



Systematic Organization of Exercises and Tasks Using Innovative Educational Technologies in Teaching English as a Foreign Language in Uzbek Groups

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Abstract: The development of communication skills in the teaching of languages in the world leads to the formation of linguistic competences in the course of the lesson, and as a result, the formation of speech competences. At this point, it should be noted that in addition to formation of speaking skills in foreign language teaching, independent work and elimination of the existing problem situation differ from traditional education in a certain sense; they cannot be imagined in one line.

Key words: assessment, essay, skill, competence, method, innovative technology.

At a time when the process of globalization is accelerating in the world, global changes are also affecting education. In the world's experience, language teaching classes were conducted based on various modern methods. It is most important to improve the methodology of foreign language teaching, and the issues of formation of speech competence in training are becoming urgent. Today, various new approaches to language teaching are being applied to the educational process, and interactive methods for teaching all levels of the language are widely used in practice. In the scientific literature on teaching English, French, German and other advanced foreign languages, special attention is paid to the development of communication and independent work skills, and various exercises are effectively used in the educational process. Along with the development of speaking skills in the world experience, there are also educational tasks that encourage the student to search and do not end with one section or one topic. The new methods used in the classes lead to the easy formation of various communication skills in the student.

The development of communication skills in the teaching of languages in the world leads to the formation of linguistic competences in the course of the lesson, and as a result, the formation of speech competences. At this point, it should be noted that in addition to formation of speaking skills in foreign language teaching, independent work and elimination of the existing problem situation differ from traditional education in a certain sense; they cannot be imagined in one line. Nevertheless, there is an increasing need to apply the qualification levels set for learning the English language to the Uzbek language as well. In contrast to the mother tongue, the main speech skills of students are formed from a foreign language, and existing skills are developed. In particular, students should have the skills to listen to and understand a text or conversation in a foreign language, to be able to read, to speak and to write. Based on these requirements for learning a foreign language, in addition to the skills of listening, speaking, reading and writing, the ability to find a solution to a problem situation is formed.

In our republic, foreign language teaching is based on the competence approach, on the basis of basic competences; separate competences for each subject have been developed and put into practice. The

speech and linguistic competences of foreign language subjects were selected; the teaching of all levels of the language is based on these criteria.

“Assessment” method: “Assessment” is derived from the English word “assessment” and means “evaluation”. The assessment method is a set of tasks that provide an opportunity to comprehensively and objectively assess the level of students’ knowledge, skills, and abilities. It consists of discussion, interview, creative work, test, individual case, presentation, expert observation, role playing and business games. This method mainly serves the following three purposes: comprehensive, objective assessment of students’ knowledge, skills and qualifications; to determine the possibilities of developing students’ knowledge, skills and qualifications; development of a perspective plan (targeted program) that serves to develop students’ knowledge, skills and qualifications.

“Assessment” method in all types of educational activities (at the beginning of the lesson or at the end of the lesson or at the completion of any section of the educational subject) assessment of the level of mastery of the subject, repetition, reinforcement or intermediate and final control for, as well as to check the knowledge of learners before starting a new topic, to determine the initial knowledge, skills, and qualifications of students.

This method can be used during training or as a part of training and individually. This method can also be used for homework assignments.

“Essay” method: “Essay” method - (French experiment, initial project) is the first independent free opinion of a person expressed in writing on a topic. In this, the learner freely expresses his impressions, ideas and views on the subject.

When writing an essay, it is recommended to immediately write down the first thoughts that come to mind, write as much as possible without taking the pen off the paper, and then reanalyze and improve the text. This is the only way the written essay is recognized as authentic. It is advisable to write an essay on a specific topic, basic concept or free topic. Sometimes, especially during educational hours, it is good for students to write an essay on a topic they like.

This method also plays an important role in the development of human thinking. They allow the recording of informal thoughts and images to be kept in memory until they are fully considered and to express them more clearly.

The structural structure of the “Essay” method: when using the “Essay” method in the course of the lesson, the teacher plays videos and audio files on the topic to the students, and the students write what they heard in the form of a small essay. “Communications”, “The world of work”, “Education”, “School and community” in English lessons in the 1st year, “What is your specialty?”, “My future plans”, “Team building” in English lessons in the 2nd year, “Identifying your skills”, “Filling in forms” and in the 3rd course of English lessons, a video and audio file will be broadcast on the topics “Study skills achievement”, “Save the Earth”, “Keeping fit”, “Tourism, travel”. Students are given 5 minutes to write in their notebooks in the form of a small essay, and the teacher checks and evaluates what they have written.

As a young researcher, I conclude when working with textbooks in order to give a new look to English language textbooks and to further improve them: a couple of pages are allocated for each topic, and the grammar topic is explained during each lesson based on the topic, and the same rules are written in the book, grammar Based on information, written puzzles and crosswords, in addition to pictures, include all 4 skills: speaking, writing, listening, reading. The subject text is also structured in relation to each other. The advantages of creating textbooks in this way are that the student can use the textbook independently at home, and it is important to create an opportunity for individual exercises in additional practice.

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