of achieving the desired end result. ... At the same time, the thinker uses skills that are justified and effective for a specific situation and type of problem being solved." Among the key skills necessary for the development of critical thinking are the ability to analyze and synthesize, interpret, draw conclusions, the ability to evaluate; it is also based on logic and values. N.Y. Tulasynova emphasizes that critical thinking is "a complex integrative quality of a person, a combination of motivational, cognitive, activity-oriented, reflexive components that ensure the processes of self-knowledge, self-education, and self-realization." Reflecting the socially determined level of student development in educational and research activities, critical thinking is professionally and personally significant value.

What attracts teachers to this phenomenon? First of all, the developed technology and strategy for achieving the goal. Teachers of Uzbekistan universities note that first-year students often do not know

how to highlight the main and secondary information, systematize and summarize the material, and build it logically. The ability to analyze and synthesize is not developed. At the same time, textbooks for the development of critical thinking offer a well-defined work algorithm:

- **Stage I** – Challenge: using different types of work (individual, pair, group), students talk about what they know, i.e. convey information to the entire group. For each student, the previously acquired knowledge goes to the level of awareness, and the rest of the students receive new knowledge that they can connect with the existing ones. This is reflected in the structure of the paragraph of modern textbooks of foreign languages - they always have an introductory part containing either questions related to the topic of the paragraph, or a proposal to discuss some information that is known to students – but always with an answer to the question.

- **Stage II** – Comprehension: receiving new information (text, lecture, film), students write down incomprehensible words, and questions that arise. Then each student explains what helped him to guess the meaning of this or that word or phrase, which made it difficult to understand. This is an element of introspection that must be present in training. With further processing of information at this stage, an individual search and exchange of opinions is also mandatory.

- **Stage III** – Reflection, i.e. creativity in constructing new knowledge in accordance with the individual characteristics of the student: students reflect on the news that they have learned in class, rebuild their ideas about the subject/phenomenon, or supplement them with new knowledge, systematize and generalize the material.

When developing individual projects, students perform exercises that help to do this step by step. First, the student is asked not only to choose a topic for his speech, but also to write what he has heard or read on this topic, what sources of information he has, and, most importantly, what he himself wants to know. Here it is necessary to add what opinions, including biased ones, he has on this issue. When collecting material, the student is advised not to reject unusual information, but to collect and process everything that is found. It is imperative to write in what time frame the work should be completed, what stages of implementation are expected. At the stage of information processing, the student must objectively evaluate the collected facts, build a model illustrating the results obtained, and decide whether he accepts or rejects the conclusions and values contained in the collected materials, taking into account his own experience and beliefs. This type of work, undoubtedly, is of great value, accustoming students to careful planning of work, forms the ability to analyze and synthesize.

Development of critical thinking as a pedagogical technology

The concept of “pedagogical technologies” is a relatively new phenomenon in pedagogy. For a long time it was customary to talk about methods and forms of education. Pedagogical technology is a phenomenon that has arisen as a result of the interaction of the latest trends in the development of pedagogical theory and practice. The need for pedagogical technologies is due to the emergence of new ideas in education: recognition and understanding of someone else’s point of view, respect for the individual, organization of cooperation, self-expression in activities, in creativity. The technologization of pedagogical work is required for its streamlining, for setting clear goals and defining ways to achieve them, i.e. management of the learning process. The use of a system of pedagogical technologies frees the teacher from arbitrariness in the construction and implementation of the pedagogical process and makes it possible to purposefully move towards a predictable end result with a strict validity of each component and stage of the learning process.

Here again we turn to an article by David Cluster, in which he explains that he is constantly striving to “move from traditional pedagogy, from teaching “by curriculum” to progressive pedagogy, satisfying the needs of his students and his society. The author explains that students will understand poetry much better if they read not only a textbook on literature, but also poems by specific authors, then discussing them in the classroom. While this is being presented as a new approach in critical thinking, it is difficult to see novelty here. How does the program hinder the American professor? After all, it is compiled so that all teachers know the goals, objectives and content of training, what skills and competencies should be formed. Unfortunately, some Uzbekistan teachers oppose the form of work on the development of critical thinking skills and the content of training, believing that the latter is nothing more than an outdated methodological concept. This not only violates the dialectical law of the unity of form and content, but also emasculates

the philosophical basis of critical thinking – the development of new skills and new knowledge based on existing knowledge. D. Halpern repeatedly emphasizes that the development of critical thinking does not at all negate the need for students to acquire basic knowledge [6; 364].

The technology of critical thinking can be used in the system of higher professional and postgraduate education. You can use it with caution in school. It should be remembered that one of the main differences in the perception of critical thinking in the United States / Great Britain and Uzbekistan is the difference in the perception of reality: positive thinking is characteristic of Americans and the British, while negative thinking is characteristic of Uzbeks.). An American mother, sending her child to the playground, tells him: "Enjoy yourself!" (Play, have fun!). And the Uzbek mother says: "Don't play around!" In the same way, the word "critical" has different implications in two linguistic cultures: in American culture, this word means "important thinking", "thinking associated with insightful judgment", and for the Uzbek mentality, the picture is completely different – it is "thinking associated with making an unfavorable assessment, identifying shortcomings". (It is no coincidence that Soviet researchers at one time used the term "critical thinking". At the same time, this technology is productive when discussing text, audio and video material, organizing a discussion, preparing projects, even when teaching grammar, for example, when teaching how to compose questions.

So, the article shows that philosophy and technology of critical thinking prevail in Anglo-American pedagogy, while in Uzbek pedagogy there is a competence-based approach combined with the use of various educational technologies, which often perform the same functions as the technology of critical thinking (case analysis, design technologies, teamwork, etc.). How can this be explained? Both approaches developed on the basis of interdisciplinary research, but the American version is dominated by the socio-philosophical component, which goes back not only to the Socratic method, but also to the Protestant system of values – this is manifested in the prioritization, when individualism, individual responsibility, and the individual's right are emphasized not just to his point of view, supported by arguments, but also on its implementation. Critical thinking reflects not only the linguistic picture of the world, but also the sociopolitical system of values: it is no coincidence that many works by American authors contain the phrase that critical thinking contributes to the spread of democracy. Let us recall the phrase by D. Cluster about the deliberately positive influence of critical thinking on the life of people in all countries – this is a vivid confirmation of the fact that Americans are sincerely convinced of the need and ability to make everyone happy in any way. Thus, it can be argued that critical thinking is not only a philosophical approach to education and pedagogical technology, but also an ideology and a cultural phenomenon.

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THE USE OF WORD GAMES IN TEACHING VOCABULARY TO A2 LEVEL LEARNERS OF KARAKALPAKSTAN

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Annotatsiya. Ushbu maqola Qoraqalpog'istonda A2 darajasidagi o'quvchilarning so'z boyligini o'rgatishda so'z o'yinlaridan pedagogik vosita sifatida foydalanish samaradorligini o'rganadi. Maqsad, ularning o'ziga xos til ehtiyojlari va madaniy kontekstini hisobga olgan holda, so'z boyligini o'zlashtirish, uni ushlab turish va o'quvchilarni jalb qilishni yaxshilashdir. Ushbu interaktiv usullar nafaqat o'quv jarayonini yanada qiziqarli va qiziqarli qiladi, balki o'quvchilarning faol ishtiroki va birgalikda o'rganishiga yordam beradi. Qoraqalpog' madaniyati va kundalik hayoti elementlarini so'z o'yinlariga kiritish orqali talabalarga so'z boyligini Real dunyo kontekstlari bilan bog'lash, shu bilan ularni tushunish va yodlashni yaxshilash taklif etiladi. So'z o'yinlarini joriy etish orqali o'qituvchilar Qoraqalpog'istonda A2 darajasidagi o'quvchilar o'rtasida so'z boyligi va til ko'nikmalarini rivojlantirishga yordam beradigan dinamik va interaktiv o'quv muhitini yaratishi mumkin.

Kalit so'zlar: so'z o'yinlari, so'z boyligini o'rganish, A2 darajasidagi talabalar, Qoraqalpog'iston, tilni o'zlashtirish, interaktiv usullar, madaniy moslashuv, jalb qilish, pedagogika, til ta'limi

Word games offer various benefits in language acquisition, including promoting vocabulary recognition, reinforcing spelling and pronunciation, and fostering communication skills. Additionally, these games encourage collaboration, critical thinking, and problem-solving, which are essential components of language learning.

Furthermore, by adapting word games to reflect the cultural context of Karakalpakstan, educators can create meaningful learning experiences that resonate with the learners' backgrounds and experiences. Incorporating elements of Karakalpak culture into the games not only enhances engagement but also promotes cultural awareness and sensitivity among learners.

Through this study, we seek to explore the potential of word games as an effective and enjoyable method for teaching vocabulary to A2 level learners in Karakalpakstan. By examining the impact of these games on vocabulary acquisition and learner engagement, we aim to provide valuable insights for language educators and curriculum developers seeking innovative approaches to language teaching and learning.

There are some examples of how word games can be used in teaching vocabulary to A2 level learners in Karakalpakstan:

1. Crossword Puzzles: Create crossword puzzles using vocabulary words related to daily activities, food, family, and other A2 level topics. Provide clues in both Karakalpak and English to reinforce comprehension and spelling skills.

2. Word Bingo: Develop bingo cards with vocabulary words instead of numbers. Call out definitions or descriptions, and learners mark the corresponding word on their cards. This game helps reinforce vocabulary recognition and listening skills.

3. Word Search: Design word search puzzles containing key vocabulary words in both Karakalpak and English. Learners can search for words horizontally, vertically, and diagonally, enhancing their spelling and word recognition skills.

4. Hangman: Play Hangman using vocabulary words from their lessons. Learners guess letters to reveal the hidden word, and each incorrect guess results in drawing part of a stick figure. This game helps with spelling and word recognition [5].

5. Scrabble or Banagrams: Use Scrabble tiles or Banagrams tiles to form words using vocabulary related to A2 level topics. Learners can compete individually or in teams to create words and earn points, promoting vocabulary usage and spelling practice.

6. Word Jumble: Mix up the letters of vocabulary words and challenge learners to unscramble them to form the correct words. This game helps reinforce spelling and word recognition skills in a fun and engaging way [7].

7. Vocabulary Memory: Create a memory game with pairs of cards, each containing a vocabulary word and its corresponding picture or definition. Learners take turns flipping over two cards at a time to find matching pairs, reinforcing vocabulary comprehension and retention.

These examples demonstrate how word games can be adapted to suit the language proficiency level and cultural context of A2 level learners in Karakalpakstan, making vocabulary learning enjoyable and effective.

The importance of using word games in teaching vocabulary to A2 level learners in Karakalpakstan cannot be overstated. There are several reasons why incorporating word games is crucial for their language acquisition:

1. Engagement: Word games make learning vocabulary more enjoyable and interactive for A2 level learners. By incorporating elements of play and competition, learners are more motivated to participate actively in the learning process [1].

2. Retention: Interactive activities such as word games help reinforce vocabulary retention by providing multiple opportunities for exposure and practice. Learners are more likely to remember words that they have encountered in a fun and engaging context.

3. Contextualization: Word games allow vocabulary to be presented in meaningful contexts, making it easier for learners to understand and remember new words. By associating vocabulary with familiar situations or images, learners can better grasp the meaning and usage of words.

4. Active Learning: Word games promote active learning by encouraging learners to think critically, problem-solve, and apply their knowledge in real-time. Through games such as crossword puzzles or word jumbles, learners actively engage with the vocabulary and develop important language skills.

5. Cultural Relevance: By adapting word games to reflect the cultural context of Karakalpakstan, educators can create learning experiences that resonate with the learners' backgrounds and experiences. Incorporating elements of Karakalpak culture into the games not only enhances engagement but also promotes cultural awareness and sensitivity among learners [4].

6. Language Skills Development: Word games help develop various language skills, including vocabulary recognition, spelling, pronunciation, and comprehension. Through games such as Hangman or Scrabble, learners practice these skills in a fun and interactive way, leading to overall language proficiency development.

7. Collaboration: Many word games encourage collaboration and teamwork among learners. By working together to solve puzzles or complete tasks, learners can support each other's learning and develop communication skills in the process.

As it can be seen, using word games in teaching vocabulary to A2 level learners in Karakalpakstan is essential for fostering engagement, retention, contextualization, active learning, cultural relevance, language skills development, and collaboration. By integrating these interactive methods into language instruction, educators can create a dynamic and effective learning environment that supports learners' language acquisition goals.

Conclusion. In conclusion, the utilization of word games in teaching vocabulary to A2 level learners in Karakalpakstan offers a multitude of benefits and is highly advantageous for language acquisition. Throughout this research, we have highlighted the importance and effectiveness of incorporating interactive methods into language instruction, particularly for learners at the A2 proficiency level. Word games serve as powerful tools for engaging learners, enhancing vocabulary retention, contextualizing language learning, promoting active participation, fostering cultural relevance, developing language skills, and encouraging collaboration. By adapting word games to reflect the cultural context of Karakalpakstan and the linguistic needs of A2 level learners, educators can create dynamic and effective learning experiences that cater to the specific interests and backgrounds of their students. In light of these findings, it is clear that word games should be embraced and integrated into language teaching practices in Karakalpakstan to optimize the learning experience and facilitate the development of language skills among A2 level learners.

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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE FORMATION OF THE FEATURE OF BILINGUALISM IN CHILDREN

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Аннотация. В данной статье проанализировано явление билингвизма, его положительные стороны, влияющие на мышление ребёнка, рассмотрены различные методы и средства обучения детей иностранным языкам, обосновано влияние изучения языка на культуру и мировоззрение, формирование познавательных способностей детей.

Ключевые слова: билингвизм, когнитивные способности, мышление, потенциал ребёнка, критический период.

Nowadays, the demand for language learning is increasing even more. The age of the student does not matter when learning a language due to the demand of the time.

"The new baby who came into the world makes the child's soul look like" top-clean cotton". In his opinion, it is at the discretion of absolutely large people to write what is in the spirit of the child in the style of "top-clean cotton". Therefore, what kind of person the child grows, that is, what personal qualities in it are composed of, depends on the experience that the child receives from life, the vital understanding and imagination that he receives in the process of communication with others, emphasizes the Angolan scientist John Locke.

There are different opinions about when it is better to start teaching foreign languages to children. However, many experts suggest that earlier, better. Studies show that the child's brain is the best recipient of language learning between the ages of 0-7. During this period, their brains are very plastic and can easily master new languages without much effort. This is often referred to as the "critical period" for language acquisition. Starting language learning at an early age gives many advantages. It helps children develop strong language skills, increases cognitive abilities, improves memory and problem-solving skills, and even increases their overall academic performance. In addition, learning languages from an early age affects children in different cultures and expands their worldview. In addition, children get better pronunciation and accent when they start learning languages early. As they grow, their ability to mimic sounds and adopt new accents becomes more difficult [1].

Although it is useful to introduce foreign languages to children early, it should be noted that language learning should be age-appropriate and presented in a pleasant and interesting way. Activities such as songs, games, stories, and interactive activities can make the language learning process more fun for children. In general, in the critical period, children are advised to start teaching foreign languages as early as possible in order to take advantage of the optimal skills of language acquisition. Raising a child in two languages is both a useful and difficult experience.

Bilingualism refers to bilingualism (lot. bi – “two” and lingua – “language”) or bilingual-fluent knowledge of two languages (local and non-local) and their use in everyday life in turn [2].

Advantages of bilingualism:

According to statistics, bilinguals acquire good mental abilities. More inventive and resourceful people have been shown to come out of bilingual people. Bilinguals tend to have strong memory and adaptive intelligence, and are proven to be immune from mental illness. Bilingual people are characterized by rational thinking, and they more easily master new languages. Bilingual people socialize more easily and are more open to different cultures, with a better understanding of emotions [4].

Typically, a bilingual is someone who uses 2 languages and a polyglot-2 or more. There is also evidence that your brain treats several dialects as if they were separate languages-because the boundary between different dialects and different languages is not always clear!

Because there are so many ways to learn and learn languages, there are many types of bilingual languages. There are several ways to describe a large range of bilingual experiments.

One way to think of a bilingual language is to think about “when” he learned the language. If a child has learned several languages from birth, it can be considered bilingual at the same time. Some simultaneous bilinguals may have others that affect a language other than each parent, such as grandparents, with whom they use a particular language. As a result, the child will master even more than 2 languages, not 2, without difficulty.

Learning 2 languages from birth may not mean that the person continues to use both languages continuously throughout their life or even in childhood. But exposure to 2 languages at the same time, from the very beginning, creates a special task for the baby's brain!

What is the earliest time to teach the language?

Having previously considered language proficiency to be a particularly recognized ability, it has now become a necessity. According to Montessori Academy analysis, teaching a child a second language at the first 3-4 years of age is the best time. The reason is that at this time the child absorbs information very well, as well as language learning strengthens brain activity due to the active development of his brain. The child is given the idea that if 2 languages are spoken (e.g. English) without having a language yet, his language output will be delayed. However, bilingualism does not cause the child's language to be delayed. The words in the lexicon of a child who is spoken in 2 languages, that is, from an early age a new language is also taught, are the same as those of a child whose language is coming out in the same language. You may have observed that a child with 2 tongues spoke later, but they also begin to try to speak from the age of 8-15 months in the usual position.

Only the case of talking to a child in more than one language does not cause his language to come out late. If the child's language output is delayed, then a specialist should be consulted [3].

Here are some steps and tips to help children form bilingualism:

The first is to start earlier: the earlier it starts to affect your child in different languages, the better. Studies show that children's brains are more susceptible to language acquisition at a young age.

The second is consistency in the process: because it is important to constantly influence the child on both languages. It is necessary to create an agenda that uses one language at a certain time or in certain situations. This will help the child relate the language to these contexts.

The third is to provide a rich language environment: that is, surround the child with books, music, TV shows and movies in both languages. Exposure to different forms of media enhances their language learning.

The fourth is one parent, using a monolingual approach: if both parents speak different languages, one effective way is for each parent to communicate with the child continuously in their own language. In this way, the child learns to distinguish between languages.

The fifth is to encourage interaction with native speakers: if possible, it is necessary to provide Bolan with the opportunity to communicate with native speakers of both languages. This can be through games, language classes, or cultural events. Hearing different accents and dialects enriches the child's language skills.

The sixth is patience: learning two languages at the same time can be confusing and difficult for a child. It is important to be patient and understand in the process. The child should be encouraged to exercise in both languages without putting too much pressure on them.

The seventh is to adopt both cultures: the child must be informed about the cultures associated with each language. It is necessary to celebrate the holidays, traditions and customs of both cultures. This improves their connection with languages and helps to appreciate diversity.

Reading aloud in both languages to a young child is a great way to influence them on new vocabulary and improve language skills. This can be started with simple picture books and gradually move on to more complex texts. The most important thing is to make learning a language interesting. Add language learning to the child's daily activities and play language-based games, sing songs, and create fun exercises that pique their interest. Keeping it pleasant encourages them to develop their language skills further.

Monitoring their development helps to regularly assess the child's language development by observing their ability to understand and speak. If any area needs to be improved, it will be possible to adjust the strategies accordingly.

It is noteworthy that each child is unique, and language learning can occur at different stages. The most important thing is to create a positive and supportive environment in which the child can easily grow up on a bilingual trip. It is very important to maintain consistency in the use of language as I am in family life. It is necessary to follow the language procedures of your choice and avoid mixing languages within sentences or conversations. This will help the child to distinguish between two languages and strengthen language skills. To provide children with a good language model, it is important to speak both languages clearly and correctly. Age-appropriate vocabulary and sentence structures should be used to help understand and learn. This can also be supplemented with language learning applications or resources. There are many language learning apps, websites and resources specifically designed for children. These tools can be used to complement language learning and make it more interactive and fun.

It can be concluded that bilingual children can reach language stages at a slightly different rate than monolingual children. It is necessary to keep communication lines open, encourage the child to ask questions and express himself in both languages. It is possible to create an open and supportive environment in which they feel comfortable using both languages and looking for an explanation when necessary. Join bilingual or multicultural groups and communities in your region or online. This allows you and your child to connect with other families raising bilingual children, share experiences, and have additional support and resources. Because it is necessary to adapt to the needs of the child, each child has its own advantages and strengths.

The most important thing in the upbringing of a child is stimulation. Celebrate each stage and achievements, recognize his achievements, efforts on a bilingual trip, express how proud you are of their language skills. This positive reinforcement encourages them to continue learning and covering both languages.

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THE IMPORTANCE OF WRITING CORRECTLY BETWEEN THE AGES OF 7 AND 11

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Аннотация. В данной статье обучение ребёнка правописанию рассмотрено с разных ракурсов: с точки зрения процесса, с позиции ребёнка и в плане преподавания. Автор отмечает наличие множества вариантов обучения, важность установления противоречий между предметом, ребёнком и уроком, для обеспечения плодотворного развития навыков правописания учащихся на долгосрочную перспективу.

Ключевые слова: правописание, предложение, преподавание, знание, орфография, звук, слово, правописание, ученик.

Writing correctly means structuring the making language graphically visible, namely that of word and sentence structure (Augst/Dehn 2015). Making visible serves primarily the reader because this can absorb and understand the content more quickly if the presentation is orthographically correct and follows a common standard. Write correctly Learning is therefore not an end in itself, but serves for communication and Participation. The ability to correctly write also relieves the working memory of those writing – good spellers correct their total concentration on the content to be communicated.

The issue: complexity of orthography

Which structures suit the English language?

The writing system is based on and is used by the spelling for the reader made visible. Four essential principles of written language should be highlighted: the phonographic, the syllabic, the morphological, and the syntactic principle (Müller 2010). Since the Spelling of the English language is not possibly to be explained exclusively through a principle, it is used as a mixed system (according to Müller Eisenberg 2006) of different principles. A circumstance that is for Teaching is important.

Phonographic principle is the basic principle of every alphabet. To disregard the meaning of what is spoken and the sound stream in sound classes (phonemes) The idea behind this principle is to structure it and represent it using a manageable number of characters, namely 26 letters. A secure possession of the basal ones Relationships between phonemes and Graphemes (letter classes, e.g. Sch) creates a high level of security for the right thing Writing, namely approx. 90% (Thomé et al. 2011, Naumann 2015, p. 69)

Syllable principle

After the script-related syllabic Principle two-syllable trochees are used emphasis on the first syllable (Na-se, summer) as the basis for the systematization of the language considered. Stressed and unstressed Syllables are differentiated, these result from the tension or lack of tension of the vowels. The syllabic principle helps doubles, sharpens and Explaining stretches. This applies exclusively to the written syllable as Analysis basis. An intuitive analysis the rhythm of spoken syllables no clues for correct spelling (Bredel et al. 2011, 108). It still has its place in the beginning lessons, because it contributes to it through prosody of spoken language – rhythm and melody – attention to the language to direct. It therefore serves as a support for the learning-to-read process (Naumann 2016).

Morphological principle

The morphological principle states that Morphemes – the smallest meaningful units of words (e.g. sing, Hand, down) – are subject to consistency, i.e. they become independent whether they are inflected, derived, or compound and are always spelled the same, too if their sound has a different spelling would suggest (e.g. hands). The meaning of the root morphemes (play, drive, etc.) supports the acquisition of formal language structures. This is particularly important for those who learn English as a foreign language. The principle of morpheme constancy offers the Writers in making the Word structure in the context of spelling provides reliable support and helps the reader understand what they have read. The great importance of the morphological principle for word writing consists of linguistic and didactic aspects

Syntactic principle

The syntactic principle refers to cross-word spellings such as capitalization, punctuation, or the spelling of the conjunction "that". Become sentence-related structures made visible by the writer, this in turn is a valuable aid to understanding for the reader. Compliance with the syntactic principle is essential for learning to spell. Complexity of linguistic structures the four principles mentioned are as follows theoretical – linguistic – categorization.

Basic contribution

Considering that the alphabetic writing system over several thousand years has developed, one can guess that Attempts at systematization based on the complexity of the language will always reach its limits and the focus on one principle or another does not do justice to the complexity of the language. This becomes clear, for example, from the fact that many words are structured differently from a syllabic perspective than from a morphological perspective. Regarding the graphemic, there is also representation.

Overlaps and differences.

The four principles are different glasses through which the writing system of the language can be considered. However, the complexity of the language can only be approached with compromises. The principles are not compatible really. However, none alone can explain all spellings. The fact, for example, that sounds in the context of the word are transformed and often sound different, as if they are perceived in isolation shows the limits of a single principle. To make linguistic structures visible in writing learning, categorizations are nevertheless helpful, even if only for a certain time on the way to correcting - transitory, so to speak (Feilke 2015) - and are able to support their acquisition. this applies especially to phonographic writing with the help of a phonetic table.

The children: acquisition and Acquisition processes

The second perspective focuses on the Children as learners and their acquisition processes. Fig.1: Graphemic, syllabic, morphometric analysis of the word "sing" Appropriation processes Learning means forming and further developing schemas (Vygotsky). Competent spellers have Writing schemes that they more or less consciously use when writing. If no writing scheme is available, so the word becomes from the scribe to those external and internal patterns constructed, that are already available to him (see Scheerer-Neumann's two-way model, e.g. 2015). The route initially leads via the sound, i.e. the writing pattern is generated phonographically, by concretely perceived sounds of a spoken word of the abstract Idea of it, namely the phonemes, and these are represented by corresponding graphemes. How the child's acquisition processes and the training of children in detail Executing writing patterns is largely unknown (Augst/Dehn 2015, Fay 2012). What is known, however, is that the learner learns through phonographic – "sound-oriented" – writing, as is the case with Practiced writing with a phonetic table will, insights into the phonographic Principle of writing wins from which the so-called alphabetic strategy results. This is available in all models Written language development is viewed as an indispensable phase of acquisition (cf. Brinkmann 2013, Augst/Dehn 2015, p. 15, Scheerer-Neumann 2015). The alphabetic strategy is supplemented or modified by orthographic strategies, whereby here not from a sequence of steps (Brinkmann 2015), but of overlapping ones There are phases in which develop writing patterns.

Implicit and Explicit Knowledge and Learn

When building orthographic strategies, and that means in the construction of writing schemes or »graphemic Word forms« (Scheerer-Neumann 2015, 156), the writer not only uses sound-oriented procedures but also other "derivation strategies" (Fay 2012) such as speaking slowly, syllabifying or incorporating morphemic ones or syntactic information. This happens mostly intuitively, i.e. the writer draws on skill.

Basic contribution

Write correct knowledge back without explicitly justifying why he chooses this or that spelling. His implicit knowledge and Skill are far more comprehensive than the ability to explain this explicitly, i.e. metalinguistic ally. "Knowing more than you know how to say" – this is how it describes it Polanyi (1985) the phenomenon of the implicit. The presence, but also the implicit acquisition of implicit knowledge and skills is characteristic of learning and Understanding as such, especially here for the formation of schemes. While traditional spelling lessons primarily focus on teaching and

Assessment of explicit knowledge is designed (knowledge and application of rules), must it is the task of modern teaching to stimulate the learners' implicit understanding processes. According to Polanyi, this

is achieved by learning from examples and through complex tasks. Meaning of spelling for successful learning, insight into the meaning of the learning subject important requirements. It is therefore important for children to acquire orthographic strategies and the associated development of writing schemas important to recognize the importance of spelling. This happens primarily in a teaching context in which the Writing texts from the beginning authentic contexts are integrated, as is the case when your texts are written for real addressees, e.g. for class members and read by them. Children experience and recognize that their texts are better understood if their writings are more clear.

The training of writing schemes requires teaching that is both standard and the child must (Bartnitzky 2016). It is important to remember that creating a balance between child and thing through many things

Factors of everyday teaching are determined. The heterogeneity in times Inclusive education requires tackling highly complex challenges. Legal requirements provide for integrative teaching in which: spelling is not isolated, but rather integrated into the topics of the lesson becomes. Research proves the effectiveness of such approaches and confirms the negative effects of isolated spelling learning (Schneider et al. 2013). Standardized, the same for all learners in a group Complete courses in step let or concepts from therapy or Individual support in the classroom space transferred does not meet the pedagogical requirements. Lesson arrangements are required, the children neither over- nor under-challenge the rooms for implicit and explicit understanding processes open and are integrated into broader writing and reading contexts so that the learners can be sure of the meaning of what they are learning and experience writing as a literary practice.

Two conceptual directions collide currently, especially about the initial lessons. Outgoing From a primary school educational perspective, the early writing of words and texts, which is Listening to sounds and writing with the help of a (sound) table, is the Starting point for learning to spell (Reichen 2003, Peschel 2015). In contrast, from a linguistic perspective, a more systematic writing and syllable analysis approach chosen starts from the written syllable and in Reading and analyzing words Starting point for learning to spell sees (Röber 2009, Müller 2010, Bredel/ Fuhrhop/Noack 2011). The different perspectives and positions are detailed and understandable for all sides explained (cf. Kruse/Reichardt (ed.) 2016). The question arises to what extent it is possible to relate the basic concerns of both directions to one another in this way, i.e. to relate language experience and language analysis to one another from the beginning combine that neither of the two objectives would be lost. Actually, there are certain approaches that reflect the early writing of your own words with situations you encounter with writing (Brinkmann/Brügelmann 1997; Dehn/HüttisGraff, Riegler 2015) and writing with it 4 · 2017 www.grundschulmagazin.de 11

Basic contribution

Write correctly a phonetic table itself as a reason for first Using analytical conversations about the structures and patterns of writing in early lessons (Leßmann 2016). Studies such as the BeLesen study (Schründer-Lenzen 2006) make it clear that one-sided conceptions (like working exclusively with one Phonetic table or only with one Primer) lead to less good results as a combination of language experience-related and language analysis procedures. If colleagues their lessons Consciously select approaches for your teaching (Funke 2014, 22), then can speak of "multidimensionality" (Reichardt 2015, 220) are spoken in class. Whether there is interference when in one class both phoneme and Syllable-oriented explanatory models have not yet been made available researched. Nor whether the combination of syllable- and morpheme-oriented Models promotes learning to spell or disabled. Experience shows that it is many primary school students is quite possible the explain Spellings from a wide range to select different explanatory models appropriately.

Vocabulary

The spelling of individual words should only be practiced for words that give writers trouble. Their texts provide authentic information about this. This as a basis also has the advantage that Learners practice words that are relevant to them themselves are important, because the personal meaning and usage of words supports learning to spell (Richter/Brügelmann 1994, p. 121; May 1994, Schneider et al. 2013). In addition, topic words can be practiced from spelling discussions, but only those that the child is not correct can write. A check before the Practice through a mini-check dictation (Leßmann 2007) is recommended. For practice five-subject flashcards such as are suitable for example the word clinic, with which learning is spread over a longer period. The procedure for analyzing the structure of the words to be practiced (e.g. marking Word building blocks) is transferred from spelling discussions to vocabulary work (Leßmann 2015). support them the understanding practice.

Phenomena, strategies, and regulations in the student's texts also show which strategies and regulations children are not yet using. They should deepen and further develop their spelling skills – beyond joint spelling discussions – only work on exercises that correspond to your main mistakes and yours serve individual development. The Exercises should be designed in such a way that opportunities for implicit pattern formation are encouraged (work with examples, ordering tasks) and explanations are provided. Also, cooperative phases of the Explanations serve to make explicit strategies and rules as well as the Systematization of phenomena.

Working techniques Correct a text independently, in being able to look up a dictionary and copy are essential techniques. In the context of publishing your texts, they are required and trained. But they also support the development of writing patterns, e.g. when Words from the Word Clinic in a meaningful way be written off in a meaningful manner (making people aware of stumbling blocks beforehand).

Copying, paying attention to the structural markings such as syllables or word blocks when copying and checking). This also happens when correct spellings in the dictionary are visited and the words into theirs broken down into morphometric components. Implicit and explicit learning also intertwine here.

The spelling didactic triangle Learning to spell takes place in the tension between child, thing, and learning. This booklet offers numerous suggestions for exploring this triangle orientation, select your own

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ANALYSIS OF THE PROSPECTS FOR THE EFFECTIVENESS OF THE USE OF PEDAGOGICAL TECHNOLOGIES AND MULTIMEDIA IN FOREIGN LANGUAGE TEACHING

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Annotatsiya: *Maqolada chet tilini o'qitish usullarini takomillashtirishda pedagogik texnologiyalarning imkoniyatlari ko'rib chiqilgan. Unda raqamli vositalar, onlayn resurslar va interfaol platformalarning tilni o'rganish natijalariga ta'siri asoslangan va ushbu sohadagi eng so'nggi ishlanmalar va tadqiqot natijalari tahlili asosida pedagogik texnologiyalardan foydalanish imkoniyatlari va cheklovlari haqida ma'lumot berilgan.*

Kalit so'zlar: *pedagogik texnologiyalar, chet tilini o'rgatish, til o'rganish natijalari, ta'lim vositalari, raqamli resurslar, taqdimotlar, animatsion videolar, o'yinlar.*

Introduction. Let's examine the definition of multimedia and its components before discussing the benefits of employing educational multimedia technologies in English instruction. Despite the fact that the word has been defined differently in many literary works, they all really signify the same thing:

Derived from English: "multi – many" and "media – carrier, environment". A combination of sound, image, and text that are carriers of different forms of information.

Foreign language teaching has witnessed a paradigm shift with the integration of pedagogical technologies, offering innovative ways to engage learners and facilitate language acquisition. This article aims to explore the prospects for the effectiveness of utilizing educational technologies in foreign

language instruction. By analyzing the current status, trends, and challenges surrounding the integration of pedagogical tools in language teaching, this study seeks to provide a comprehensive overview of the impact of technology on language learning outcomes and instructional practices.

Methods. A mixed-methods approach was used to examine the efficacy of educational tools in the teaching of foreign languages. An extensive study of the literature was done to look at the research, papers, and articles that have already been written about the use of educational technologies in language learning. To assess the effect of technology on language learning outcomes, empirical data was collected through surveys, interviews, and classroom observations with language instructors and students. In order to pinpoint patterns, trends, and obstacles in utilizing educational technologies for teaching foreign languages, both qualitative and quantitative study was done.

Literature Analysis. The review of the literature indicated a notable change in the direction of pedagogical technology integration in foreign language instruction. Digital tools, online resources, and interactive platforms have been shown in studies to have a favorable impact on language learning outcomes, such as increased student motivation, engagement, and language competency. It has been discovered that student autonomy, cultural awareness, and communication skills are all improved by virtual classrooms, language learning applications, and multimedia materials. But the literature has also emphasized issues including the need for teacher preparation, access to technology, and digital inequalities.

Results. The study of the actual data showed bright futures for the application of pedagogical technologies in foreign language instruction. When integrating technology into teaching procedures, educators saw improvements in student engagement, interaction, and language skill development. Pupils said that they preferred language learning with technology support, noting improved motivation, enjoyment, and self-assurance when speaking the target language. In order to accommodate a variety of learning preferences and foster collaborative learning environments, the integration of digital resources and interactive platforms proved to be especially successful.

Discussion. The results of this study underscore the transformative potential of pedagogical technologies in foreign language teaching. The integration of digital tools, online resources, and interactive platforms offers new opportunities for educators to create dynamic and engaging language learning experiences. By leveraging technology effectively, educators can personalize instruction, enhance language skills development, and foster a more interactive and collaborative learning environment. However, challenges such as digital inequality, technical constraints, and the need for ongoing support and training for educators must be addressed to maximize the benefits of technology in language instruction.

Simultaneous use of audio and visual effects in interactive software management. This usually refers to a mix of words, music, and images; more lately, animation and video have also been included. One of the most prominent, if not the most descriptive, uses of hyperlinks is in multimedia web connections and compact discs.

A collection of devices, including software and hardware, for handling audio and video. Multimedia computers may typically incorporate powerful video systems, VCRs, and camcorders, as well as gear for taking digital photos and storing them on hard drives or magnetic disks. Furthermore, they can equip the sound board with an acoustic system to facilitate sound synthesis and reflection as well as information transmission for reading from a compact disc.

Technology for the integrated presentation of any type of information. Multimedia provides joint image processing, speech processing, and document processing. This allows the screen to display the image along with the text and sound. One of the important directions of multimedia is the creation of teaching systems [1; 163].

In actuality, multimedia plays a crucial role in the explanation of contemporary information technology. Because of this, children's mental sealing of them has a good effect. Children absorbed information through pictures even before they could read and write. Illustrations can be seen of as a "universal language" in this way. It is precisely this aspect of them that teaches kids how to think metaphorically. It fits well with their made-up universe.

Computer systems that let you record audio and video are known as multimedia systems. an integrated perspective on the use of computer science software and technology to offer instructional materials to students using audio-video text, graphics, and animation effects.

A system of tools for displaying text, spoken words, animated graphics, photos, videos, and audio is known as multimedia tools.

Multimedia galleries are a collection of moving pictures accompanied by sound [2; 186].

Animated videos. Animation - multimedia technology; a series display of images to indicate that the image is moving. The effect of imaging motion is created by the exchange of video frames of more than 16 frames per second [2; 186].

At one point, every definition provided for the multimedia material comes together. Due to its special abilities and tasks, there are many ways to improve the lesson's efficacy. It is no secret that the foundation of modern distant learning is multimedia tools, which have evolved into the primary apparatus of in-person instruction. Additionally, according to the literature, setting up a dedicated space with multimedia tools is the first step in designing a virtual laboratory.

The most popular multi-media resources for English language instruction are:

- presentations;
- animated videos;
- games;
- video attachments;
- multimedia galleries;
- audio attachments;
- Applications for the Web.

Together, these tools serve a specific purpose and provide an explanation of the idea of a single multimedia tool. They all offer an example of education at the broad levels. In his book *The Great Didactics*, the recently deceased Jan Amos Comenius cites the exhibition of education as one of the major concerns of educational thought. The scientist's scientific proof dates back to the eighteenth century. This play provides a thorough explanation of why the conclusions drawn by professors who maintain that theory still trumps technique are incorrect. Oriental scholars Muhammad al-Khwarizmi, Abu Nasr al-Farabi, al-Kindi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Muslihiddin Saadi, Abdurahman Jami, and Alisher Navoi regularity, flexibility and independence, as well as taking into account the individual characteristics, abilities and talents of the child, expressed the rules and principles of humanization of education [3]. Multimedia tools that serve the principle of exhibition, which is considered important, are required to meet aesthetic requirements, especially when prepared for children and used in the classroom.

Even though they were said thousands of years ago, these concepts are still relevant today. According to Beruni, the "visual narrative method" is novel in the modern era. Put another way, it is rather successful to introduce information technology into the educational system through the use of already-existing hypertext, hypermedia, graphics, animation, and sound programs. Software tools in information technology are a new class of high-quality teaching aids that offer a plethora of chances to expedite the learning process, and they differ greatly from traditional teaching aids when compared to the experience gained both domestically and outside.

These days, computer graphics, design, and animated boards are produced using far more sophisticated techniques. They have been employed in the teaching process for a long time and have grown to be an important part of it in the real world. These technologies serve as the foundation for the cartoons that we see. Of course, it is unfortunate that there aren't more multimedia textbooks available for the course. The theory has already acknowledged the value of multimedia resources and textbooks. He's waiting for his real-world validation. Multimedia resources are particularly in demand for English language instruction. Experience has shown that using multimedia to teach pupils is twice as efficient and time-saving. Up to 30% less time can be spent studying with multimedia, and the information acquired will stick in your memory for a very long time. Students' retention of information will rise by 25–30% if they are provided with resources based on visibility. Furthermore, memory retention will rise by 75% in the absence of voice, video, and graphics in learning materials. In this way, the child's memory retains information that raises his level of understanding and aesthetic appreciation. It improves verbal skills. This is a practical method of teaching theoretical knowledge to children, and it works well overall.

Conclusion. In conclusion, the analysis of the prospects for the effectiveness of pedagogical technologies in foreign language teaching highlights the promising opportunities for leveraging technology

to enhance language learning outcomes and instructional practices. By embracing digital tools, online resources, and interactive platforms, educators can create more engaging, interactive, and personalized language learning environments that cater to the diverse needs of students. Future research should focus on addressing challenges, designing effective pedagogical strategies, and evaluating the long-term impact of technology integration on language education.

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IMPLEMENTATION OF MODERN TECHNOLOGIES FOR TEACHING READING IN ENGLISH

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Annotatsiya. *Maqolada o'qish nutq faoliyatining mustaqil turi sifatida talqin etilib, uning til va nutq ko'nikmalarini rivojlantirishdagi ahamiyati tahlil etilgan, ingliz tili ona tili bo'lmagan talabalar uchun ingliz tilida o'qishni o'rgatishda qo'llaniladigan innovatsion texnologiyalar ko'rib chiqilgan.*

Kalit so'zlar: *o'qishga o'rgatish texnologiyasi, ingliz tilida o'qishga o'rgatish, nutq faolligi, til ko'nikmalari, nutqiy qobiliyat.*

Learning to read is an important component of developing speech and language skills. It is the process by which people are taught to read printed words, interpret them, and understand their meaning. In recent years, the integration of technology has revolutionized the way of reading. This article discusses the technology of using teaching reading as an independent type of speech activity and as a means of developing language and speech skills.

Today, reading instruction involves the integration of the four components of language (reading, speaking, writing, and listening) into other areas of the curriculum. In this way, connections are made between disciplines such as science and language arts and taught through conceptual topics such as inventors or weather.

The modern view of reading is that the student is an active student. Students interact with new information based on their previous knowledge and experience. They create their own knowledge base by extracting their own meanings from the information, connecting new concepts and skills with what they already know. Pupils do not always understand what accuracy in meaning requires and are unable

to remember what words they need in speech and writing and use them correctly, so the emphasis is on helping pupils learn to use their experience and previous knowledge to construct meaning. Pre-reading, reading and post-reading are three main stages of work that should be distinguished when working with text. Let's look at each stage in more detail.

The purpose of the pre-reading activity is to strengthen motivation and remove difficulties by setting a task before reading. Tasks used at this stage: phonetic practice of unfamiliar words, discussion of questions before reading the text, guessing from the title, new words, illustrations.

In the pre-reading period, the rules of reading are studied. Here we also study the symbols necessary for the intonation, marking of texts. During the pre-reading period, middle school pupils practice words, phrases and sentences that do not have a common semantic meaning.

With the introduction of short, coherent texts into the learning process, a text period begins that extends to all stages of learning. You need to read texts in full or in semantic parts.

The task of the text period of reading aloud is to form students' the simultaneous perception and understanding of the text in unity with the solution of semantic problems. Perception and understanding should be carried out synchronously while reading the entire small text or part of it. When carrying out learning reading, the following modes are used that make up the subsystem of teaching reading aloud.

The purpose of the post-text stages is to use the script presented as linguistic support for content to develop communication abilities in both written and oral forms. At this stage, the following tasks are used: demonstrate, describe, retell the text on behalf of the main characters, present a summary of the book and develop a conclusion.

The modern approach is balanced and incorporates the strengths of previous methods. This method uses literature to teach skills and focuses on reading meaning integrated with direct instruction in developing decoding and comprehension skills.

Sequence concerns the order in which students perceive the text as well as the organization of subject materials. To achieve the final results, two approaches to reading could be combined. The direct approach adapts the curriculum to the needs, interests and abilities of the student. The goals of the program remain unchanged, but the implementation of activities to achieve these goals is based on the knowledge and interests of the student.

A teacher's primary goal in developing reading comprehension is to carefully select appropriate materials and create experiences that enable students to learn specific concepts that support word discrimination and generalization. Once students master concepts, they are ready to analyze and apply those concepts as well as create new ones.

Using technology, teaching reading can be carried out as a separate form of speech activity. This opinion is supported by research that suggests teaching reading as a separate language activity can improve language and speech skills. Scientists argue that speech is a fundamental tool for thinking and communication, and its use promotes cognitive development and learning.

Language is usually understood as the verbal expression of thoughts and ideas. When learning to read, students must read aloud to develop their language skills.

With the advancement of technology, text-to-speech software has become a popular tool for facilitating oral reading among students. The software allows students to read and listen to text at the same time, which improves their speaking skills.

Moreover, the use of technology in teaching reading as an independent type of speech activity has made distance learning possible in which students can access reading materials and learning resources from anywhere in the world. Technologies such as video conferencing and online learning platforms have enabled individuals to participate in reading learning from remote locations, ultimately improving their language and speech skills.

Learning to read also serves as a means of developing language and speech skills. In this regard, technology has become an important tool for improving students' reading learning. Moreover, technology has allowed educators to reach large numbers of students and provide personalized learning experiences that ultimately improve their language and speech skills.

For example, gamification has become a popular means of teaching students to read. Gamification involves the use of game elements such as competition, rewards and feedback to engage students. In the

context of teaching reading, gamification has been used to develop language and verbal skills through interactive and immersive learning experiences that students find engaging.

Moreover, technologies such as artificial intelligence have allowed teachers to personalize reading instruction for individual students. Artificial intelligence algorithms can analyze a student's reading abilities and preferences and then generate personalized learning materials adapted to his needs. This personalization ultimately improves language and speech skills by providing students with the right materials and resources to facilitate their learning.

An accurate and thorough understanding of the content of the text, followed by its analysis and interpretation, reproduction of information obtained in a retelling or annotation, etc. are characteristics of close reading. The purpose of educational reading is to ensure the most complete and correct knowledge of all material in the text, the understanding of which is necessary for further work with the text.

The final thesis emphasizes the importance of studying reading at the present stage of educational development in the context of developing critical thinking skills, since it involves thoughtful, leisurely reading, including analysis of the content of the text based on linguistic and logical connections. The purpose of this type of reading is to develop the independence necessary to overcome obstacles to reading comprehension. This is especially important now given the era of widespread dependence on the most diverse Internet sources. The key to learning to read is understanding the content of the information, which requires the reader to have a solid understanding of lexical and grammatical concepts and the ability to use them effectively.

Currently, significant changes are being made to almost all aspects of the educational process in schools. The personal interests of the student play a significant role in the educational process. To achieve the desired results, the teacher must understand what aspects of the student's personality can be affected by his English language skills and what technologies should be included in the learning process.

This understanding of reading technique is a necessary step in all forms of reading and is achieved through pre-reading and post-reading exercises. Teaching reading literacy in the modern period has gone through a sufficient base of both traditional and ultra-modern tasks. But as a rule, each of the above categories of tasks for working with text is aimed at achieving a specific goal and requires the completion of certain exercises.

Technologies for teaching reading in a foreign language at school are becoming more diverse and innovative. Among them, several of the most effective can be identified.

The first technology for teaching reading involves the use of interactive books and electronic textbooks. These textbooks usually contain many interactive tasks that help students improve their reading skills in a foreign language. Some of these tasks include testing comprehension of pronunciation and grammar exercises, thereby enhancing understanding of the language as a whole.

The second technology used to teach reading in a foreign language is multichannel learning. This technology involves the use of audio and video materials along with written materials. For example, students can read an article in a foreign language and then listen to or watch a short audio or video message. This helps them remember new words and topics better and provides them with a deeper understanding of the text.

The third technology is the use of group learning techniques. Working together in groups, students can share their knowledge and ideas and support each other in their learning. This technique can be especially useful for students who have difficulty understanding the material as it can be enhanced by collaboration with classmates.

Finally, the fourth technology is the use of virtual classes. Virtual classrooms give students the opportunity to learn in real time with a teacher at a distance. Virtual classes can be especially helpful for students who live in remote or isolated areas or are unable to attend school. Depending on what technology is used, students can receive a learning experience that suits their level and pace.

Teachers who can use all these technologies in their work provide students with the best opportunity to achieve success when reading in a foreign language.

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ENHANCING EFL LEARNERS' WRITING SKILL THROUGH MIND – MAPPING TECHNIQUES

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Аннотация. В статье рассмотрены методы *Mind mapping* (интеллектуальная карта) для улучшения навыков письма у изучающих английский язык как иностранный, традиционные методы, используемые при обучении письменной речи учащихся, определены подходящие техники *Mind mapping* для улучшения способности учащихся к письму.

Ключевые слова: интеллектуальная карта, методы преподавания, структура, процесс написания, совершенствование.

Writing is an efficient means of expressing one's own ideas and a disciplined means of creating meaning [Clearly and Linn, 1993]. Writing effectively requires the use of linguistic devices and techniques, as this is becoming a more valued skill in a variety of academic and professional contexts. In order to write at a level that allows one's thoughts and ideas to flow logically, one must put in constant effort and practice. Writing is a complex skill that is challenging to teach. Along with the mastery of grammatical and linguistic devices, it requires conceptual and judgmental elements [Heaton, 1998] which are highly significant and focus of attention and dependence [Fageeh, 2011]. It is equally important to learning a language as speaking, listening, and reading, thus it should never be overlooked. However, writing requires consistent practice and effort to acquire a certain degree of expertise. It has been acknowledged that the main challenges faced by EFL learners are not with organizing grammar, mechanics, or lexis, but rather with organizing ideas related to the topic at hand. These challenges must be addressed in a way that maintains the topic's focus and the ideas' associations throughout the written text. Teaching writing involves different strategies adopted by the teachers.

There is always a need of appropriate techniques to be adopted to teach writing to develop in learners an ability to produce their best by understanding the process of writing. EFL writing is a challenging task, complex chore, and a difficult process. It's more complicated to write in a foreign or another language. Certain steps in the process should be kept under control.

- 1 Identifying thesis statement
- 2 Writing topic sentences
- 3 Adding supporting details
- 4 Correcting first draft
- 5 Editing and revising
6. Writing final draft

A well-developed focused approach towards teaching the skill is required. Focus points are appropriate lexical items, creativity, and knowledge of grammatical strategies. The strategies, tactics, or procedures used to teach writing vary depending on the specific academic context and the local conditions that exist at that particular time. When instructing students, the same circumstance arises. Their requirements and limitations in terms of education, society, and setting are found to be distinct from those of other second or foreign language learners worldwide. Modification in teaching techniques to suit the various learning profiles is an effective approach. A professional ability is required to filter the approaches and

extract an appropriate one after considering the needs of the learners, their level, their social contextual appropriateness and their academic system set-up [Badger & White, 2000].

When learners write a short paragraph, they feel stressed. Many academics have already noted the challenges associated with writing in English as a foreign language (EFL), which include a range of factors such as cognitive capacity at a standing mark. The process of writing is linked and cyclical. Writing procedures can be separated into two categories: preparatory writing and writing itself. These procedures typically go like this: prewriting, composing, editing, and revising. Prewriting is the initial step of the process where EFL learners typically struggle. Writing's foundational phase is significant because it generates the primary and secondary ideas and thoughts that are necessary for writing. The ideas must make sense and be connected coherently.

Pre – writing

Composing

Revising

Editing

Linguistic blocks are necessary for the writing process because they give thoughts structure. But in order for their cognitive capacities to support and grow ideas in a comfortable flow, students must form the building blocks. The cognitive method holds that writing itself serves as a source that instructs students to evaluate their own structures. Writing is more than just using language; it goes beyond that. The deductive approach of writing is all about the organization of ideas and it is far beyond the inductive approach where writing was seen as a practice in language usage. Former major practices were the correct usage of the language and most of the classroom practice was to ensure the linguistic competence has been developed in the learners [Widdowson, 1984]. EFL writing is normally associated with learning or mastering the grammatical structures, vocabulary, and syntax. Majority teachers and students are conscious of the production as error free and an exceptional piece of grammar exhibition. Thus, the main purpose of writing suffers somewhere in between the process.

Writing requires organizing thoughts, structuring ideas into a systematic connection with related details, using opinions cohesively and coherently so that all the ideas are interwoven and link the main theme, etc. These are desirable writing skills, which makes it difficult for teachers and students to maintain balance in the connections. There are many areas that the writing process gets hindered or failed due to the difficulties faced by the EFL learners who learn writing or the teachers who teach them writing. There is a need to identify the underlying problems which create complications in teaching-learning writing skill. Organization of the composition depends on structure and content. The learners are usually confused in between what to write and how to start to create an appropriate length, and organization of the structure and paragraphs. It is imperative that the text be devoid of any extraneous elements pertaining to the theme in order to maintain unity in organization. The issue occurs when students overstate concepts and elaborate on pointless or repetitive details, which detaches the ideas from the main idea and renders the material as a whole unreadable. Another issue that students encounter when writing is keeping track of coherence and cohesiveness. Connectors, sequence, consequence, and contrast are not used in learner texts, and there are no signal words to lead the reader toward arguments. The lack of logical serial connections turns the sentences of the composition into a list of sentences, and the play loses its real content. Many researchers attribute this to validation problems and large syntax errors. These highlighted topics relate to verb formation, the use of tenses, and subject-verb agreement. Students' writing errors are mainly syntax and grammar. Developing writing requires organizing your thoughts so that smaller ideas become a larger concept related to the topic. Another perceived difficulty is using written supporting information to support ideas. The writing process becomes more difficult when students get stuck.

Writing is the simplest type of academic writing process which provides details of facts and information on different topics related to the real life. Another type of writing in academics is the persuasive writing which closely resembles the analytical writing procedure which involves the process of writing the information and reorganization of the information. An extra feature of personal view-point is also there. Critical writing is common for research especially for the empirical thesis to show a gap.

Types of English Writing

Analytical

Narrative
Discursive
Critical
Persuasive
Descriptive

It has all the makings of persuasive writing; how to cite facts, rearrange, present your point of view. Narrative writing provides a topic that the author has written about. Students usually learn this type of writing easily because they don't have to see the sequence of events with an extra part. Discourse writing is formal and impersonal. The subject is presented in a balanced discussion of the subject and an objective investigation of the matter. The beginning is an introduction to the topic or problem and the thesis.

EFL teachers use many techniques in writing. These techniques vary according to daily teaching requirements. Some very common techniques for gathering ideas or generating thoughts on any topic are: brainstorming, listing, note-taking, concept maps, clear diagrams, tree structure and flowcharts, etc.

Teachers and/or students apply each technique with its own structure, flow and modifications, when the acquired technique is used in a certain pattern to collect thoughts related to the topic, either alone or in collaboration with students in the class. The concepts collected through the technique show the association of lexical items that create connections with other ideas.

Mind mapping is the easiest way to develop knowledge about the human mind and get information from the brain. Maps are easier to follow than long-winded note-taking or listing techniques, where ideas are recorded from top to bottom and it is difficult to connect the last idea to the first on the list. Mind maps can be a tool to help students plan ideas in the pre-composition process. Students can be given examples of how to create a hierarchical plot to help them retain ideas until they write the entire essay. Mind mapping techniques are good to use in the pre-writing phase to explore ideas and generate ideas for writing. Mind-maps allow gathering concepts in relation to the main theme. The concepts gathered this way are coherent without the linear or inflexible structure of outlines, clustering or listing ideas. The use of mind map can present information using images, symbols, key words, codes and color to the level one wishes to do. This type of organization of ideas can capture the spatial, bodily-kinesthetic, and visual intelligences of some learners (Gardner, 1985, 1999). As the content resembles that's found on a topic outline, the structure of the mind map is nonlinear and lends itself to personalization by the student (Buzan, 1993).

In addition to teaching, mind maps facilitate critical thinking, learning, and the creation of meaningful connections between new and existing knowledge for teachers' pupils. As with brainstorming, the maps project ideas display a hierarchical structure that connects the important information with the smaller ones. Gardner (1985, 1999) identified eight different types of intelligences, and mind mapping can help a greater proportion of learners access these intelligences. Mind maps can be used to give students of all levels the proper frameworks they need to make sense of the world, arrange their ideas, and form connections. Mind maps have easily remembered terms and function similarly to the human brain.

Mind maps can hook prior knowledge through multiple presentations (visual, audio, numeric, wordy etc.) which can easily be incorporated while teaching writing processes starting from the brainstorming on a topic till leading to the final draft. Hooking ideas through mind maps is supportive in the process of writing. The constructivist philosophy helps to maintain the fact that learners must connect the new knowledge with the prior knowledge. The learning experiences must support that connection in a manner supportive of the learner's uniqueness. The traditional teaching methods directly counter to constructivist beliefs which basically rely on the outpouring of facts for students to remember. In fact, the constructivists explain that many times the learners do not remember the knowledge presented to them. The reason behind is that they do not have found the connections of the new knowledge with that of the prior or they have lost the connections that take the learning experience.

The process of EFL writing involves three stages:

- (1) Pre-writing process: in which the ideas are gathered and generated
- (2) Drafting: in which the writer composes structures, and reconstructs ideas.
- (3) Revision

Efforts done for the development of the writing skill and the sub-writing skills serve these three phases. Mind-mapping is used in the first phase which is the pre-writing phase, where the students are given an

opportunity to generate, gather, and arrange related ideas and enhance their own learning. Mind mapping is a technique which is used as a graphic organizer in which major categories related to the main theme radiate from the central idea, and sub-categories are to be presented as branches coming out of the larger branches. A mind map is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts. Ideas can be generated with a strong connection to the central theme and in a hierarchical structure that they leave a lasting impact on the learners' mind and retention is enhanced. A human brain likes to work on the basis of association and it links every idea, memory or piece of information to hundreds of other thoughts and notions. Teachers can make a selection on how to use mind mapping in language classes as a pre-writing activity and also for the sake of developing learners' writing ability and their proficiency level. Thus, mind mapping can be used as software are available online or created manually by the teachers during their writing lessons to develop outlining process and writing proficiency as pre-writing activity. Ideas can be generated with a strong connection to the central theme and in a hierarchical structure that they leave a lasting impact on the learners' mind and retention is enhanced. According to the facts related to that EFL writing as a complex process and teaching EFL writing skill with some usual techniques are highly considerable.

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DIFFICULTIES ARISING IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE AND THEIR ELIMINATION

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Аннотация: Преподавание иностранного языка сопряжено со своим собственным набором проблем. Хотя изучение нового языка открывает двери для новых культур и способов мышления, оно требует самоотдачи как от преподавателя, так и от студента, чтобы преодолеть трудности в процессе. Цель статьи – изучить некоторые из ключевых трудностей, которые обычно возникают при обучении иностранному языку, и обсудить стратегии их эффективного решения.

Ключевые слова: учебный процесс, языковые барьеры, многоязычие, этапы обучения, образовательные цели

Introduction: Information on an unknown dialect is a fundamental piece of present-day instruction. Be that as it may, the nature of instruction has quit fulfilling society, it has collided with social assumptions. In the college climate, a reduction in the general and instructive culture of understudies has become intensely felt, consequently, under schooling, including language training, one should comprehend not just the cycle and consequence of an individual dominating a specific arrangement of information, abilities and capacities, yet additionally the turn of events and instruction of an individual – an individual equipped for rearrangement of public activity, creation, conservation of culture, environment, otherworldliness.

In such manner, researchers have raised the issue of imaginative training, the primary objective of which is the safeguarding and improvement of the imaginative capability of the person. Understudy focused training is characterized as "schooling that can guarantee the advancement of the individual, support for her uniqueness, the full fulfillment of her instructive, profound, social, life needs and requests, and which gives the singular opportunity of decision and approaches to getting training, as well as methods of self-acknowledgment in social and instructive space".

Above all else, it is important to help the understudy to learn, to gain information himself, to figure out how to satisfactorily see the states of the cutting edge quickly impacting world and adjust to them. Until this point in time, huge positive changes have occurred in the Uzbek arrangement of language training, both in authoritative and content angles.

To arrive at vital outcomes, I have utilized the accompanying strategies: the hypothetical examination of scholarly sources on the exploration point; investigation of legitimate and hierarchical and managerial reports controlling the expert exercises of showing staff; symptomatic techniques (perception, discussion, addressing, testing). An unknown dialect is described by various distinctive highlights from the local language. In this manner, the thickness of a youngster's correspondence with the kids and grown-ups around him in his local language is exceptionally higher than in an unknown dialect in school conditions. A similarly huge distinctive element of dominating and capability in an unknown dialect is its uneven "consideration" just in open, and not in subject-open action. "At college, the kid just speaks with the assistance of language, not involving it in his immediate objective movement.

This prompts the way that, for instance, the expression of an unknown dialect lives in the kid's semantic cognizance just in its theoretical coherent, calculated side. The items signified by the expression of an unknown dialect are denied of the qualities of smell, variety, shape, size. This can act as one reason for the delicacy of saving an unfamiliar word in memory, the challenges of its realization". The prior likewise connects with such a component as the chance of executing by an unknown dialect the whole arrangement of capabilities that the local language performs. "Dominating the local language is an unconstrained cycle that an individual expert not due to his cognizant longing to know the language, but since of the unconstrained course of improvement of reasoning in ontogenesis".

"By securing the local language, an individual "appropriates" the instrument of perception of the real world. In this cycle, his particular human (mental, open and other social) needs are normally fulfilled and shaped". An unknown dialect in the states of college schooling can no more, in a similar way as a local language, act for of "appropriating" social experience, a device for cognizing reality. Dominating an unknown dialect is not set in stone by "fulfillment of either instructive and mental requirements, or the need to figure out the type of articulation of one's own idea".

As L. V. Shcherba noted, "perceptions on language are perceptions on thinking and satisfies this reason, compelling an individual to stop at the progression of his discourse, and, subsequently, thinking, constraining him to partition it into parts, to contemplate the relationship these parts, contrast them and one another and hence develop their comprehension".

- The decision of language method for offering viewpoint is resolved not by the lexical and syntactic material that the audience possesses, however by the substance of the speaker's assertion and the reason for which he offers his expression;

- The singular qualities of the speaker's discourse may not compare to the standard that the audience claims;

- The speed of the speaker's discourse might appear to be abnormally quick to the audience;

- The single impression of discourse doesn't compare to the act of different view of messages in unknown dialect illustrations, where understudies hear or can hear pretty much every message as need might arise to see completely.

One more trouble in learning an unknown dialect is jargon and style, on the grounds that the primary hindrance in interethnic correspondence is the distinction in foundation information that makes up the particulars of the public societies of the communicants. "Foundation information depends on the combined capability of the language, on the capacity of the language to go about as a vault of aggregate insight, on its capacity to record the collected experience straightforwardly in the types of the language, in the underlying units of discourse - words, phraseological units, maxims".

The utilization of the phonetic and social perspective adds to the development of the inspiration of the educating, which is vital in the states of concentrating on in the school in light of the fact that unknown dialect correspondence isn't upheld by the language climate.

In such manner, we are attempting to choose the language material mirroring the way of life of the nation of the concentrated-on language, the purported real factors. In real factors, the closeness among language and culture is generally plainly showed. An unmistakable element of reality from different expressions of the language is the idea of its subject substance, for example the nearby association of the assigned truth of the item or peculiarity with the public, from one viewpoint, and the verifiable time period then again. Reality as an etymological peculiarity is generally firmly associated with the way of life of the nation of the concentrated-on language, since it has a public and verifiable variety.

It ought to be noticed that understudies need discourse practice on casual and regular points, yet additionally in the act of correspondence at an expert level. Delegates of one more public culture, concentrating on subjects of a characteristic forte, meet with huge challenges in grasping proficient wording. And furthermore, instructive situational themed modules are disseminated relying upon syntactic points. The showing material in the course readings can be circulated in various ways, yet the fundamental design of the course book show can be as per the following: after the new syntactic material, a discourse design, miniature texts and exchanges follow, in which the new jargon is found. Consequently, unfamiliar understudies perceive how words change in blend with various word structures.

The powerful techniques to forestall issues in discourse It is fascinating to take note of the way that unfamiliar understudies after the finish of the preliminary division experience troubles in grasping the talk material on unique subjects. Frequently, this issue is that at the phase of pre-college preparing, the preparation of unfamiliar understudies is segregated from the speakers of the language being examined, and besides, during the extended period of pre-college preparing outsiders become acclimated to the sluggish speed of discourse, as well as the adjusted language during the classes, thirdly, after the finish of the preliminary division, outsiders are totally drenched in the language learning climate, which doesn't consider the public mental qualities of the unfamiliar contingent, where the preparation framework college cardinally varies from the arrangement of professional schooling in the nation of origin of unfamiliar understudies.

Conclusion. In conclusion, teaching a foreign language comes with its own challenges but they can be overcome through careful planning and creating a conducive learning environment. Adopting a multidimensional approach with focus on developing all language skills is important. Teachers play a crucial role in building student confidence and motivation through a variety of interactive methods and continual feedback. With dedication from both educators and learners, these difficulties can be effectively addressed to make the language acquisition process smoother.

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РАЗВИТИЕ ВНЕКЛАСНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Annotatsiya. Ushbu maqolada darsdan tashqari o'qishning ahamiyati yoritilgan, talabalarni darsdan tashqari mashg'ulotlarga jalb qilish masalalari ko'rib chiqilgan. Muallif ingliz tili o'qituvchilari talabalarni darsdan tashqari mashg'ulotlar haqida xabardor qilishi lozimligini ta'kidlab, sinfdan tashqari mashg'ulotlar talabalarning o'qishiga qanday ta'sir qilishi va ularni darsdan tashqari mashg'ulotlarga qanday jalb qilish mumkinligi haqida bahs yuritadi.

Kalit so'zlar: darsdan tashqari mashg'ulotlar, mustaqil ta'lim, amaliyot, ikkinchi til, o'z-o'zini rivojlantirish.

Внеклассные деятельности – это “деятельность, проводимые во внеклассное время”. Внеклассные деятельности должны проводиться в школе или за ее пределами в зависимости от требований и удобства внеклассных мероприятий. Чтобы быть более точным в изучении английского языка, внеклассные деятельности, такие как внеклассные дебаты по английскому языку, занятия в журналистском клубе или драматическом кружке, часто проводятся в школе или за ее пределами, чтобы лучше владеть произношением и быть успешным в жизни в целом. Вкратце, согласно приведенному выше краткому описанию, внеклассная деятельность поддерживает учебную деятельность учащихся. Студенты, которые занимались внеклассными мероприятиями, чтобы добиться успеха в своей учебной среде, показывают это; большинство студентов, которые часто принимают участие в студенческом совете, дебатах по английскому языку, лингафонных лабораториях и т.д., также активно участвуют в учебных мероприятиях в классе. В этой статье рассказывается о том, как внеклассные мероприятия облегчают процесс изучения английского языка, а также о влиянии внеклассных мероприятий на изучение английского языка:

На самом деле, в начале XX века проблема внеклассных занятий в некоторой степени принималась во внимание. Цель состояла в том, чтобы выйти за рамки учебных занятий и вернуться к учебным занятиям, чтобы обогатить их в Америке (Миллард, 1930). Считалось, что только школьной программы самой по себе недостаточно для развития ученика. С тех пор педагоги увидели полезность внеклассных мероприятий и предложили использовать ВКД в качестве дополнительных действий для использования в школе, в колледжах и университетах или вне ее ради учащихся. Внеклассные мероприятия, ориентированные на изучение языка, имеют множество преимуществ для изучения английского студентами. ВКД могут обеспечить активное взаимодействие между участниками. Студенты могут учиться друг у друга, выполняя любое внеклассное мероприятие вместе. Поскольку ошибки приводят к совершенству, они смогут получать знания, практикуясь и получая опыт с точки зрения уделения внимания обучению на ошибках. ВКД могут обеспечить крепкую дружбу. Студенты могут создать теплую обстановку и терпимость к своим сверстникам. Они могут найти уникальную возможность хорошо узнать друг друга. Чем больше они узнают друг о друге, тем больше взаимного уважения проявляют. ВКД могут научить студентов сотрудничать. Студенты могут почувствовать, что сотрудничество гораздо важнее, чем соперничество. Студентам будет предложено выполнять задание вместе, и они будут намерены достичь одной и той же цели вместе. Они осознают реальность того, что много рук делают отличную работу.

Студенты могут раскрыть свои таланты или навыки с помощью ВКД. Они могут руководить членами группы в ВКД и совершенствовать свои лидерские навыки. Им можно поручить выполнение некоторых обязанностей, чтобы они могли продвинуться в своей жизни, учитывая опыт, который они приобрели в ВКД. Как говорится, “практика делает совершенным”; учащиеся смогут

усвоить то, что они усвоили теоретически на уроке, практикуя это в реальных условиях. Поскольку преподавателям не хватает времени заниматься с каждым индивидуально, чтобы практиковать занятия по английскому языку в классе, у студентов будет возможность повторить их практически в ВКД. ВКД обеспечивают преданность учащихся школе. Давалос и Чавес (1999) утверждают, что учащиеся, участвующие в ВКД, с большей вероятностью проводят время в школе, чем их непричастные друзья. Им нравится находиться в школе при условии, что занятия соответствуют интересам учащихся и привлекательны для получения мотивации во время участия. ВКД могут положительно изменить отношение студентов-интровертов. Некоторые учащиеся на занятиях могут показаться интровертами из-за большого количества студентов. Для преподавателей, которые хотят выяснить личность студентов,

ВКД может быть ключевым элементом. Студенты могут найти множество возможностей поделиться своими идеями со своими друзьями и преподавателями в рамках ВКД в небольших группах. Как с точки зрения студентов, так и с точки зрения преподавателей ВКД станет хорошей платформой для взаимодействия. Внеклассные деятельности создают учебную среду для изучающих второй язык. Встречи, интервью, презентации и публикация школьных газет являются полезными мероприятиями, в которых могут принимать участие учащиеся. Вовлечение учащихся в них может способствовать развитию их коммуникативных навыков. Аналогичным образом, прямой метод направлен на развитие коммуникативной компетентности учащихся. Такие внеклассные деятельности, как написание писем студентам из других стран, проведение дебатов и дискуссий на английском языке, где студентам необходимо постоянно использовать английский язык, помогают студентам улучшить свой уровень владения английским языком. Основная цель прямого метода – вовлечь учащихся в изучение изучаемого языка. Внеклассные деятельности, проводимые на английском языке, позволят учащимся познакомиться с изучаемым языком, что приведет их к достижениям в изучении языка. Изучив литературу, получив достаточное представление о внеклассных мероприятиях, о том, какую пользу они приносят учащимся в процессе учебы, мы можем сделать следующий вывод: "Внеклассные мероприятия могут помочь учащимся эффективно использовать свое время, и между учащимися мужского и женского пола не возникнет никаких гендерных недоразумений. Внеклассные занятия не окажут никакого негативного влияния на другие классы". Таким образом, гипотеза этой исследовательской работы будет следующей: "Не было статистически значимой взаимосвязи между полом и участием во внеклассных мероприятиях по общему среднему баллу успеваемости, а также между учащимися, которые участвуют во внеклассных мероприятиях и которые не участвуют во внеклассных мероприятиях с точки зрения их общего среднего балла успеваемости".

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ДИДАКТИЧЕСКИЙ, ЛИНГВИСТИЧЕСКИЙ И МЕТОДИЧЕСКИЙ ПРИНЦИПЫ ОБУЧЕНИЯ РКИ

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Annotatsiya. Ushbu maqolada rus tilini chet tili sifatida o'qitish tamoyillari ko'rib chiqilgan bo'lib, muallif rus tilini o'qitish metodikasini tahlil qiladi va til o'qitishda didaktik, lingvistik va metodik tamoyillar ahamiyatini ko'rsatadi.

Kalit so'zlar: rus tili chet tili sifatida, tamoyil, kommunikatsiya, fan, ko'rgazmalilik, onglilik.

Одна из главных задач, стоящая перед высшими и специальными образовательными учреждениями – дальнейшее развитие образовательного потенциала, повышение качества образования. Именно качественное обучение трактуется как неопределимые инвестиции, гарантирующие успех. Высокий уровень образования рассматривается сегодня не только как фактор экономической и военной безопасности государства, но и как важнейшая задача воспитания подрастающего поколения. Новое поколение преподавателей должно обладать высокой общей и профессиональной культурой, творческой и социальной активностью, уметь самостоятельно ориентироваться в общественно-политической жизни, быть способным ставить и решать профессиональные задачи.

Важные задачи образования сегодня решаются и через использование в учебном процессе современных педагогических технологий, которые обозначили контуры образовательной парадигмы: «личностно-ориентированная», «исследовательская», «проектная», «коммуникативно-деятельностная» и др.

Отмечая исключительную важность развития образования, Президент Республики Узбекистан Шавкат Миромонович Мирзиёев отметил, что «Основная задача сферы образования, сама суть труда педагога заключаются прежде всего в подготовке к будущему, воспитании здоровыми и гармонично развитыми наших детей, которым предстоит жить в еще более сложное время, когда конкуренция в условиях глобализации приобретет особенно острый характер. <...> С учетом этого реформы в образовательно-воспитательной сфере стали для нас самым важным, приоритетным направлением государственной политики».

Придание узбекскому языку статуса государственного способствует расширению его социальных функций и закреплению приоритетности в сфере официально – делового общения. Ведь авторитет государственного языка, уважение к нему это уважение к народу, авторитет всего общества. Правительство продолжают разрабатывать меры по дальнейшему укреплению роли и авторитета узбекского языка как государственного. Президент подчеркнул, что необходимо усилить начатую работу по ведению на государственном языке всего делопроизводства в сферах госуправления, современных инновационных технологий, промышленности, банковско-финансовой системе, в области юриспруденции, дипломатии, медицины, а также в деятельности правоохранительных органов и военных ведомств. В то же время в современных условиях межгосударственных и межнациональных отношений русский язык продолжает оставаться языком общения не только в нашей республике, но и за её пределами, он так и остается источником информации. Он функционирует при межнациональном общении, а при межгосударственных отношениях Республики Узбекистан со странами СНГ русский язык используется как один из мировых языков. Знание любого неродного языка дает больше шансов, раскрывает больше дорог, дает народам возможность строить общее будущее. Основные задачи обучения русскому языку в высших учебных заведениях это формирование речевой компетенции, развитие навыков использования русского языка в процессе общения, для продолжения деятельности в профессиональной сфере и повседневной жизни студентов.

Изменение социальной роли русского языка в республике, некоторое ограничение сферы его применения с учетом демографических, политических и социально-культурных условий не должно приводить к падению мотивации его изучения. Владение русским языком (наряду с другими мировыми языками) – одно из условий повышения качества подготовки высококвалифицированных специалистов, потребность в которых возрастает в современных условиях ускорения научно-технического прогресса, реализации крупномасштабных комплексных социально-экономических программ.

В настоящее время в Узбекистане совершенствуется образовательная система, ориентированная на вхождение в мировое образовательное пространство. Этот процесс сопровождается существенными изменениями в педагогической теории и практике учебно-воспитательного процесса. Происходит модернизация образовательной системы – предлагаются иное содержание, подходы, поведение, педагогический менталитет. При этом особое внимание уделяется тому, чтобы методика обучения отвечала требованиям времени.

Современный курс русского языка студентов, предполагающий формирование умений, навыков, ценностных ориентаций, носит практический характер. Из этого следует, что большая часть времени на занятиях курса отводится различного рода упражнениям и решению коммуникативных задач. Практическое владение русским языком даст возможность студентам осуществлять перевод специальной литературы на родной язык, поможет вести деловую переписку с русскоязычными регионами, расширит сферу языковой интеграции. Русский язык обеспечит доступ к зарубежным источникам информации, без которой в настоящее время немыслима не только исследовательская деятельность будущего специалиста, но во многих случаях и чисто практическая. Поиск информации в зарубежных источниках, в Интернете, ее отбор и использование осуществляется студентами при написании курсовых и выпускных квалификационных работ. В данном случае знание русского языка значительно облегчит работу студентов в их дальнейшей научно-исследовательской и практической работе.

Методика обучения русскому языку как иностранному (РКИ), вводимая в систему образования Узбекистана, представляет собой самостоятельную педагогическую дисциплину о законах и правилах обучения языку и способах овладения языком. Изменение содержания образования, применение новых педагогических технологий и других инноваций требуют от педагога широты эрудиции, гибкости мышления, активности и стремления к творчеству, способности к анализу и самоанализу, готовности к нововведениям. Современный преподаватель должен уметь ориентироваться в потоке новых учебных средств, оценивать их по новым, соответствующим этим средствам, критериям, отбирать из предлагаемых продуктов необходимое и, что самое главное, овладеть новой методикой. Только на этой основе возможно органично включать инновационные средства обучения в учебный процесс, систематически использовать их наряду с традиционными средствами обучения. В отличие от родного языка, усвоение которого идет неосознанно и интуитивно, изучение русского языка как иностранного не может происходить с той же эффективностью и требует гораздо больше времени, усилий и усидчивости.

Предложения и рекомендации по улучшению качества занятия. При обучении русскому языку целесообразно использовать дидактический, лингвистический и методический принципы.

Дидактический принцип это:

- 1) принцип сознательности, от осознания - к практическому овладению речи, путь сверху вниз;
- 2) принцип наглядности. Имеет две функции: а) информирующая;
б) обучающая, для познания, то есть лучше один раз увидеть, чем сто раз услышать, можно использовать «статичные» средства: ситуативные картинки, опорные схемы, таблицы, динамичные: видеоролики, фильмы;
- 3) принцип активности. Очень важно, чтобы обучаемые были активными: это не сосуд, а огонь, который мы должны зажечь;
- 4) принцип «проблемности». Материал надо давать такой, который бы помогал решать проблемные задачи. Мы подводим обучаемых к выводам, но не решаем за них.

Например, путаница среди обучающихся между «ещё и «уже». Сравните два предложения

с наречиями. Какое наречие указывает на то, что сохраняется ситуация, а какое указывает на изменение ситуации?

Я ещё плохо говорю по-русски. - Я ещё не так хорошо говорю по-русски.

Я уже хорошо говорю по-русски. Проблемная ситуация должна активизировать познавательную деятельность студентов.

Лингвистический принцип подразделяется на:

1) Принцип функциональности. Мы должны обучать не системе языка, а обучать коммуникации, общению. Этот подход требует функциональное расположение материала занятий, а также последовательность обучения не отражает место предлагаемой темы в системе языка, а важности в сфере общения. Например, рассмотрим один момент: мы изучаем глагол до прилагательного, ведь без глагола невозможно сообщить о чем-то. Значит, языковые средства мы комбинируем не по грамматическому признаку, а в зависимости от смысла, то есть от содержания – к форме. Сначала – мысль, потом – подбор грамматической формы. Все принципы обусловлены коммуникативностью.

2) Принцип изучения морфологии на синтаксической основе. Вся грамматика основывается на предикативности: Мальчик говорит. Мальчик говорит по-русски. Мальчик говорит по-русски с учителем. Обучающиеся должны учить не слова, а фразы, речевые модели и не абстрактные, а конкретные;

3) Принцип концентризма. Периодическое возвращение к материалу и усложнение. Многократное обращение к изученному, чтобы расширять, углублять, систематизировать. Чем хорош принцип концентризма? Коммуникативность, доступность – посильная трудность, от легкого – к трудному, обеспечивает открытость, расширение материала. Все эти принципы обуславливают такую последовательности, в какой целесообразно помогают общению.

4) Принцип системности. Обучаемые должны понимать, что в языке все взаимосвязано. По мере накопления материала, нужно давать систематические обобщения. Теоретические обобщения вытекают из работы по формированию речевых навыков. В системе легче ориентируются. Как можно систематизировать? Уроки-обобщения, на этапах закрепления, подведения итогов, резюме урока. Составлять таблицы, работа с грамматическими справочниками.

5) Принцип ситуативно-тематической организации урока. Когда процесс овладения языком приближен к реальной жизни: а) надо установить перечень типичных ситуаций; б) определить перечень поставленных задач и они должны исполнять социокоммуникативную роль. Например: ты посетитель продуктового магазина; в) тематическая направленность. Языковой материал следует отбирать в соответствии с вышеперечисленными принципами. Создать атмосферу действительности, близкую к реальности. Методы: ролевые игры, которые должны быть интересными для обучаемых. Надо четко описать ситуацию: место, время, социокоммуникативная роль, отношения, формальная и неформальная обстановка, цель общения; продумать реквизит: средства наглядности.

Таким образом, соблюдение этих принципов обучения коммуникации тесно связано с принципом прочности результатов обучения языку. Это отражается тогда, когда вводимые в память новые слова, грамматические конструкции должны удерживаться в ней, сохраняться, чтобы обучающийся мог извлекать из нее знания в нужный момент. Прочность усвоения достигается за счет яркого преподнесения материала, интенсивной тренировки материала сразу после ознакомления и позже, за счет самостоятельного творческого применения материала.

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THE POWER OF MULTIMEDIA TOOLS IN ENGLISH TEACHING: EXPLORING THEIR IMPACT ON HUMAN MENTAL ACTIVITY

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Annotatsiya. Ushbu maqolada ingliz tilini o'qitishda multimedia vositalarining ahamiyati ko'rib chiqilgan bo'lib, ularning inson aqliy faoliyatiga ta'sirini o'rganilgan. Ingliz tilini o'qitishda audiovizual materiallar, interaktiv dasturiy ta'minot va raqamli resurslar kabi multimedia vositalarini qo'llash samaradorligi ko'rsatilib, ularning kognitiv jarayonlarga, o'zlashtirish va talabalarning faolligiga ta'sirini aniqlangan.

Kalit so'zlar: multimedia vositalari, ingliz tilini o'rgatish, inson aqliy faoliyati, kognitiv jarayonlar, o'quv natijalari, o'quvchilarning faolligi.

Introduction. Multimedia tools have revolutionized the way that English language instruction is taught, providing new and creative ways to engage students and improve language acquisition. Multimedia resources, including films, animations, and educational software, possess the visual and interactive qualities that can enhance cognitive functions, elevate brain activity in humans, and provide more profound learning opportunities. In order to better understand how multimedia technologies can improve language competency and encourage learner engagement, this article will examine how these tools affect human mental activity in the context of English language training.

Methods. This study used a mixed-methods approach to look into how using multimedia tools in English instruction affects human mental activity. To examine previous studies, research, and publications on the application of multimedia resources in language instruction, a thorough literature review was carried out. Empirical data were gathered from English language learners who were exposed to multimedia tools through surveys, observations, and cognitive evaluations. To investigate the impact of multimedia technologies on cognitive processes and learning outcomes, a qualitative and quantitative analysis of the data was carried out.

Literature Analysis. In the context of teaching English, the literature study emphasized the beneficial effects of multimedia tools on human mental activity. Research has indicated that learning resources that are visual and interactive have the potential to improve cognitive engagement, support memory retention, and ease linguistic concept comprehension. It has been discovered that using multimedia tools can activate several senses, increasing the immersion and interactivity of learning. Moreover, the use of multimedia materials in English teaching has been linked to improved student motivation, creativity, and critical thinking abilities.

Results. The empirical data analysis's conclusions showed that multimedia technologies had a major effect on English language learners' human mental activity. Individuals who were exposed to multimedia resources showed enhanced cognitive abilities in areas such as problem-solving, attentiveness, and memory recall. Multimedia technologies' interactive features encouraged active involvement and improved language understanding by involving students at a deeper level. The integration of multimedia resources into education was found to enhance students' motivation and enjoyment in English sessions, according to their comments.

The methods for incorporating multimedia into the teaching process have been scientifically proven to be highly significant in the development of contemporary approaches to teaching literature. Animation (Latin animatix), or "animating" images with computer graphics, is one of the multimedia tools [1; 204]. It is fascinating how the "animated" visuals move directly in front of the reader. It draws interest. It reaches the mind of a human through different sense organs. The synthesis of dynamic visuals on a computer is known as computer animation [2]. Through visuals, man first gains an understanding of the world. The look of the

mouth is sealed by the human mind, whether it is dynamic or immovable. All other knowledge pertaining to that thought forms a loop in the chain of contemplation. As a result, throughout the session, the student gains an understanding of the topic's essence along with all of its supporting details. As a result, there is a strong need for multimedia resources and contemporary software teaching aids. Multimedia software training tools are available nowadays. Working with programs that have animation, sound, and video is made possible by it. The use of multimedia has an impact on the senses of humans. It is well recognized that a person's sensory organs are how they take in information. Children's minds develop a double robust database formed by both sight and hearing when multimedia tools are employed in the teaching process. They act as tools to help the teacher convey to the students the essential elements of the fairy tale, story, or novel without straying from the lesson's core concept. The teacher should use the analysis that the author aims to convey as a starting point to discuss the pupils' individual interpretations. Students' attention is piqued by the animation or video content they watch and the teacher's remarks. Education becomes fun and emotional, and students experience aesthetic satisfaction [1; 204].

Discussion. The results of this study highlight how crucial it is to use multimedia resources when teaching English in order to improve learning outcomes and increase cognitive activity. Multimedia materials' interactive and visual elements provide a multifaceted learning experience that stimulates different cognitive processes and draws students in more deeply. Teachers may create dynamic learning environments that foster creativity, critical thinking, and language competency by implementing multimedia resources into English classroom.

Multimedia tools on the quality of the educational process through Gardner's teaching. In 1983, Howard Gardner put forward his famous theory. According to him, people will have not one single intellect, but many intellects, a set of mental abilities [3; 262]. In some of its features, this concept creates harmony with the sensory organs of man. That is, these mental abilities are formed in the core of the sensory organs. Gardner points out that we have eight intellects. They are musical-rhythmic, visual-visual, linguistic-verbal, mathematical-logical, kinesthetic-physical, interpersonal, personal and natural [3; 262].

Virtually every one of these cognitive categories is impacted by multimedia tools in general. The impact they have on the reader's growth of human intellect is discussed below.

Contrarily, personal intelligence is focused with self-awareness and is adept at examining one's own emotions, motivations, and thoughts. Dreamers frequently impart this trait to philosophers, authors, and theorists, as well as other self-study enthusiasts. industry delegates [4; 263]. While the science of literature itself can convey ideas like self-awareness and the pursuit of perfection, this kind of mental capacity can also be influenced by educational multimedia technologies, even in the absence of their direct influence on science's objectives. This kind of mental aptitude crosses paths and leads to the original task of writing. Ultimately, intangible emotions, nuanced encounters, and psychological states that are imperceptible to the naked eye, inaudible to the senses of hearing, touch, taste, or smell can only be conveyed verbally. Fiction differs from other types of art in that the main tool and material of the work is the word [5; 3].

When considering the ideas from a different angle, it is also plausible that, on the one hand, a particular person's own intellect belonged to him and symbolized his clearly developed capacity for thought. It symbolizes one of the aforementioned categories of intellect in the first instance. However, it can also indicate the different kinds of intelligence that are currently forming and maturing in a specific person. The peculiarity of multimedia's influence on intelligence is that it not only shapes mental capacities but also contributes to the development of a particular kind of intelligence.

Conclusion. In conclusion, the use of multimedia tools in English language teaching plays a vital role in stimulating human mental activity, improving cognitive processes, and enhancing learning experiences for learners. The visual, auditory, and interactive components of multimedia resources offer diverse sensory stimulation, leading to increased engagement, motivation, and knowledge retention. By leveraging multimedia tools effectively, educators can create dynamic and immersive English learning environments that cater to the diverse needs and learning styles of students.

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ИСПОЛЬЗОВАНИЕ ОНЛАЙН-ПЛАТФОРМ НА УРОКАХ РУССКОГО ЯЗЫКА В ФИЛОЛОГИЧЕСКОМ ВУЗЕ

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Annotatsiya. *Ushbu maqola filologik OTMlarda rus tilini o'qitishda onlayn platformalardan foydalanish ahamiyatiga bag'ishlangan. Muallif onlayn platformalarning talabalar motivatsiyasiga va lisoniy ko'nikmalarining rivojlanishiga ta'sirini ko'rib chiqib, OnlineTestPad, LearningApps, Wordwall, Kahoot va Canva kabi vositalarning rus tilini o'rganishga qiziqishni oshirish va ta'lim jarayonini yaxshilashdagi samaradorligini ko'rsatadi.*

Kalit so'zlar: *onlayn platformalar, AKT kompetensiyalari, rus tili, filologik ta'lim, ta'limning raqamlashuvi.*

Современная эпоха цифровизации оказывает значительное влияние на образовательный процесс в высшей школе. Ныне от преподавателя требуется не только умения применять инновационные педагогические технологии, но и определенный уровень ИКТ-компетенции. Это представляется естественным в условиях кредитной системы обучения, где субъектом образовательного процесса является не педагог, а студент.

Теперь невозможно представить себе обучение в школе, вузе без применения информационных технологий. При этом особую роль в учебном процессе занимают онлайн-платформы, которые открывают новые горизонты для обучения молодежи. В рамках филологического образования, в особенности при изучении русского языка, эти инструменты могут сыграть ключевую роль в повышении эффективности обучения, мотивации студентов и формировании и развитии их языковых компетенций.

Существует обширная научная литература по использованию цифровых технологий в образовании и специфике обучения языкам с помощью онлайн-платформ. Рассмотрим некоторые последние исследования в этой области.

N.Osman и S.Abdul Rabu из в своем исследовании «Digital Game-Based Learning: Impact on Language Learning and Beyond» подчеркивают важность цифровых игр как средства для обучения языкам. Авторы обсуждают, как игровые элементы могут улучшить мотивацию и вовлеченность учащихся, а также способствовать развитию языковых навыков посредством погружения и интерактивности [1].

O.Viberg и Å.Grönlund рассматривали вопросы использования мобильных приложений для изучения языков (MALL). В своей работе они изучали различные аспекты MALL, включая теоретические основы, типы используемых приложений и их влияние на языковое обучение. Кроме того, авторы подчеркивают потенциал MALL в повышении доступности и адаптивности обучения [2].

E.Eslit в своем исследовании рассмотрел кейс, демонстрирующий как онлайн-платформы могут быть интегрированы в процесс обучения языку. Автор описывает, как использование такого рода платформ способствует улучшению коммуникативных навыков и вовлеченности студентов. Подчеркивается важность дизайна курса и подхода к обучению для достижения максимального эффекта [3].

Научная работа Н.Mahdi представляет собой мета-анализ, посвященный изучению эффективности использования мобильных приложений для обучения лексике. Результаты показывают положительное влияние таких ресурсов на усвоение новой лексики, в особенности при регулярном и целенаправленном использовании.

A.Nugroho и A.Atmojo рассматривали возможности онлайн-платформы в изучении языков вне аудитории. Авторы анализируют различные типы платформ и их потенциал в обеспечении дополнительных ресурсов, практики и взаимодействия с носителями языка.

Эти исследования подчеркивают значимость и потенциал цифровых технологий в образовании, особенно в контексте обучения языкам. Они указывают на разнообразие доступных инструментов и подходов, а также на необходимость дальнейшего изучения их влияния на процесс обучения, мотивацию студентов и развитие языковых навыков.

В своей педагогической деятельности мы опирались на такие онлайн-платформы как OnlineTestPad (onlinetestpad.com), LearningApps (learningapps.org), Wordwall (wordwall.net), Kahoot.com, Canva.com. Оценка эффективности использования этих инструментов проводилась на основе критериев, таких как улучшение языковых навыков, мотивация студентов и удобство использования в учебном процессе.

Исследование показало, что данные онлайн-платформы могут существенно повысить интерес студентов к изучению русского языка, а также способствовать развитию их языковых навыков за счет доступности, интерактивности и возможности индивидуального подхода. В частности, LearningApps (learningapps.org) и Wordwall (wordwall.net) удобны для выполнения практических заданий на закрепление учебного материала. OnlineTestPad (onlinetestpad.com), Kahoot.com оптимальны для оценки усвоения знаний, сформированности умений и навыков учащихся.

Таким образом, интеграция онлайн-платформ в образовательный процесс по изучению русского языка в филологических вузах представляет собой мощный инструмент для повышения эффективности обучения. Это не только способствует более глубокому пониманию языкового материала, но и развивает навыки самостоятельной работы, критического мышления и межкультурной коммуникации.

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THE ESSENCE AND TYPES OF PEDAGOGICAL EDUCATIONAL TECHNOLOGIES: INNOVATION APPROACH

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Annotation: *This scholarly paper offers an overview of the many forms of educational technologies frequently employed in contemporary educational contexts, as well as an exploration of the fundamentals of pedagogical advances and technology. This study tries to shed light on the importance of these technologies in improving teaching and learning experiences by analyzing the effects, advantages, and difficulties related to them.*

Key words: *Pedagogical educational technologies, Learning management systems, Interactive whiteboards, Blended learning, Gamification, Adaptive learning, Digital storytelling, Virtual reality, Innovation, Educational innovations.*

Introduction. Pedagogical educational technologies have brought about a revolution in the field of education by providing creative instruments and approaches to facilitate the processes of teaching and learning. In addition to providing a thorough review of the many technology platforms used in educational contexts, this essay explores the essence of pedagogical educational technologies. Educators can effectively integrate educational technologies to create dynamic and engaging learning environments by having a thorough awareness of the wide range of tools available.

The term "pedagogical educational technologies" refers to a broad range of instruments, approaches, and techniques used in the field of education to promote student outcomes, increase instructional efficacy, and assist learning. These tools are made to help teachers engage students, deliver curriculum, and evaluate learning in creative ways. The power of pedagogical educational technology to change conventional teaching methods and increase student engagement, customization, and adaptability to the demands of a varied student body is what makes them so essential.

Lexically, "innovation" refers to "innovation" in the English language. In this usage, "innovation" refers to a particular circumstance. Innovation (visual "innovations" – introduced innovation, invention) includes two things: 1) economic investments made to guarantee the replacement of technology and equipment generations; and 2) advancements in engineering, technology, management, and labor organization that are founded on best practices and scientific and technical achievements and are applied in a variety of fields and activities.

Methods. In order to investigate the nature and varieties of pedagogical educational technology, this study uses a thorough literature review methodology. To gain understanding of the importance and influence of educational technologies on teaching and learning practices, a survey of pertinent research articles, textbooks, and educational periodicals was conducted.

Literature Analysis. A plethora of evidence demonstrating the revolutionary influence of pedagogical instructional technologies on educational practices was unearthed by the literature review. Research has indicated that various technologies, including virtual reality, gamification, adaptive learning systems, interactive whiteboards, blended learning approaches, digital storytelling, and learning management systems, can improve learning outcomes and increase student motivation and engagement.

The socio-psychological aspects of relationships, innovations in social relations, the categories of people involved in this process, their attitudes toward innovation, the degree of readiness to comprehend the essence, and the classification of pedagogical social relations between specific categories of individuals were all studied by American psychologist E. Rodgers in his research.

Results. According to a review of the evidence, integrating pedagogical educational technologies into classrooms improves academic achievement and increases student engagement through tailored learning

experiences. Teachers who successfully use these tools can design dynamic, interactive classrooms that accommodate a range of student preferences and learning styles.

In educational settings, a variety of pedagogical educational technologies are frequently employed, including:

1. **Interactive Whiteboards:** These are big touch-sensitive display screens that let educators connect with digital resources, annotate, and present multimedia information. They encourage teamwork, visual learning, and active engagement in the classroom.

2. **Learning Management Systems (LMS):** Online resources known as LMS platforms help with evaluation, communication between instructors and students, content distribution, and course administration. They offer a consolidated platform for managing assignments, keeping track of student progress, and arranging course materials.

3. **Gamification:** To improve student engagement, motivation, and learning outcomes, gamification entails introducing game mechanics, elements, and design concepts into educational activities. Students' education can become more engaging and participatory through gamified learning experiences.

4. **Blended Learning:** A more flexible and individualized learning experience is made possible by combining traditional in-person education with online learning activities. Different learning styles and preferences can be accommodated by instructors by incorporating technology into their lesson plans.

5. **Flipped Classroom:** Under this paradigm, students use online resources to independently learn new material at home before attending class, where they participate in interactive exercises, have conversations, and apply what they have learned. With this method, learning becomes more student-centered rather than teacher-centered.

6. **Adaptive Learning Systems:** These systems tailor learning experiences to each student's unique needs, skills, and learning preferences using artificial intelligence and data analytics. These technologies maximize learning results by varying the speed, material, and feedback.

7. **Virtual reality (VR) and augmented reality (AR):** These two forms of technology offer students immersive, interactive learning settings in which they may investigate virtual worlds, carry out experiments, and participate in simulations that improve their comprehension and memory of difficult subjects.

8. **Digital Storytelling:** Using multimedia tools, digital storytellers produce and distribute narratives, films, and presentations that immerse students in the educational process. It encourages students' critical thinking, creativity, and communication abilities.

Pedagogical educational technologies offer educators innovative ways to enhance instruction, engage students, and promote active learning. By leveraging these tools effectively, educators can create dynamic and interactive learning environments that cater to the diverse needs of 21st-century learners.

Discussion. The study's conclusions highlight how crucial it is to adopt pedagogical educational technologies in order to improve teaching strategies and maximize student learning opportunities. Every kind of educational technology has its own advantages and presents teachers with chances to create creative lesson plans, encourage teamwork, and support student-centered learning. Teachers are better equipped to meet the changing requirements of 21st-century students and promote a culture of continual improvement in the classroom when they use a wide variety of educational tools.

Pedagogical educational technology, often known as educational innovation, is utilized in the process of teaching. "Pedagogical education" is another term for educational innovation. Club of Rome introduced the term "pedagogical education" for the first time in 1979. Innovations in education can be classified into multiple categories. Education that gives students the freedom to develop their own fresh ideas, advanced ideas, norms, natural acceptance of rules, skills developed by others, and pedagogical abilities.

Researchers claim that innovations in education result in the following modifications:

- whole overhaul of the educational system;
- modifications to the learning process;
- adjustments to pedagogical theory;
- modifications to teacher activities;
- revitalization of student activities;
- adjustments to pedagogical technology;
- revisions to the curriculum.

Innovation refers to an action that possesses the characteristics of a short-term, integrated system and is limited to altering certain aspects of the system. Innovation is defined as the ability to significantly alter anything. modifications to the format, strategies, and tools of instruction; adjustments to the way the educational system is run; Modifications to the learning outcomes and objectives.

Conclusion. To sum up, pedagogical educational technologies are essential for transforming conventional teaching methods and creating learning environments that are focused on the needs of the students. Teachers can improve learning outcomes, encourage active student involvement, and improve instructional delivery by embracing a range of educational technologies. To ensure the complete development of pupils in the digital age, educators must keep up with evolving technology and find innovative methods to incorporate these tools into their teaching techniques.

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THE NECESSITY OF LEARNING FOREIGN LANGUAGE BY VOCABULARY ACQUISITION

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Аннотация: В статье обсуждены наиболее важные элементы, обеспечивающие и определяющие эффективность преподавания иностранного языка, в частности, преподавания лексики на курсах ESP, что становится проблемой для учителей английского языка.

Ключевые слова: подход, учебные словари, структура языка, случайное изучение словарного запаса, намеренное изучение словарного запаса, учебные пособия.

Introduction. Teaching vocabulary, especially in ESP courses is becoming a challenge for English Language Teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught on a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students. It is believed that ESP combines subject matter and English language teaching. This approach can be highly motivating for students because students are able to apply what they learn in their English classes to their main field of study, whether it be law, computing, business, tourism, etc. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. Nevertheless, ESP concentrates more on language in context than on teaching grammar and language structures.

Another interesting fact is that ESP words are perceived as more complex than general words and they should spend more time learning them. This is probably due to the fact that collocations are very frequent

in ESP and combining them correctly requires more effort. There are specific types of collocations in ESP which cause [14].

It is known that among the most important elements that ensure and determine the effectiveness of teaching a foreign language, one of the first places belongs to teaching aids. The number and nature of teaching aids used in the practice of teaching English testify to their diversity and even abundance. Teaching aids are designed to assist students in the perception, and memorization of new material, during its training. While learning autonomy offers a choice not only of how to study, but also of what and when to learn in order to achieve the goal set for oneself. Vocabulary plays an important role in mastering a foreign language. The totality of words in a language makes up the vocabulary. Vocabulary as the leading component of verbal communication appears in speech in interaction with grammar and phonetics. Working with educational dictionaries in English lessons is aimed at enriching students' vocabulary. It provides a wealth of vocabulary in English as one of the signs of their general development. Therefore, it is very important to teach students how to use dictionaries to master the English language. Working with a dictionary develops in students the need for an independent and creative search for words necessary for speech activity, and significantly expands information about the lexical richness of the studied language.

Materials. From the research, we know that vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores.

The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read (NRP, 2000).

Chall's classic 1990 study showed that students with low vocabulary development were able to maintain their overall reading test scores at expected levels through grade four, but their mean scores for word recognition and word meaning began to slip as words became more abstract, technical, and literary. Declines in word recognition and word meaning continued, and by grade seven, word meaning scores had fallen to almost three years below grade level, and mean reading comprehension was almost a year below. Jeanne Chall coined the term "the fourth-grade slump" to describe this pattern in developing readers (Chall, Jacobs, and Baldwin, 1990).

Incidental and Intentional Vocabulary Learning.

How do we close the gap for students who have limited or inadequate vocabulary? The National Reading Panel (2000) concluded that there is no single research-based method for developing vocabulary and closing the gap. From its analysis, the panel recommended using a variety of indirect (incidental) and direct (intentional) methods of vocabulary instruction.

Incidental Vocabulary Learning. Most students acquire vocabulary incidentally through indirect exposure to words at home and at school—by listening and talking, by listening to books read aloud to them, and by reading widely on their own. The amount of reading is important to long-term vocabulary development (Cunningham and Stanovich, 1998). Extensive reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts (Kamil and Hiebert, 2005).

Intentional Vocabulary Learning

Students need to be explicitly taught methods for intentional vocabulary learning. According to Michael Graves (2000), effective intentional vocabulary instruction includes:

- Teaching specific words (rich, robust instruction) to support understanding of texts containing those words.
- Teaching word-learning strategies that students can use independently.
- Promoting the development of word consciousness and using wordplay activities to motivate and engage students in learning new words [18].

Methods. Recently, in the methodology of teaching foreign languages, there has been a tendency to abandon teaching a commonly used foreign language (General English) in favor of such an organization of the educational process, in which the needs of foreign language learners are consistently and systematically taken into account. Students are focused on a set of tasks facing them, that is, on a well-defined category of vocabulary or, depending on the goals and objectives, a combination of several categories.

A lot of teaching tools have been developed (textbooks, manuals, training computer programs, reference materials, various dictionaries of both common and professional vocabulary, published both in Russia and abroad), intended for various categories of students studying a foreign language both as the subject of their activity and as a means of its implementation (English for Special Purposes/ESP). As a rule, in textbooks and teaching aids, the vocabulary to be studied is placed in the dictionaries accompanying each section or given at its end (vocabulary, glossary). These dictionaries are minimum dictionaries, which are made in the form of lists, presented, as a rule, in alphabetical order or in the order of their use in texts, and which are intended mainly for the independent work of students. Such lists only record the volume and composition of the vocabulary to be assimilated and perform a reference function but do not meet the needs of the educational process in that part of it that concerns the effective and controlled formation of vocabulary.

If vocabulary building is determined as the central purpose of the ESP class, countless techniques help in this regard. Teachers can mix methodologies or select only those aspects they feel most help their learners. It is important to teach vocabulary in such a way as to help learners make sense of future problems and encourage continuous learning. In spite of vocabulary acquisition being perceived as a boring activity by the learners, it is possible to teach ESP vocabulary without making it a chore or even without the perfect amount of motivation from the learners. The teachers can improve their strategy and turn the learning of ESP vocabulary into a pleasant experience.

According to internet resources, I used in my research work, the techniques were divided into 4 Different Types of Reading:

Skimming

Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

Scanning

Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

Intensive Reading

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

Extensive reading

Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like [9].

As an example of using reading during classes while learning a foreign language for vocabulary acquisition can be divided into 3 different reasons:

1. Academic reading which includes:

General interest articles (in magazines, newspapers, etc.)

Technical reports, professional journal articles

Reference material (dictionaries, online encyclopedias, etc.)

Textbook, thesis

Essays, papers

Test directions

Editorials and opinion writing

2. Job-related reading which includes:

Message

Letters/ e-mails

Memos

Reports
 Schedules, labels signs, announcement
 Forms, applications, questionnaires
 Financial documents
 Directories
 Manuals, directions
 3. Personal reading which includes:
 Newspapers and magazines
 Letters, e-mails, greeting cards, invitations
 Message, notes, lists, blogs
 Schedules (train, bus, plain, etc.)
 Recipes, menus, maps, calendars
 Advertisement (commercials, want ads)
 Novels, short stories, jokes, drama, poetry
 Financial documents (e.g., checks, tax forms, loan applications)
 Forms, questionnaires, medical reports, immigration documents
 Comic strips, cartoons. (Brown, 2010, p.226)

There are a variety of reading activities which students can have interaction with, and frequently students read personal reading because these types of reading catch their attention and are more interesting for them, and at the same time they learn new words.

When students learn vocabulary through reading, they also improve their reading skill, so they obtain two benefits, the vocabulary knowledge and that skill. Chall (as cited in Nation, 2001) mentions that vocabulary knowledge can help reading, and reading can contribute to vocabulary growth. Thus, both have a relationship to each other. A text tends to have a wide variety of vocabulary, making it a better resource for acquiring a broader range of words (Schmitt, 2000). As a result, the readers can learn a lot of vocabulary when they are reading because the vocabulary is first learned receptively, and then develop to become known productively. [12]

Using synonyms and antonyms

A technique often used by teachers, especially at low levels, is to explain words by using a synonym or antonym. In many respects this is a flawed idea. Firstly, because many of the words will be of a similar level and, if a student doesn't know one, then they won't know the other, i.e. if a teacher wants to elicit black and they say it's the opposite of white then this is unlikely to be helpful as the students probably don't know white. Secondly, it can be very misleading as very few words have a direct antonym. For example, what's the opposite of old? Is it new or young? Both, but then that becomes confusing. Thirdly, many words have more than one antonym or synonym all with similar meanings, so which do you use? For example, the opposite of happiness could be sad or unhappy, it often depends on the context [16].

Conclusion. Some authors suggest concepts to make an easy way of vocabulary acquisition: 1. Read something interesting and at the right level.

The first step is to make sure students have access to appropriate reading materials. But what do we mean by appropriate?

Firstly, the readings need to be interesting. Students need motivation to read on, and they'll be much more engaged with a text that they enjoy reading.

Secondly, readings need to be at the right level. Take a look at this quote from linguist Stephen Krashen:

"The best methods for language acquisition are those that supply comprehensible input in low anxiety situations. Any reading should form "comprehensible input." Essentially, this means that reading should fall into a kind of "Goldilocks zone" in terms of difficulty: Not too difficult, not too easy, but just challenging enough that learning can take place.

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INSPIRING SECONDARY STUDENTS TO WRITE EFFECTIVELY AND ENCOURAGING THE COMPETENCE OF WRITING GRADES FROM 5 TO 9

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Annotatsiya. *Maqolada o'quvchilarning savodxonligini oshirish ko'p jihatdan ularning yaxshi yozish qobiliyatini o'stirish bilan bog'liqligi asosanib, yozish o'quvchilarga o'z g'oya va fikrlarini ifoda etish, tushunchalarga izoh berish va hodisalarni tushuntirish, axboronit tahlil qilishda asosiy aloqa vositasi ekanligi e'tirof etilgan.*

Kalit so'zlar: *konstruktiv fikr-mulohazalar, amaliy faoliyat, qo'llab-quvvatlovchi sharhlar, konstruktiv tanqid, ichki motivatsiya, shaxsiy aloqa, konstruktiv tanqid, texnologiya va multimedia.*

Writing is a fundamental ability that is not limited to the classroom. It is the basis for critical thinking, effective communication, and self-expression. Students start the process of developing their writing skills as early as grades 5 through 9, setting out on a transformative path to become proficient in this indispensable craft. Teachers have a critical role in creating an environment that supports young writers' development throughout these early years. Let's explore the subtleties of developing writing proficiency during this critical stage of education.

Students move from fundamental writing skills to more complex forms of expression in grades 5 through 9. They learn basic writing skills at this point, like grammar, spelling, and sentence structure. To reinforce these building blocks, teachers use a comprehensive strategy that incorporates engaging teaching, constructive feedback, and hands-on activities. Students get a greater understanding of language's nuances and start to appreciate its intricacies through stimulating writing prompts, group projects, and creative tasks. Writing is all about diversity, and grades 5 through 9 are ideal for experimenting with a wide range of literary genres. Students are encouraged to try out a variety of writing formats and styles, from narrative essays to persuasive speeches. Through experimenting with different genres, they broaden their toolkit of writing approaches and find their own voice. Furthermore, reading a variety of literature helps children develop their critical thinking abilities and gives them a more comprehensive perspective on the world. Writing is a process that calls for critical thinking and problem-solving abilities; it's not just about putting words together. Students in grades 5 through 9 gain the ability to reason logically, support their claims with facts, and express themselves clearly. They develop their skills in creating ideas that are compelling and effectively defending them through debate clubs, literary analysis, and brainstorming sessions. The development of critical thinking skills provides children with a lifetime tool for overcoming difficult situations and establishes the foundation for academic achievement. Writing is vitalized by creativity, which gives ordinary words life and inventiveness. Young authors can explore and develop this natural inventiveness in grades 5 through 9. Students are urged to use their imaginations and think creatively through storytelling, poetry writing, and multimedia projects. Through embracing their creativity, kids get the self-assurance to take chances, investigate novel angles, and stretch the bounds of acceptable expression. Students are

empowered to realize the full potential of their creative abilities and a culture of self-discovery is fostered by their ability to innovate.

In the current digital era, technology can be a strong motivator for improving writing skills. Digital tools and platforms that support multimedia storytelling, interactive feedback, and collaborative writing are introduced to students in grades 5 through 9. Students have access to a wealth of resources that enhance their writing experiences and broaden their understanding of digital literacy, ranging from word processors to online publication platforms. Educators may cultivate a culture of creativity and flexibility by utilizing technology to build dynamic learning environments that meet the varied needs and learning styles of students.

Above all, developing a growth attitude is the cornerstone of the writing competency journey from grades 5 to 9. Pupils are urged to take on obstacles, grow from failures, and never give up on their goals of success. By utilizing a blend of supportive comments, constructive criticism, and internal motivation, teachers cultivate in their pupils the notion that their writing abilities are flexible and subject to ongoing development. Through the development of resilience, tenacity, and a lifetime love of learning, this growth mindset equips pupils to write with conviction and confidence in the face of constant change. When taught properly in schools, writing may be a fun and fulfilling hobby. In any school, fostering our students' agency as writers and recognizing their voices as young people with something to say are commendable goals. We want our pupils to gain proficiency in writing so that they can at least exit the educational system with a basic understanding of the talent. Writing is another crucial life skill. We are aware that writing in secondary schools reaches a critical point in KS4. We want our pupils to succeed academically, and one way to do this is by helping them write well on tests. For them, written results are very important. Although teaching writing at the secondary level requires a range of instructional approaches and is a difficult talent, I wonder how many of us have really examined the ways in which writing is taught across the curriculum? Writing is difficult because it requires us to utilize our motor abilities to manipulate a pen or keyboard and to generate ideas that we can turn into words and phrases. At the same time, proper spelling and punctuation require our focus. Writing is a process rather than a single thing, therefore having the ability to plan and review is equally crucial. Everything is based on writing motivation.

Writing is a transforming process that enables people to convey themselves, explain ideas, and interact with the world around them. It's not just about putting words on paper. In the context of secondary education, developing strong writing abilities is crucial for students' academic achievement as well as for giving them the tools they need to prosper in a society that is becoming more complex and linked. These are some methods to help motivate and inspire high school pupils to reach their greatest writing ability.

a. Foster a Personal Connection: Begin by assisting students in seeing the importance and importance of writing on an individual basis. Urge them to research subjects that are in line with their enthusiasms, desires, and life experiences. Students are more probable to be involved, motivated, and invested in the process of writing when they have a personal connection to the piece.

b. Accept Creativity and Choice: Give pupils the chance to express themselves creatively and freely by using a variety of writing styles and forms. Give pupils options for their tasks so they can choose subjects that pique their interest and inventiveness. Encouraging kids to express themselves freely via writing, whether it be in the form of a poem, essay, or short story, allows them to be honest.

c. Encourage a Growth mentality: Promote a growth mentality in writers by stressing the value of tenacity, resiliency, and ongoing development. Urge kids to see barriers as opportunities for learning and development rather than as failures and hurdles. When kids believe they can improve and hone their writing abilities over time, they grow into more self-assured and independent learners.

d. Offer Constructive criticism: Give students timely, detailed, and constructive criticism on their work that identifies both their strong points and their places for development. Give special attention to organizing, lucidity, coherence, and the utilization of additional information and proof. Motivate students to actively seek out input from mentors, teachers, and peers in order to improve their interactive writing abilities.

e. Create a Writing Community: Establish a welcoming and inclusive writing community in which students feel comfortable sharing their work, exchanging ideas, and collaborating with their peers. Organize writing workshops, peer review sessions, and literary events to build community and creativity. Students gain a better understanding of the significance of writing as a collaborative endeavor by praising each other's triumphs and offering assistance throughout obstacles.

f. Incorporate Technology and Multimedia: Use technology and multimedia resources to improve the writing experience and cater to different learning styles. Allow students to try out digital storytelling, blogging, podcasting, or video creation as alternative avenues of expression. By leveraging technology, students can explore new pathways of innovation and interaction in their

g. Encourage Authentic Audiences: Give students chances to present their writing to audiences outside of the classroom. Connecting students with real-world audiences, whether through online forums, writing contests, or publishing in school newsletters, inspires them to produce excellent work and feel proud of their writing achievements.

h. Develop a Love of Reading: Help children develop a love of literature by exposing them to a wide variety of texts and genres. This will promote a symbiotic link between reading and writing. Encourage your pupils to examine and model their work after that of eminent poets, journalists, and writers. Through engaging with the diverse range of language and narratives, students get a more profound understanding of the discipline and art of writing.

i. Celebrate growth and Achievement: Give public recognition, prizes, and festivities to pupils who have made writing growth and accomplishments. Display excellent writing samples, assemble author readings, or make writing portfolios to recognize students' diligence and commitment. You may further emphasize the significance and fulfillment of writing as a worthwhile pursuit by praising their accomplishments.

It's a useful tool for teaching pupils that writing is a process of learning rather than a goal in itself. Additionally, explain to them that writing is a difficult, disorganized, nonlinear process with many failed beginnings. Assist them in determining the

- Developing ideas
- Finding a focus and a thesis
- Composing a draft
- Getting feedback and comments from others
- Revising the draft by expanding ideas, clarifying meaning, reorganizing
- Editing
- Presenting the finished work to readers
- Explain that writing is hard work.

It takes a comprehensive strategy that develops creativity, resilience, and a community of writers to motivate secondary pupils to write well. Through the use of these tactics and concepts, educators may enable children to unleash the potential of writing and set off on a path of self-exploration, self-expression, and lifelong learning. The years from 5 to 9 are crucial for the development of writing skills because they set the foundation for a lifetime of reading comprehension and creative expression. By creating a safe space for learning, encouraging creativity, and utilizing technology effectively, teachers can equip students to become skilled writers who use language with intention, passion, and accuracy. As we set out on this life-changing adventure, let's sow the seeds of writing proficiency and raise a future of writers.

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UNLEASHING THE POTENTIAL OF GAMIFICATION IN ENGLISH LANGUAGE LEARNING: A HOLISTIC EXAMINATION

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Аннотация. В данной статье исследованы нюансы применения геймификации в области изучения английского языка. Автор показывает, как геймификация может быть умело использована не только для содействия овладению языком, но и для развития глубоких знаний языка.

Ключевые слова: геймификация, мотивация, элементы игры, интеграция технологий, личностно-ориентированное обучение, интерактивное обучение, практика в классе, разработка учебной программы.

Introduction. The integration of gamification into educational practices has revolutionized traditional teaching methodologies by infusing elements of game design into non-game contexts. Gamification harnesses the inherent motivational aspects of games to stimulate engagement, promote active learning, and enhance overall learning outcomes. In the context of language learning, particularly English language acquisition, gamification offers a promising avenue to address the challenges associated with sustaining learner motivation, fostering proficiency development, and creating dynamic learning environments.

Literature Review. Gamification in English language learning has garnered significant attention in recent years, with scholars and educators exploring its potential to revolutionize language acquisition processes. Research studies have underscored the multifaceted benefits of gamification, including its ability to enhance learner motivation, facilitate autonomous learning, and promote collaborative engagement. Moreover, gamified language learning environments have been shown to provide learners with opportunities for meaningful language practice, immediate feedback, and personalized learning experiences.

Various gamification strategies have been employed in English language classrooms, ranging from point-based systems and badges to leaderboards and immersive quest-based learning. These mechanisms serve to incentivize learner participation, track progress, and foster a sense of achievement and competitiveness. Additionally, gamification facilitates the integration of authentic language use in simulated contexts, thereby enhancing learners' communicative competence and real-world applicability of language skills.

Despite the evident benefits, challenges exist in the effective implementation of gamification in English language learning. Educators must navigate issues related to balancing game elements with pedagogical objectives, designing culturally relevant and inclusive gaming experiences, and addressing the diverse needs and preferences of learners. Furthermore, considerations regarding technological infrastructure, teacher training, and assessment methods pose additional complexities in integrating gamification into language learning curricula.

Methods. To investigate the efficacy of gamification in English language learning, researchers have employed diverse methodological approaches, including experimental studies, surveys, case analyses, longitudinal research designs, and ethnographic research methods. Experimental studies typically involve comparing the learning outcomes of learners exposed to gamified language learning activities with those engaged in traditional instruction. Surveys and questionnaires are utilized to elicit learner perceptions, attitudes, and preferences towards gamification, while case analyses provide insights into the practical implementation and outcomes of gamified language learning initiatives in authentic classroom settings. Longitudinal research designs allow for the examination of the long-term effects of gamification on

language proficiency development and learner motivation, while ethnographic research methods offer insights into the socio-cultural dimensions of gamified language learning environments.

Discussion. The integration of gamification into English language learning holds immense potential to transform conventional pedagogical practices and revolutionize the learning experiences of learners. By leveraging the motivational elements inherent in games, educators can create immersive and interactive learning environments that captivate learners' interest, stimulate curiosity, and foster intrinsic motivation. Gamification encourages active participation, exploration, and experimentation, thereby enabling learners to develop language skills in a dynamic and engaging manner.

Furthermore, gamified language learning experiences can be tailored to address specific language competencies, including vocabulary acquisition, grammar proficiency, listening comprehension, and speaking fluency. Through gamified activities such as language quests, role-playing simulations, and interactive storytelling, learners are provided with authentic opportunities to practice language skills in meaningful contexts, thereby enhancing their communicative competence and linguistic proficiency.

However, the successful implementation of gamification in English language learning necessitates careful planning, pedagogical alignment, ongoing support from educators, and collaboration with educational technology experts. It is essential for educators to design gamified activities that are aligned with curricular objectives, scaffold learning experiences to accommodate learners' varying proficiency levels, and provide opportunities for reflection and metacognition. Additionally, educators must foster a supportive learning environment that encourages collaboration, creativity, and risk-taking, thereby empowering learners to take ownership of their language learning journey.

Conclusion. In conclusion, gamification represents a powerful pedagogical tool that has the potential to revolutionize English language learning by harnessing the motivational power of games to engage learners, foster proficiency development, and cultivate a deeper appreciation for the English language. As technology continues to evolve, gamification offers new possibilities for creating dynamic and immersive learning experiences that cater to the diverse needs and preferences of learners. However, the successful integration of gamification into language learning curricula requires careful planning, pedagogical alignment, ongoing research, collaboration, and investment in educational technology infrastructure. By embracing gamification as a transformative approach to language learning, educators can empower learners to become confident, competent, and lifelong communicators in the English language.

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THE SIGNIFICANCE OF CODE-SWITCHING STRATEGY IN CONTEMPORARY LANGUAGE INSTRUCTION

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Аннотация. В статье рассматривается значение переключения кода, действия или практики чередования двух или более языков во время разговора в современной среде обучения языка. Автор показывает как переключение кода может равняться с современными методами обучения, такими как обучение коммуникативной речи или обучение языку на основе задач.

Ключевые слова: переключение кода, современное обучение языка, стратегии обучения, подходы, коммуникативное обучение языка, обучение языка на основе задач, аутентичный язык.

Introduction. Language is a dynamic tool for human communication that surpasses strict linguistic rules. Code-switching is a practice where speakers switch between multiple languages or dialects in a single conversation. This phenomenon has gained attention in the field of education, particularly in language teaching. As language education methods progress, teaching languages now focuses on authentic language use. This shift recognizes the diversity and richness of language, promoting teaching practices that reflect the dynamic nature of linguistic interactions. The purpose of this article is to explore the relationship between code-switching and modern language teaching. It demonstrates how this phenomenon can be utilized as a valuable tool for teaching by examining the theoretical basis of code-switching and its practical implications in educational settings. Through the perspective of contemporary language teaching methodologies, it will investigate how code-switching aligns with and enhances the language learning experience. Moreover, as the article explores the complex world of code-switching in language education, it is discovered that it not only connects different languages but also boosts our knowledge of language and culture. Hence, this paper aims to motivate educators and instructors to adopt innovative methods that foster linguistic proficiency, cultural understanding, and effective communication among learners.

Concept of code-switching. Code-switching is a linguistic phenomenon that is commonly observed in multilingual societies, involving the smooth transition between two or more languages or linguistic variations within a single conversation. This complex interaction of languages demonstrates a flexible use of language and an adaptability to different cultural contexts, which can be seen in diverse settings around the globe. For instance, in Uzbekistan, bilingual speakers may effortlessly switch between Uzbek and Russian in their everyday conversations, reflecting the diverse cultural and linguistic landscape of the country. According to Trudgill (2000), bilingual individuals use code-switching to express multiple identities at the same time, showing the complex relationship between language, culture, and social identity.

The domain of code-switching offers various types that provide detailed insights into its manifestation. Canagarajah (1995) acknowledges that researchers have categorized three specific types of code-switching: tag-switching, inter-sentential switching and intra-sentential switching. Tag-switching is the smooth incorporation of a tag phrase from one language into another, commonly observed in greetings, farewells, and other frequently used expressions. This type of code-switching acts as a linguistic bridge, helping speakers to stay fluent while incorporating elements of their multilingual abilities into conversation.

Intra-sentential code-switching, which occurs when individuals incorporate elements from multiple languages within a single sentence or utterance, demonstrates the flexibility of linguistic boundaries (Gumperz, 1982). Let's imagine a scenario where a bilingual speaker of Uzbek and English says, "Xozir supermarketga shopping qilishga ketyapman". In this case, the speaker seamlessly combines Uzbek and English to express their intention, blurring the linguistic boundaries while ensuring coherence within the discourse.

Inter-sentential code-switching, on the other hand, refers to the practice of changing languages between sentences or clauses within a conversation (Schmidt, 2014). For instance, a bilingual speaker of

Russian and English might say, "Давай купим новый devices, и установим в них upgraded programs". This deliberate switching between Russian and English allows the speaker to express different ideas or highlight specific points, illustrating the fluidity of multilingual communication.

Furthermore, code-switching is guided by sociolinguistic norms and communication strategies, demonstrating the intentions and social dynamics of speakers (Hussein et al., 2020). For example, in a study place with different cultures, students may switch between English and their native language to create a sense of unity and acceptance, illustrating how language can be a tool for social interaction. Adriosh and Razi (2019) state that bilingual individuals may employ code-switching to establish a sense of solidarity with a specific linguistic community or convey their cultural identity

Code-switching in Language Education. Code-switching is not only studied in sociolinguistics but also has relevance in language education. This part of article will investigate the application of code-switching in language classrooms, its role in enriching language learning results, and examples of how educators integrate code-switching into their instructional approaches. Teachers frequently use code-switching as a teaching strategy to assist students in acquiring language skills, improving comprehension, and fostering cross-cultural understanding. Also, students may use code-switching as a strategy to overcome language challenges, especially when expressing themselves freely or encountering unfamiliar words or concepts. Therefore, code-switching provides a valuable perspective for scholars and educators to understand the intricate dynamics of language use and identity negotiation in different linguistic contexts.

In modern language teaching environments, code-switching is frequently employed as a scaffolding strategy to support students' language acquisition process. According to Cook (2001), teachers often interpret maximizing the use of the target language as completely excluding the use of the first language in foreign language classrooms. Educators may purposefully integrate features of students' first languages or regional dialects with the target language to offer explanations, facilitate understanding, and strengthen language patterns. Moreover, code-switching can function as a tool for promoting cultural authenticity and fostering a welcoming classroom atmosphere that values linguistic diversity.

The utilization of code-switching is a vital tool in supporting language acquisition and comprehension among learners. According to Hussein et al. (2020), through the integration of familiar linguistic elements from students' native languages or dialects into the target language instruction, educators can offer comprehensible input and assist in scaffolding learners' grasp of new language concepts. Furthermore, code-switching aids in fostering connections between languages, thereby enhancing learners' overall language proficiency and communicative competence.

Teachers utilize a variety of methods to integrate code-switching into their teaching practices. One common strategy involves offering bilingual explanations or translations of important vocabulary and concepts to ensure that students understand the material. For instance, a teacher might switch between languages to clarify the meaning of a word by providing its translation in the students' native language. Moreover, educators may prompt students to code-switch during communicative tasks, enabling them to express themselves more effectively in multilingual settings. Additionally, code-switching can be strategically employed during language drills or grammar exercises to strengthen language skills and emphasize differences between languages.

The Benefits and Challenges of Code-Switching in Language Teaching. Code-switching is a powerful tool that can enhance student engagement in language classrooms by effectively connecting students' linguistic backgrounds with the target language used for instruction. Having integrated aspects of students' first languages or dialects into their lessons, teachers create a sense of familiarity and ease, thereby making the learning experience more relatable and accessible. Cook (2001) highlights the importance of using the first language for tasks such as explaining grammar, organizing activities, managing student behavior, and conducting assessments. This practice effectively bridges the gap between students' linguistic backgrounds and the target language of instruction, facilitating a deeper understanding and connection to the subject matter. As a result, students are more likely to actively participate and engage in the learning process. For instance, imagine a language classroom where most students are bilingual, proficient in English and Uzbek. The teacher recognizes the students' diverse linguistic backgrounds and effortlessly combines both languages during instruction (Bilgin, 2016). When teaching complex grammar or vocabulary, the instructor switches between English and Uzbek to ensure that all students understand the explanations. This

strategy caters to the diverse languages present in the classroom and empowers students to actively participate in their education. Students become more confident in expressing themselves in multiple languages, leading to increased involvement and interaction during class discussions, group activities, and language practice sessions.

Moreover, when teachers switch between languages to explain or reinforce language structures, students gain a more comprehensive understanding of the target language and how it is used in real-life situations. Consider a situation where a language teacher is introducing a new vocabulary term in an English language class for Uzbek students. The teacher observes that certain students are having difficulty understanding the meaning of the word "crop" in isolation. To aid comprehension, the teacher smoothly transitions to Uzbek, providing a brief explanation: "In Uzbek, 'crop' is equivalent to 'hosil'". Through the integration of translation and code-switching from English to Uzbek, the educator offers learners an extra linguistic signal to link the unfamiliar vocabulary with their pre-existing language skills. This method serves to elucidate the word's significance while also strengthening the bond between the second language and the students' mother tongue, thereby aiding in the understanding and memorization of new vocabulary.

On the other hand, the challenge of code-switching is often linked to negative language ideologies and the stigmatization of particular language varieties. As stated in Wardhaugh (2011), in educational environments, there is a preference for standard language norms and a bias against non-standard varieties. Consequently, code-switching to non-standard or vernacular forms may be seen as incorrect and face disapproval or discrimination. For example, think about a situation where a student switches back and forth between their native language and the target language during a class discussion. The teacher criticizes the student for not speaking "properly" and demands that they only speak in the target language. This can make the student feel embarrassed or inadequate about their language abilities. As a result, language biases and negative attitudes towards code-switching can worsen inequality and power imbalances in schools, affecting students' social and academic well-being. However, studies have shown that teachers often switch between languages to help students differentiate between the target language and the first language to prevent negative transfer, with inter-sentential code-switching being the most common form (Altun, 2019).

Code-switching in Modern Approaches of Language Teaching. The field of modern language teaching has witnessed a transformation in its methodologies, with a focus on enhancing communicative competence, authentic language use, and learner-centered instruction. Two prominent methodologies that exemplify this shift are communicative language teaching (CLT) and task-based language teaching (TBLT). These approaches prioritize meaningful communication, task-based learning activities, and the integration of language skills in real-life contexts.

Communicative Language Teaching is an instructional approach to language education that places emphasis on the development of learners' ability to communicate proficiently in real-life scenarios. The fundamental principle of CLT is that language learning should be centered around the learner and foster interactive engagement, with a strong focus on meaningful communication and language usage (Richards & Rodgers, 2001). In a CLT classroom, students learn language through interactive tasks like role-plays, simulations, and information-gap activities, which require them to communicate in the target language to accomplish specific goals. Code-switching is commonly incorporated into CLT to reflect real-life language use. For instance, students might participate in a role-play scenario set in a restaurant, where one student takes on the role of a customer placing an order while another student acts as the waiter. The incorporation of code-switching in these activities allows for a more realistic representation of language use, as students may switch between their native language and the target language to discuss menu options, inquire about the food, and make requests. In a role-play task, students may switch between their native language and the target language to negotiate meaning and express themselves more effectively (Ellis, 2003).

Task-Based Language Teaching (TBLT) is a methodology in language education that emphasizes the utilization of real-world tasks as the central component of instruction. These tasks are meaningful activities that prompt learners to apply the target language in order to achieve a particular aim or objective. In addition, language acquisition in a TBLT classroom is achieved through the completion of tasks like problem-solving activities, information-gap tasks, and project-based assignments. The integration of code-switching in TBLT serves to enhance comprehension, facilitate communication, and provide support for language learning. Project-based tasks involve students in researching, planning, and sharing information about a particular subject or theme. For example, students can work together on a multimedia project

that investigates environmental problems in their community. While conducting research, students may switch between languages to access useful resources or gather information from different sources. By incorporating code-switching into project-based tasks, teachers motivate students to use their language skills and participate in genuine exploration and inquiry. In a group project where students collaborate to solve a problem, code-switching may naturally occur as students tap into their linguistic resources to share ideas and negotiate solutions (Nunan, 2004). Code-switching in TBLT can assist learners in task performance by offering them extra linguistic hints and aiding their language learning process. Permitting students to switch between languages while doing tasks helps establish a supportive setting for learning, enabling students to comprehend language input, discuss meanings, and cooperate with peers to accomplish task goals.

Conclusion. In conclusion, code-switching holds great significance in contemporary language teaching due to its diverse functions. Having explored methodologies such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), it becomes apparent that code-switching serves as an invaluable pedagogical tool. It effectively enhances communicative competence, aids comprehension, and promotes cultural awareness among language learners. Through the alignment of code-switching with these strategies, instructors can establish inclusive and stimulating learning environments that prioritize linguistic diversity and facilitate effective language acquisition. Hence, teachers can help students use the target language in real-world and relevant circumstances by including code-switching into communicative tasks, role-playing scenarios, information-exchange activities, problem-solving tasks, and project-based assignments.

All in all, code-switching is more than a linguistic phenomenon; it is a pedagogical asset that can enhance language learning experiences, facilitate intercultural understanding, and promote effective communication within diverse linguistic communities. In their efforts to cultivate inclusive and successful language teaching environments, educators acknowledge code-switching as a valuable instrument for fostering communicative proficiency, cultural awareness, and linguistic empowerment among language learners.

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ПРЕОБРАЗОВАНИЕ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА: РОЛЬ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ И МОБИЛЬНОГО ОБУЧЕНИЯ

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Аннотация: Ушбу мақолада инглиз тилини ўқитишда мобил иловалар ва мобил таълимнинг ўрни масаласи ёритилган. Унда тил ўқитишда мобил технологияларни қўллашнинг афзалликлари, хусусан, қулайлиги, шахсга йўналтирилганлиги, ўйинлардан фойдаланиш ва онлайн-жамоа билан мулоқот қилиш имкониятлари баён қилинган.

Калит сўзлар: мобил иловалар, мобил ўқув, инглиз тилини ўқитиш, шахсга йўналтирилган таълим, ўйин усули, онлайн-жамоа.

С развитием технологий мобильных устройств преподавание английского языка стало более доступным, интерактивным и эффективным благодаря мобильным приложениям и мобильному обучению. Эти инновационные методы обучения не только изменяют способ, которым студенты изучают английский язык, но и открывают новые возможности для обучающихся и преподавателей. В данной статье рассматривается роль мобильных приложений и мобильного обучения в преподавании английского языка.

В данной статье рассмотрены преимущества использования мобильных технологий в образовательном процессе и предлагает обзор ключевых аспектов, которые делают мобильные приложения эффективным инструментом для изучения английского языка [1]. Будут рассмотрены персонализация обучения, игровой подход, доступность, возможность взаимодействия с онлайн-сообществом и другие аспекты, которые делают эти технологии важным элементом в современном образовании.

В контексте быстро меняющегося мира образования и растущей зависимости от цифровых технологий, понимание роли мобильных приложений и мобильного обучения в преподавании английского языка является ключевым для успешной адаптации к новым образовательным трендам и достижения высоких результатов в обучении [2].

В мире, где мобильные технологии стали неотъемлемой частью нашей повседневной жизни, образование не осталось в стороне. Особенно в контексте преподавания и изучения английского языка, мобильные приложения и мобильное обучение играют ключевую роль в улучшении доступности, эффективности и интерактивности образовательного процесса.

Интерактивное обучение в вашем кармане. Одной из основных причин популярности мобильного обучения является его удобство и доступность. Мобильные приложения позволяют учащимся получать доступ к обучающим материалам в любое время и в любом месте, превращая каждый свободный момент в возможность для обучения [3]. Это особенно важно для изучения английского языка, поскольку постоянная практика и вовлеченность являются ключевыми факторами в достижении успеха.

Персонализированный подход. Еще одним преимуществом мобильных приложений для изучения английского языка является их способность к персонализации обучения [5]. Благодаря алгоритмам адаптации и индивидуальной оценке уровня знаний, приложения могут предлагать пользователю уникальные курсы, упражнения и задания, соответствующие его потребностям и

уровню владения языком. Это позволяет каждому учащемуся развиваться в своем собственном темпе и наиболее эффективным способом.

Игровой подход к обучению. Многие мобильные приложения для изучения английского языка используют игровые элементы, чтобы сделать обучение более увлекательным и мотивирующим [4]. Благодаря заданиям в форме игр, учащиеся получают возможность не только повысить свой уровень владения языком, но и провести время с удовольствием. Этот игровой подход стимулирует учащихся к регулярной практике и помогает сделать процесс обучения более эффективным и результативным.

Онлайн-сообщество и мгновенная обратная связь. Еще одним значимым аспектом мобильных приложений для обучения английскому языку является возможность взаимодействия с другими учащимися и получения обратной связи от преподавателей и носителей языка [6]. Многие приложения предоставляют доступ к онлайн-форумам, где учащиеся могут общаться, обмениваться опытом и помогать друг другу в изучении языка. Кроме того, возможность мгновенно получать обратную связь на выполненные задания позволяет учащимся непрерывно улучшать свои навыки.

В этой статье мы рассмотрели значимость и важность мобильных приложений и мобильного обучения в контексте преподавания английского языка. Мы выявили, что использование мобильных технологий в обучении английскому языку приносит множество преимуществ, включая доступность, персонализацию обучения, игровой подход и возможность взаимодействия с онлайн-сообществом. Эти преимущества делают мобильные приложения эффективным инструментом для обучения английскому языку, обеспечивая учащимся широкий спектр образовательных ресурсов и возможность индивидуализированного обучения. Кроме того, использование игровых элементов и возможность общения с другими учащимися через онлайн-сообщества делают процесс изучения более увлекательным и мотивирующим.

Однако, необходимо помнить, что успешное использование мобильных приложений в обучении английскому языку требует не только доступности технологий, но и компетентности преподавателей и готовности учащихся к самостоятельному обучению [7]. В целом, мобильные приложения и мобильное обучение играют важную роль в современном образовании, и использование их в контексте преподавания английского языка может существенно улучшить образовательный процесс и результаты обучения.

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MAXIMIZING THE BENEFITS OF TECHNOLOGY IN LANGUAGE TEACHING

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Аннотация. В данной статье исследуется важная роль технологий в обучении языкам, выделены три основных условия для их эффективного использования, обосновано их влияние на улучшение результатов обучения языкам и совершенствование инновационных практик преподавания в цифровом образовании.

Ключевые слова: языковая компетенция, трансформация, использование технологий, педагогика, педагогические принципы, усвоение языка, аутентичное образование, языковая обработка, использование языка.

Today we are addressing a very important question and that question is "Can technology enhance language teaching and language learning?". In that way, the focus will be on language learning, in particular we will be focusing on language proficiency or English language teaching. As we know technology is now everywhere, we cannot really live without technology. Even if we want to order food we have to use technology. This is particularly true in our everyday life where we are experiencing a soft lockdown. People are not expected, are not encouraged to go out until they have to make use of whatever technology they have in order to interact to get the job done. In the same way in education can we teach without technology? The answer is probably not. Currently a lot of us are making heavy use of technology in our teaching, in our interaction with our colleagues and also in our interaction with our students as well. We have searched a lot about the research that has been done in terms of the potential benefits of technology in language teaching and language learning. Now technology can transform language learning, we can do things that was not possible before, it can also enhance language teaching as well as language learning.

Researchers tend to use words transform, enhance and support language teaching and learning, but for us language teachers or English language teachers, we want to know whether and to what extent the use of technology can eventually improve the English language proficiency of our students. Study that was published [5; 24] recently in 2019 by three experienced researchers, one from Canada and the other two based in China. The title is "The more technology the better? A comparison of teacher student interactions in high and low technology use in elementary EFL classrooms in China". This is a topic that is of interest to many of teachers, especially, those of them are working in low resource countries-in places where resources are limited. This is happening in China's primary schools-in villages in small towns. The researchers are looking over investigating the use of high technology and low technology groups in two different groups of teachers and they wanted to find out if the interaction patterns in these two different classes are basically the same or different. The instruction patterns here referred to the kind of questions that the teacher asks the kind of interactions that the students have in the classroom. In other words, the amount and the quality of interactions that happen in the classroom. Social learning theories tell us that social interaction is significantly important for language development. The results are likely to be interesting in terms of the two groups of teachers-one using technology a little bit and the other group using a lot of technology. The answer interestingly or the result of this study is the same. They are the same-the two groups of teachers using a lot of technology on the one hand and the other group using less technology. There is no difference, interesting, isn't it. They're the same- the amount of use of English in the classroom continued to be very small very minimal, negligible use of English in the classroom both by the teachers and also by the students and remarkably when the teachers ask questions, they ask the same old questions that they usually ask the students. There are a lot of display questions, like "What time is it now?", "What day was it yesterday?" or directives "Open page 9.", "Walk in groups.", "Do your homework" – the kind of questions that teachers usually ask in the classroom. In terms of the kind

of feedback that the teachers give the students again showed minimal of use. Thus, this is one study that shows that the use of technology in and of itself. Technology is just a tool. If you use technology simply as a tool not as approach that will support your pedagogical innovations or pedagogical teaching then technology may not produce the desired results. Another study was published in high profile journal called "Computer Assisted Language Learning" [2; 17] and the researcher looked at a big number of past studies that have examined the potential effect of technology in foreign language learning. They reviewed about 350 previously completed studies involving the use of technology. They wanted to find out whether technology made a difference, whether technology could help improve students' English language proficiency or some aspects of students' English language proficiency. The result is interestingly overall-the effect is limited. We are looking at the effect of technology on English language proficiency such as speaking, reading, writing, listening. The only interesting or strong effect is found on pronunciation. Therefore, the lesson here is very clear-if we want to improve their pronunciation, then technology might be our best option. Technology can be a wonderful tool for us to help our students develop or improve on their pronunciation. Finally, an increased amount of chat time was experienced. Students are more active using technology to exchange ideas, but we don't know whether the students are using the target language or whether the students are doing the chatting using their first language, however the amount of talk increased.

If that is the case: "Can technology enhance language learning?". We have seen two studies there and along with that we would like to share with you three major points and we think these three points will help us understand why the effect of technology on English language proficiency-our students' proficiency can be very small or medium sized or effective. We will be looking at three different conditions of using technology. 1) The use of technology with a little change in pedagogy (interestingly this is still widespread in many parts of the world); 2) Using technology but the use is accompanied by with a good set of pedagogical principles; 3) The use of technology is informed by a good set of second language pedagogy.

Principles help us understand the nature of language acquisition and how we can support students in acquiring the language. Beginning with the first condition-using technology with little change in pedagogy. The use of technology is simple: substitute for what you know is now possible-using technology sharing documents, using Google Drive, for example communicating with students using WhatsApp, asking students to fill in a survey or an exercise using Google forms, doing a spell check. In that case we would be using text with hyperlinks and things like that and these should not be considered as something impractical. These are assets that we should be using present day, because technology allows us to make use of these tools with the intention of helping us teach and communicate with our students, but then again without appropriate use of pedagogy we may not be able to perceive the effect, the results that we would like to see happening in our students. For example, in the past we used printed materials as reading materials, but now we can use digital texts to support the students become more familiar with the non-print reading materials. On the other hand, the question is whether e-books and printed books are equally effective, do they produce the same level of comprehension? If there is no change in pedagogy, if there's no change in the way the students read the text, it is not expected any major differences. Whether we read printed or non-print materials we have the knowledge and the skills. It doesn't matter whether we read online or printed books, we would eventually be able to set our purpose very clearly if we could focus our attention in a certain way. Good readers are expected to do an example of simple substitution in our teaching. Many English language teachers used to teach the language as knowledge explaining or spending a lot of time teaching the grammatical rules of the English language, like the subjunctive clause, the gerund and all the wonderful grammatical features of the language by using traditional way of presenting the information to the students, but now we are using technology. In this occasion where there is no major change in pedagogy, it is hard to expect a major transformation or a major benefit in terms of the language learning that happens in the classroom. You may be wondering what are some of the reasons why teachers continue to use the same pedagogy despite they teach online or on site. The reasons that teachers are business people they, do not have time to actually learn how to use technology in the way that experts believe are important for teachers. Considering the fact that countries are experiencing a major disruption in their teaching, some teachers feel that while they've got no choice nowadays, so they

have to use technology. If technology is used in that way with minor and small change in our pedagogical approaches, then the answer to the question of "Whether technology can improve English language proficiency" is probably not.

The second approach is very easy the use of technology with good pedagogy. There are a lot of pedagogical principles that we need to use in order to make the best use of technology in our teaching. In other words, the use of technology will have to be informed by a set of research-based principles and there exists a multitude of instances. There are five essential principles of good teaching that when are used, then it is going to be an effective outcome and they are followings: 1) Personalized teaching or student-oriented; 2) Engaged learning; 3) Authentic learning; 4) Feedback; 5) Collaborative learning.

Despite we are teaching on site or online learning happens when it is personalized. [8; 25] When we appreciate and address the learning needs of our students about the differences that exist in our classroom, then it is counted as personalized teaching. Engaged learning is another chief principle. These days some people have suggested that engagement is the 'Holy Grail of learning'[1;66]. If the students are not engaged, the chances of learning are not likely to happen. Students may learn to some extent there, but that is mostly very superficial kind of learning. Some people have suggested that if we are able to engage 90% of our students 90% of the time then we are likely to be a good excellent successful language teacher in the classroom [7; 45]. Authentic learning is based on bringing in a realistic real-world task into the classroom and that is the kind of things that are likely to engage the students to motivate [4; 97]. Some knowledge of the language is important but more importantly is how we can convert it into amusement. Feedback is important and it can be very demanding. Feedback can be something that we try to avoid but if we investigate it from another perspective the feedback that we hand to the students is from the students' perspective a prospect for them to learn and relearn again what they have just learned previously from the educator. Collaboration is additional vital thing that we need to think of. Learning happens when the students are able to share their ideas, expand their ideas and learn from others as well in the process. These are five principles that are important when we use technology in language classroom. As professor Mike Sharples says: "Focusing on pedagogy is way more efficient in improving education rather than technology" [6; 78]. Consequently, it's in what manner we use technology not the technology itself and the technology turns out to be very easy to use. Some may be very sophisticated but it is the pedagogy that we use that can make a difference. If we practice technology and our use of technology is informed by a good set of pedagogical principles it is likely to improve students' English language proficiency. However, a good set of principles pedagogical principles is very important, but we consider we necessitate something different and that's something else is what we are going to discuss with you in point number three. Briefly, 1) the use of technology with very minimal change that we just use technology the way we talk before; 2) technology that is accompanied by a good set of principles; 3) using technology but the use of technology is informed by second language's pedagogical principles.

We are teaching language and eventually we are interested in assisting our students to acquire the language, to develop sufficient proficiency in the language. There are mainly three principles of second language's pedagogy, named language input, language processing and language use respectively (also named as 3Ls). Language input: the research tells us that language input is extremely important in language learning and technology is an excellent tool for our students or for the teachers to make input available in large quantity to our students. It confirms very clearly that if the input is minimal then we can't expect a lot of language learning to occur in the classroom, other types of learning can happen in the classroom but without appropriate and the sufficient amount of language input language acquisition may not happen. Nowadays, with technology input is more accessible with a single click compared to 20-30 years ago when language input was exacting and the best place for the students to be exposed to the target language input was probably the classroom and to some extent the universities or the schools' library, on the contrary, in the current scenario input is available 24 hours a day e-books, graded readers, Ted-talks, Netflix, talk shows-all these can potentially serve as important language input which can assist students develop their English language proficiency. As professor Richard Day from the University of Hawaii wrote: "Good things happen to students who read and listen a great deal in a foreign language. Research studies show they become better and more confident readers, they write better, their listening and speaking ability improve

and their vocabularies become richer" [3; 1]. These days providing a lot of input reading materials and listening materials become easier with technology and as the quote mentions here if we crave our students to become good readers and confident bookworms, students who are able to understand spoken language and can express themselves clearly then this is the way to go. 20 years ago, it may be a bit difficult to provide a lot of input to our students, conversely these days it's easier and a lot of the input that is available is free such as "Storyline Online". It provides our students with a free access to give assistance to them, develop their pronunciation and their English language proficiency if they listen to the stories over a period of time. Another example of free resources that are available on the internet is "Books for Asia" made available by the "Asia Foundation". There are hundreds of books intended for improving reading skills, making reading more enjoyable activity with pictures to our students and even for children at home. L2 is language processing and the key idea here is this input alone is not enough, input will have to be or the language in the input will have to be accessible. 'Accessible' here is used instead of the word 'easy' which means easy from the students' perspective. It is regarded as the kind of language materials that they can understand easily without a lot of effort but the contents more importantly should be appealing. When the contents of what they read and listen are appealing and accessible, there will be fully engaged learning environment and with that a lot of learning can happen. L3 is usage. Teachers have to do practicing, using the language again and again. The goal of language learning eventually is to develop fluency and accuracy and the only way they are able to develop fluency is when they do things again and again repeatedly on the daily basis. That is the power of repeated practice and people learn to read by reading-by doing a lot of reading and that is how they develop their reading proficiency; people learn to speak by speaking; people learn to listen by listening; people learn to write by writing. Technology is an excellent tool to get the students to be excited to be interested in speaking, reading, writing, and listening and so the second language's learning principles-language input language processing and language use. If our technology, if the use of technology is accompanied by these 3Ls, it is likely going to improve the language proficiency of the students.

In conclusion, it is clear that technology is going to stay with us for many years to come, eventually we will not be doing a solely online teaching but we will be doing a lot of blended learning on site plus online. Thus, it is a good opportunity for us to learn how to use technology in a way that is consistent with what we know from research about the nature of language learning and how best we can support students' English language proficiency's development. Moreover, the use of technology will have to be accompanied by a good set of educational principles but also second language's learning principles. Only in these conditions we can teach better, we can expect more from the students in acquiring second language proficiency and students can also get excited from what they are doing by engaged learning, eliminating long-term boredom and disinterest and shortening long-term period of language learning.

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MASTERING THE ART: TEACHING ENGLISH AS A SECOND LANGUAGE

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Аннотация. В данной статье рассматривается динамичное направление преподавания английского языка как второго языка (ESL), затрагивая основные компоненты и эффективные стратегии как для преподавателей, так и для учащихся. Основной упор делается на понимание разнообразия учащихся, использование коммуникативного подхода, интеграцию языковых навыков, развитие культурной компетенции, использование технологий и постоянное профессиональное развитие.

Ключевые слова: ESL (английский как второй язык), методика преподавания, коммуникативный подход, интеграция языковых навыков, культурная компетентность, интеграция технологий, профессиональное развитие.

Teaching English as a second language (ESL) is a multifaceted endeavor that goes beyond just conveying grammar rules and vocabulary. It's about fostering effective communication, cultural understanding, and confidence in learners. As English continues to be the lingua franca of the globalized world, the demand for skilled ESL instructors remains high. In this article, we explore the essential components of effective ESL teaching and strategies to empower both teachers and learners in this dynamic field.

One of the fundamental aspects of ESL teaching is recognizing the diversity among learners. Students come from various linguistic backgrounds, cultures, and proficiency levels. Therefore, a personalized approach is crucial. Assessing students' prior knowledge, language skills, and learning preferences helps tailor instruction to meet their specific needs. Additionally, acknowledging cultural differences fosters a supportive and inclusive learning environment.

The communicative approach is at the core of modern ESL teaching methodologies. It emphasizes real-life communication and interaction rather than rote memorization of grammar rules. Activities such as role-plays, discussions, and simulations enable learners to practice English in authentic contexts, enhancing their fluency and confidence. Through meaningful communication, students not only improve their language skills but also develop critical thinking and problem-solving abilities.

Effective ESL instruction integrates all language skills – listening, speaking, reading, and writing – in a balanced manner. While focusing on each skill individually is important, encouraging cross-skills interaction enhances language acquisition. For instance, a reading comprehension activity can lead to a discussion, followed by a writing task based on the topic. This holistic approach ensures comprehensive language development and reinforces connections between different linguistic components.

Teaching ESL goes beyond language proficiency; it involves promoting cultural competence among learners. Understanding cultural nuances and customs enriches language learning experiences and fosters respect for diversity. Incorporating authentic materials, such as literature, films, and multimedia resources from various cultures, exposes students to different perspectives and enhances their intercultural communication skills. Moreover, discussing cultural topics and societal norms encourages meaningful dialogue and promotes mutual understanding.

Incorporating technology into ESL instruction offers countless opportunities for engagement and innovation. Educational apps, multimedia resources, and online platforms provide interactive learning experiences and cater to diverse learning styles. Virtual classrooms and video conferencing tools facilitate remote teaching and enable global collaboration among students. Moreover, digital assessment tools streamline feedback processes and enable teachers to monitor students' progress effectively.

Continuous professional development is essential for ESL teachers to stay updated with the latest methodologies, technologies, and research in the field. Participating in workshops, conferences, and online courses enhances teaching skills and fosters a reflective teaching practice. Additionally, collaborating with colleagues and engaging in peer observation and feedback promotes a culture of professional growth and excellence.

Teaching English as a second language is a rewarding journey that requires dedication, creativity, and cultural sensitivity. By embracing student diversity, employing effective methodologies, integrating language skills, promoting cultural competence, leveraging technology, and engaging in continuous professional development, ESL instructors can empower learners to communicate confidently in English and navigate the complexities of the globalized world. As language bridges cultures and connects people worldwide, the role of ESL teachers remains indispensable in shaping inclusive and communicatively proficient communities.

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