MODERN PEDAGOGICAL METHODOLOGIES FOR TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract: Today, secondary schools offer new pedagogical technologies and interactive methods in English lessons. In the process of education, modern teaching technologies, information technologies, and the use of new pedagogical technologies will increase the effectiveness of education and increase the opportunities for the development of a well-rounded personality.

Keywords: teaching process, methods, audience, peer-to-peer teaching, tools, teaching aids.

INTRODUCTION

The main purpose of our research is to conduct research on which methods are most effective, and we recommend the organization of the teaching process in the teaching of pedagogy on the basis of the following methods:

A method of "teaching each other"

It is a well-known fact that the best way to learn is to try to teach others something. In doing so, a person takes a creative approach to the task, using all his knowledge and abilities. The method of peer-to-peer teaching is based on the same principle, in which students are asked to act as temporary teachers, and they teach other students in the group texts, rules, and arguments related to the topic being studied. or be able to teach them how to work with data. The same copy of any text is distributed to each student in the group. Students take turns teaching. The student acting as a teacher will be asked to: that is after all the students in the group have read a piece of text.
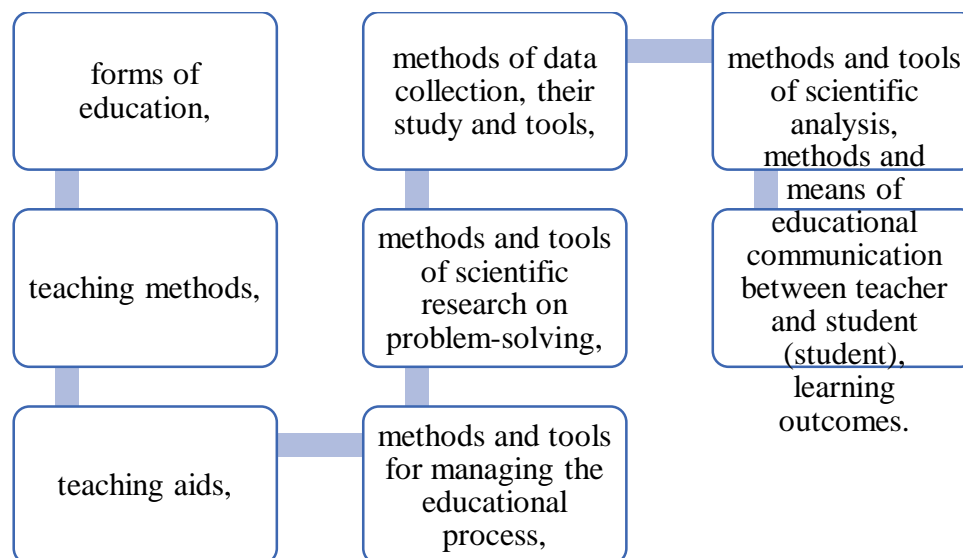
The teacher summarizes and explains the essence of the information in the text, invents questions from the text and asks other students to answer them, re-explains places that are not clear to others and tries to bite into their meaning, state and explain his / her hypotheses about what might happen in the next part of the text, assigns to read the next part of the text and analyze it in detail.

At the beginning of this type of lesson, the teacher must first demonstrate the method to the student. That's why he tells the students to start the discussion on the first part of his text and asks them to watch the process carefully. Once the students know that they are teaching in this way, they will closely monitor the teacher's presentation and draw the necessary conclusions. Once the teacher has explained in detail to the audience the sequence of actions in the five steps above, it is important that each step clearly demonstrates what the individual should do. The teacher should also decide in advance how to divide the text into appropriate sections. The key to success is to be able to discuss the selected part of the text for 8-10 minutes. This means that when you divide a text into sections, you need to take into account the type and amount of information in each section.

"Case study" method

"Case study" technology (in English – case - method, - study - problem situation; situational analysis or problem situation analysis) technology to find the most optimal options for students by analyzing a real, real or artificially created problem situation serves to form their skills. It teaches students to directly study and analyze any situation.

At the heart of the technology are elements that reflect the overall nature of the problem-solving process.

forms of education,	methods of data collection, their study and tools,	methods and tools of scientific analysis, methods and
teaching methods,	methods and tools of scientific research on problem-solving,	means of educational communication between teacher and student (student), learning outcomes.
teaching aids,	methods and tools for managing the educational process,	

"6X6X6" method

Respondent students are grouped into 6 groups of 6 students. The text, which reveals the essence of the topic, is divided into 6 parts. Each group is given a sheet of paper covering a particular part of the general text, and group members are asked to study the content of that text.

Over time, groups work on the texts assigned to them. Once this process is complete, the groups are reorganized. Reorganized groups should focus on one member of the previous group. Each student in the new group tells the rest of the group what they learned in the previous text. In this way, in a short period of time, students gain knowledge about the general essence of the topic.

"Black box" method

Responding students are attached to pairs and complete the following task: on the cards issued by the teacher, specific diseases (e.g., cardiovascular disease, skin diseases, kidney and urinary tract diseases, nervous system diseases, respiratory diseases, etc.) and they should note the adverse working conditions that cause or adversely affect their development. After the allotted time, the teacher will review the status of the assignment. For example, as diseases of the nervous system and the adverse working conditions that cause them, students should be able to: For example, as diseases of the nervous system and adverse working conditions that cause them, students should be able to: Work with toxins, noise, vibration, uncomfortable microclimate, activities that require constant attention, air pollution with excess gas or dust, work on high-powered mechanisms. The correct answers are recorded on the board and the teacher asks the students to explain the essence of the answer options. The student who answers correctly acts as a teacher and assigns the pairs the following task: to cover on the cards the actions that cause occupational damage. After the allotted time, the student acting as the teacher, under the guidance of the teacher, learns the status of the task in pairs, and the correct answer is reflected on the board. The correct answer should indicate the following actions: lack of sanitary and hygienic knowledge of the essence of new types of raw materials, incomplete observance of labor and technical safety, and exposure to substances with toxic and allergic properties during labor. application, use of imperfect technical means, violation of the technological regime, as well as non-compliance with sanitary-technological standards.

"Travel" Game

Shortly before the game, a jury is appointed and several groups are formed. Each group consists of 5-6 people, the groups appoint a captain. Game participants are required to build cities, in a certain sequence, for example, city 1, erudite 1 unexpected question unsolved mystery 1 and… In each city the captains receive assignments in special envelopes, which contain 1 main and 2 additional questions. The group has the right to move on to the next stage only after the group has completed this task and verified it. The goal of each group is to be in as much of the city as possible. The answers are accepted in a certain system: the number of answers, creativity, good at solving problems, and the group is always taken into account.

The game "Erudite"

Before the end of the work on the topic, students are asked to write a card on the topic and give it to the jury. The jury consists of 2-3 people.

Together with the jury, we will highlight the most interesting questions. Cards are poured on the table before the game starts. Each group member comes and chooses 4 questions for their group. Time will tell. The problem solution increases the collective in each group. The answers obtained will be taken to the jury. Each group that has difficulty finding a solution will be able to swap cards, but the total number of points will be reduced. At the end of the game, the jury will analyze the children's answers and evaluate the questions they have prepared independently.

"Discussion" method

This method provides students with information on a specific topic, and the topic chosen for the discussion is "stormed" by the students, resulting in a detailed study of the information on it.

"Find your place" method

If there is a debate in the audience on a particular topic, the solution to the problem is determined using this method. It is mainly used in the introductory part of the lesson; it is said that there are different approaches to the topic. This is on the one hand. Second, students have the opportunity to express their opinions and to change. Finally, at the end of the lesson, the teacher assesses the level of mastery of the topic.

1. Two posters are hung in opposite corners of the auditorium. One of them is written "I agree" and the other "I do not agree". Posters can sometimes contain conflicting opinions on a topic. For example: "figs bloom and the fruit are finished" or "figs bloom without fruit".

2. The rules of lesson organization are discussed.

3. Students are invited to go to a poster that matches their thoughts on the problem being studied.

4. Students are asked to justify their views. At this time, the transition from one group to another is allowed and thus all students are involved.

5. Once opinions on a problem have been expressed, students may change their point of view during the discussion within the group or move on to another group. In such cases, they must justify the reason for this.

6. Participants will identify the students who have the most convincing opinion on the problem among their opponents.

"Debates" method

The main purpose of organizing a lesson on the basis of "debates" is to convince others of the correctness of their approach to the student in finding a solution to the problem. "Debates" are an effective method of expressing one's opinion clearly and succinctly, forming the ability to find the right evidence and conclusion for it [7, 23].

"Brainstorming" method

It is a method of collecting free opinions and comments expressed by students on a problem and using them to come to a definite solution.

"Problem situation" method

It is a method aimed at developing students' skills in analyzing the causes and consequences of problematic situations and finding solutions to them. The complexity of the problem chosen for the "problem situation" method should be appropriate to the learners 'level of knowledge. They must be able to find a solution to the problem, otherwise, if they can not find a solution, it will lead to a loss of interest in students and a loss of self-confidence. When using the method of "problem situation", students learn to think independently, analyze the causes and consequences of the problem, and find a solution.

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