



AGENCY FOR PROMOTING  
FOREIGN LANGUAGE  
LEARNING



**EDUCATIONAL ADMINISTRATION OF  
BUKHARA REGION**

**AGENCY FOR PROMOTING FOREIGN  
LANGUAGE LEARNING**

**“MODERN ENGLISH TEACHERS  
AS INNOVATORS IN FLT”**

**COLLECTION of ARTICLES of THE  
SCIENTIFIC-PRACTICAL  
CONFERENCE**





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The collection includes new approaches to teaching a foreign language, important methods for developing the speaking skills of primary school students, as well as the problems of learning a foreign language and ways to solve them.

Scientific articles are written by scientific methodologists and teachers of English working in the field of public education and higher education.

***The authors are responsible for the content of the articles, the information provided and their scientific basis, the reliability of the sources.***

***Bukhara 2022***



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## ON INNOVATION ACTIVITY AND ITS ROLE IN THE STUDY OF FOREIGN LANGUAGES

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At the present stage of globalization and the huge economic, political, spiritual and social changes taking place in our country, the need to know foreign languages, use them for practical purposes, communicate freely with native speakers has changed the attitude of citizens to learning foreign languages.

These requirements made it clear that the traditional methods used in the study of foreign languages cannot meet the needs of students. At a time when renewal is taking place in all spheres of society, there is an increasing need for language learning methods that allow innovation in the field of language learning, the formation of language skills in a short period of time.

But at the same time, it became clear that there are a number of shortcomings in this area, for example, our youth do not have conversational skills. They do not understand when they hear speech in English, but they can read and write quite well. In such cases, many are baffled by the fact that the main function of the language is communication, and that the ability to communicate has become the main criterion for knowing a foreign language.

The purpose of writing this article is not to repeat a well-known fact over and over again, but to show language learners of different ages some situations, news and ways to understand and achieve them that ignite a spark of hope.

Learning a language is not an easy process. The earlier a student begins to learn a foreign language, the easier it is for him to achieve success in this, and high school students can also learn it after a certain period of time.



Linguists and methodologists recommended many solutions to this problem, and these recommendations effectively helped to learn foreign languages in small groups.

But in our case, we are talking about hundreds, thousands or millions of language learners. The breadth of coverage requires a radical rethinking of the approaches used.

We are talking about creating conditions for the study of foreign languages by citizens of our country. The first condition for this is training young people who are knowledgeable, innovative thinkers, who have mastered modern methods of learning the language.

We have dedicated this article to innovation and its role in learning a foreign language. It's time to talk about an innovation. Many people have a general, vague idea about the word "innovation". The fact that our specialists do not fully understand the meaning of this term hinders the effectiveness of the reform. A formal change of this or that is not yet an innovation.

Therefore, in this article, we decided to focus on the modern interpretation of the word innovation and why it is often repeated when learning a foreign language.

The main directions of development of innovative activity are:

1. strengthening the activities of higher educational institutions in the field of teaching and scientific research as a basis for the creation and dissemination of innovative technologies in the regions of the Republic;
2. formation of resource and financial support for the effective organization of innovative activities;
3. expanding the volume of extrabudgetary funding through innovative and educational activities to strengthen the financial sustainability of higher education institutions;
4. the formation of project and innovation skills among teachers, employees, researchers and students of higher educational institutions;
5. study of advanced foreign innovative experience, holding scientific and practical conferences, seminars, round tables, methodological advice and similar



events to modernize education and develop activities that lead to the spread of innovative development;

6. development of publishing, printing and marketing of scientific and educational literature and other types of printed products that meet modern requirements for the mass printing market.

To disseminate innovative developments, an expert must be able to see, know and apply them. This means that we believe that trips to the countries of the studied languages in order to exchange experience will increase the professional skills of employees and raise the teaching of foreign languages in our country to a new qualitative level.

In conclusion, we would like to emphasize that innovation is an organizational element of this renewal process.

No area, including the teaching foreign languages, can be developed without innovation.

Therefore, innovation is the key to a better future.



## CHILDREN ARE MORE MOTIVATED TO LEARN GRAMMAR WITH GAMES

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**Annotation.** The theory of intrinsic motivation also gives some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can lead encourage them to play games. If these games are good then they will be learning while they are playing.

**Keywords:** ELYL, L2, game-oriented tasks, ELT, language competence, student-centered classes.

Using some movement is crucial because movement helps activate the students' mental capacities and stimulate neural networks, thus promoting learning and retention. If you have a large class with no space you still have options. Children can stand up, sit down, move various body parts and pass things around to each other. Movement does not only mean children tearing around the playground. When you are looking for games to use in your classroom, don't just pick something to be a "time filler" which does not have a definite linguistic outcome. These games may entertain the students, but when you don't have much time with them each day as it is, you want your game to do double duty to get the most out of the time you spend playing games. Have a clear linguistic outcome for each game. The game can be a listening game to allow the students to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practice of the grammar once it has been absorbed through listening beforehand. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practice



once the basics have been mastered. The teacher should lead the children through this progression so that the game at hand is always well within the grasp of the students. This makes games fun rather than laborious. It is a mistake to play a speaking game immediately after the new grammar has been presented. Ideally reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally.

Another thing to watch out for with grammar games is that a maximum of students are involved simultaneously. If you have thirty children you want to avoid a game where only one child is speaking at a time. What are the other twenty-nine children supposed to do in the meantime other than get bored? On the other end of the scale however are games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels. There are many great pre-k activities for ESL classrooms, including games, but it's also very important to not discount the power of stories. Whether you're reading a classic book, making up a story as you go along or designing a story specifically for a particular lesson, you'll want to be sure to include stories in the preschool ESL class every day.

One of the reasons why stories work so well in the ESL preschool classroom has to do with intrinsic motivation. Intrinsic motivation is the theory that people are motivated by internal factors. Children of preschool age do not understand the external factors that might motivate an adult to decide to learn a second language, so as a teacher it's up to you to create a classroom that internally motivates them to participate in the activities and, ultimately, learn the language you are teaching.

Stories are perfect for teaching young ESL students because children already love stories and are already motivated at the thought of listening to one. In addition to that, when children listen to the stories, they are able to internalize the language structure and will eventually begin to recognize words and phrases they hear in the stories. Besides, there are so many ways to use them in the classroom that the possibilities with stories are practically endless. Here are some possibilities on how you can use stories in your classroom:

### **Teach Vocabulary**



Before you use a story in the ESL preschool classroom, you'll need to teach the students the key vocabulary words so they are able to follow the story. Thus the story can serve as a basis for drawing vocabulary words. It goes deeper than that, however. The students will not just "learn" the words, they will immediately see how the words are used and hear them in context of the language. This is so much more beneficial to the students than simply memorizing a list of words.

### **Varying Classroom Activities**

Telling a story adds variety to your lessons in terms of content and pace. Preschoolers don't have a terribly long attention span, so you'll want to vary your activities throughout the class period. Changing your activities every five to ten minutes is appropriate for this age group – and that's a great length of time to spend telling a story. Furthermore, preschool students have a ton of energy, so you'll want to have some activities that allow them to burn this energy. To keep the class from getting out of control, use a story after a boisterous activity to allow everyone enough time to settle down before moving onto something else. Remember also that you can tell the same stories over and over again.

### **Be Creative**

Whenever you tell a story allow your creativity to show through. Have fun with it and go with the flow. Make animal sounds, change your voice, sing little songs and, most of all, use gestures. You might even be able to get some of your students to go along with you when it comes to animal sounds, songs and gestures.

### **Introduce Other Activities**

Stories are a great jumping board for other activities. Here is just a sampling of activities you could do following a story:

**Conclusion.** \* Give each student a picture that depicts the events of the story and have them line up in order of the events.

\* Have the students come up with a title for the story. Allow as many titles as students who'd like to share one.





- \* Repeat quotes from the story and ask the students “Who said it?”
- \* Leave off the ending of the story and have the students predict what they think will happen. Then, read the ending of the story.
- \* Encourage the children to look for patterns in the story. Have them guess, for example, what the character will say if there is a pattern in what the character says.
- \* Teach them a song that goes along with the theme of the story.
- \* Teach them actions to go along with the songs.
- \* Let them act out parts of the story.
- \* Set up stations that allow them to dress up like characters in the story and do things the characters in the story did. So, if the characters in the story decorated cookies, give them some time to decorate cookies.
- \* Tell a story to introduce a new unit.
- \* Give the students three events in the story and ask them what came first.
- \* Have the students draw a picture about their favorite part of the story and then explain it to the class.
- \* Let the students tell about a similar experience they might have had.

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## CREATIVE METHODS AND APPROACHES OF TEACHING FOREIGN LANGUAGES

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**Annotation.** This scientific article is devoted to innovative and creative educating learners to foreign languages. Several methods for creative teaching are described as well.

**Key words:** innovative, creative, digital, virtual, music, songs, IT technology, kahoot, drawing, listening, singing, speaking, reading, writing, skills. Innovative and creative educating learners with the help of IT technology and creative methods are essential in educational process. Kahoot application is one of the most used innovative ways of assessment. This IT tool is appropriate for all levels of learners from young learners till adults. Also, it can be used in warm up and brainstorming purposes.

Moreover, there are lots of creative methods which make teaching much more interesting and fun. Such interactive and creative methods as drawing to instrumental music, disappearing song, express your feelings can be example.

### **DRAWING TO INSTRUMENTAL MUSIC**

In this activity, students have an opportunity to respond to instrumental music, which has no lyrics. Simple art supplies are offered, such as colored pencils, crayons, or markers, and a plain sheet of paper for each student. As the piece plays, students are invited to scribble, draw, doodle, write, or simply listen as they see fit. After the piece has been played, students share the drawing or words and describe how the piece of music made them feel. If the class is relatively small, each student shares his/her drawing with the whole class; if it's larger, students share their drawing in a group of 4–6. This activity has no right or wrong, and allows students at all proficiency levels to experience the music on an on-verbal plane and then share their art with others. They may have very few words about their art, because the art, not the words, is the statement.



## **Preparation**

Make sure each student has a flat surface to draw on.

## **Procedure**

1. Tell students that you are going to be drawing to music together, and then talking about your drawings. Tell them the name and composer of the music, and let them know how long the piece of music is going to be so that they can pace themselves (5–6 minutes is ideal). Let them know that during the piece, they can choose to draw, doodle, write words, or simply sit and enjoy the music with their eyes closed.
2. Distribute the paper and drawing supplies, making sure each student has several colors to work with. Make sure each student has a flat surface to draw on.
3. After the piece is finished, allow students to put finishing touches on their art. Then have them share their art with the others in the class, talking about how the music made them feel. The teacher may want to go first, or not go at all.
4. Students will respond to each other's drawings and the stories about them. Often, surprising stories and feelings will emerge from the experience, and the class will feel closer because of the experience.

## **Variations**

1. If students are so inclined, you can put the drawings up on a wall, or collect them into a folder.
2. You could choose music that has words, but in a language with which nobody is familiar. For example, many “world music” pieces are in languages that are not known to most of their fans, such as the music of the Tuareg group from Mali, Tinariwen.
3. You could give a theme to consider prior to the music and see what items of that theme they may end up incorporating into the drawing.

## **DISAPPEARING SONG**

Students often want to know the lyrics of songs, and this activity can be used with many different genres to suit many tastes, but is better for those with clearer lyrics and



appropriate topics. Depending on the song chosen, this activity can lead into extended discussion about a related theme or even prompt a grammar or vocabulary lesson.

### **Preparation**

Choose a song. Before the activity, write the lyrics on the board.

### **Procedure:**

1. Go over the lyrics line by line with the students.
2. Play the song or practice singing the song with the students, line by line.
3. Erase approximately 10% of the words.
4. Draw a blank space under each erased word.
5. Practicingsingingthesongwiththestudentsagain.Makesurethat they can remember and sing the missingwords.
6. Erase another 10% of the words and follow the procedure in Step 2.
7. Noweraseanadditional20to30%,sothatyouonlyhaveabout 50% of the words remaining. Practice singing the songagain.
8. Finally, erase an additional 20 to 30% so that you have about 20% of the words remaining. Sing the song one final time.

### **Variation**

Put up some of the lyrics first. Ask students to memorizethe lyrics in 60 seconds. Cover up the last part of the sentence for each line. Check students on what they remember. Replay the song. Continue with other parts of the lyrics.

### **Note to Teacher**

The number of words that you choose to erase and the pace at which you remove them will depend on the length of the song, the difficulty of the lyrics, and the level of your students. You do not need to erase a high percentage of words. Also be careful about singing the song too many times. You do not want it to become boring.

### **EXPRESS YOUR FEELINGS**

This activity focuses on emotions and music and the relationship between them. Students can havedifferent interpretationsofmusicthanthe lyrics suggest,andthiscan be a wonderful point ofdeparture.



## **Preparation**

The facilitator selects a song that students will likely have some feelings about — regardless of whether they are already familiar with the lyrics.

## **Procedure**

1. Play the song without any pre-vocabulary teaching or warm-up.
2. Have students write down (or draw or make a collage based on) how the music made them feel and give supporting statements (they can use lyrics they hear or describe the music).
3. Have them share what they think the song is about with a partner.
4. Hand out the lyrics and play the song again. Ask if anyone can explain the meaning of the song. Add any information the students did not express.
5. Then ask them how their interpretations of the song's music compared to the actual lyrics.

## **Variations**

1. Students rewrite the song in groups using vocabulary learned in class and/or a discussion.
2. Lead a discussion highlighting how music can affect our emotions or how emotions influence music choice.

Overall, teaching foreign languages through new technologies and methods makes education innovative.

## **List of used literature:**

1. Maria Snarski, *The Monster Book of Language Teaching Activities*. — Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State, 2019.
2. Kahoot.com



## INTERNATIONAL SURVEYS OF PRIMARY EDUCATION ALUMNI

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**Annotation.** The International Text Reading and Comprehension Study is a monitoring study organized by the PIRLS (Progress in International Reading Literacy Study), an international association for the assessment of educational achievement (IEA).

**Keywords:** PIRLS, survey, contribute, reading experience, questionnaire for teachers, Association for the Evaluation of Educational Achievement, National Center for International Quality Assessment

This study compares the level and quality of reading and text comprehension of primary school graduates around the world and identifies differences in national education systems. The survey is conducted periodically - once every five years. To date, five cycles have been implemented: in 2001, 2006, 2011, 2016 and 2021.

The purpose of our country's participation in this study is to answer a number of questions:

- How well do primary school graduates do compared to their peers in other countries?
- What is the level of literacy of schoolchildren?
- Was there any change during the study period?
- Do fourth graders like to read?
- How does the family contribute to the development of literacy?
- How is the process of teaching reading organized in schools of our country today?
- Does the process of teaching reading have any peculiarities compared to other countries, and if so, what are these features?
- Are the teaching methods used by our primary school teachers different from those in other countries?



The study assesses two types of reading that are most commonly used by students in the classroom and outside of school:

- reading in order to gain reading experience;
- reading for the purpose of assimilation and use of information.

Research in reading fiction and informational (popular) texts assesses four groups of reading ability:

- find accurate information;
- drawing conclusions;
- interpretation and generalization of information;
- Analysis and evaluation of the content, linguistic features and structure of the text.

A set of questionnaires to collect information on the status of the factors that allow to interpret the results of the study includes:

- Student survey;
- Questionnaire for teachers;
- Questionnaire for parents;
- Questionnaire for school administration.

In 2021, the research will be computer-based for the first time. However, due to the fact that this is the first time that Uzbek students are participating, it was held on paper.

From 5 to 14 April this year, an international survey was conducted to assess the reading comprehension of 4th grade students in Uzbek schools (PIRLS). For the first time, our country took part in the survey, which has been conducted every five years since 2001, among more than 60 countries.

The study, conducted by the International Association for the Evaluation of Educational Achievement (IEA), conducts a comparative analysis around the world to determine the level of knowledge that students have acquired in four years of general secondary education.



The survey involved 5,948 4th graders from 180 schools in the country, as well as their parents, school principals and class teachers. The schools and students were randomly selected. Criteria such as the language of instruction in the schools, the location in the city or village, and the number of students were also taken into



account.

The PIRLS core survey was conducted in hard copy, in which 4th graders completed a test to assess their reading comprehension and completed a student questionnaire that showed their personal interest in learning, home and school conditions.

In addition, participating school principals and selected class leaders complete a school and teacher questionnaire that examines the learning environment in the educational institution, and parents or guardians of students complete a home questionnaire that examines their children's learning environment.

All research materials for the process conducted by the National Center for International Quality Assessment in Education under the Education Inspectorate in Uzbek, Russian and Karakalpak languages: assessment books and questionnaires were translated into relevant languages and internationally verified.

Experience of countries that have achieved highest results in PIRLS research





- PIRLS-2021, a major change in the international assessment study, found that the number of “good readers” in the world has increased over the past 15 years;
- In the 2016 PIRLS survey, Singapore and Russia recorded the highest results;
- PIRLS-2021 survey was attended for the first time by primary school students of the 4th grade of our country.

Based on many of your suggestions and recommendations sent to us, questionnaires developed using the open sources of the PIRLS 2016 survey on the school and home learning environment of primary school students and their relationships with friends and teachers referred to.

PIRLS international research manuals, exercise books, and all webinar presentations and video recordings conducted in collaboration with a number of educational organizations, developed by the National Center, were also regularly provided in electronic and booklet form.

The PIRLS exercise books and assessment criteria developed by the National Center have been referred to general secondary schools.

The notebooks were designed as additional didactic material to increase students' reading literacy, analyze and interpret what they read, and develop the ability to draw correct conclusions.

The PIRLS exercise books and assessment criteria for these 4th grade students were translated and developed using the open sources of the PIRLS study.

Exercise 1 Notebook: The author Franz Hoxler's "Strange Night" consists of 12 assignments, 6 of which are closed assignments (used in the 2006 PIRLS study);

Information text - LEONARDO DA VINCI, "Man ahead of his time", consists of 12 tasks, of which 6 tasks are given in closed form. (Used in the 2016 PIRLS study);

Assessment Criteria for Exercise 1, a 15-page exercise book, are also provided as a basis for accurate assessment of student work.



Exercise 2 Notebook: Author Roeld Dahl's "Mice with Feet in the Sky," 14 assignments, 6 of which are closed assignments (used in the 2001 PIRLS study);

Information text - Ride, "Along the corridor along the Nord River" bicycles "ZIPPI", this text is illustrated in the form of 1 table and 1 graph, consisting of 1 task, of which 3 tasks are given in closed form ( Used in the 2001 PIRLS study);

This exercise book is 24 pages long.

The assessment criteria for Exercise 2 are the basis for the correct assessment of students' work.

Exercise 3 Textbook Diana Engel's "Little Piece of Clay" text, consisting of 13 assignments, 5 of which are closed assignments (used in the 2006 PIRLS study);

Information text - Antarctica: the text of the ice sheet consists of 4 parts, consisting of 11 tasks, of which 4 tasks are given in closed form (used in the 2006 PIRLS study);

This exercise book is 24 pages long.

Assessment criteria for Exercise 3 are also provided. This assessment criterion is the basis for the correct assessment of students' work.

Exercise 4 The text of the notebook Rosalind Kervin's "Rabbit Warns of an Earthquake" consists of 11 assignments, 5 of which are closed assignments (used in the 2001 PIRLS study);

Information Text - The Big Tooth Secret Text consists of 14 assignments, of which 8 assignments are given in closed form (used in the 2011 PIRLS study);

This exercise book is 28 pages long.

Assessment criteria for Exercise 4 are also provided as a basis for assessing student performance.

Exercise 5 Notebook text "Flowers on the Roof" by Ingibord Sigurdardottir, 13 assignments, 7 of which are closed assignments (used in the 2016 PIRLS study);

Informational text - Bruce Macmilon's text "Night of the deadlock", consisting of 13 tasks, 8 of which are given in closed form (used in the 2001 PIRLS study);



This exercise book is 24 pages long.

Assessment criteria for Exercise 5 are also provided as a basis for accurate assessment of student work.

Exercise 6 Textbook: The text "Charlie's ability" is given in 4 parts, consisting of 15 tasks, 7 of which are closed tasks;

Information text - In the text "In search of food" there are 3 graphic graphs, consisting of 15 tasks, of which 7 tasks are given in closed form (used in the study PIRLS 2006);

This exercise book is 28 pages long.

Evaluation criteria for Exercise 6 were also provided. This assessment is the basis for the correct assessment of students' work.

Exercise 7 Notebook text: "Dolphin saved me", 8 out of 11 tasks, including closed tasks

**Conclusion.** The appropriateness and readability of texts for the PIRLS assessments primarily is determined through iterative reviews by educators and curriculum specialists from countries participating in the assessments. Taking into account fairness and sensitivity to gender, racial, ethnic, and religious considerations, every effort is made to select texts that are topic and theme appropriate for the grade level and that elicit the full range of comprehension processes. Finally, it is extremely important for the texts to be interesting to the greatest number of students. As part of the field test, students routinely are asked how well they like each of the texts, and a high level of positive response is fundamental for a text to be selected for PIRLS.

#### **List of used literature:**

1. <http://www.iea.nl/pirls-progress-international-reading-literacy-study>
2. <http://www.pirls.org/>
3. <http://nces.ed.gov/surveys/pirls/>
4. <http://timss.bc.edu/pirls2001.html>



## TEACHING YOUNG LEARNERS WITH SONGS

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**Annotation.** Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs.

**Keywords:** Motivation, vocabulary, songs, pattern making, music, dictation, brainstorming, role-play, identification of the errors, listening skills, enjoyment.

Motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using songs, children can get the feeling of success on an individual level, but also as being part of a group. They should not, at any time, feel forced, but encouraged and motivated to participate in the activity, as well as have a sense of enjoyment of singing with the rest of the group. Therefore, songs, as claimed by scholars, are highly motivational because they increase understanding, and inspire and motivate students to learn, making the act of learning fun. Songs' most noteworthy characteristic in a language learning context is the ability to affect and change students' mood. These may have a positive or a negative effect on motivation. The emotion that songs evoke in students may transfer to motivation, making a stronger bond with the language and the desire to learn. Repetition and simple language structures are probably the reasons why students are more motivated by songs than any other type of text and are stimulated to understand the



content of the songs. More than 100 years ago, French scientist Pierre Paul Broca (1824–1880) identified a part of the left frontal hemisphere of the brain as the area in which the syntax of language is processed. Century later, using magneto encephalography (MEG) imaging, researchers found that music syntax was processed in that same area, named Broca's area<sup>1</sup>. Fascinatingly, researchers found that Broca's area responded in a similar way to dissonant music and ungrammatical sentences. This finding suggested close relationship between the "patternmaking" activity found in both music and language. This was the first of many discoveries made possible in the field of brain research using equipment available at the time. More recently, researchers have found that emotional reactions to music are registered in the limbic system, one of the oldest areas of the brain from an evolutionary standpoint.

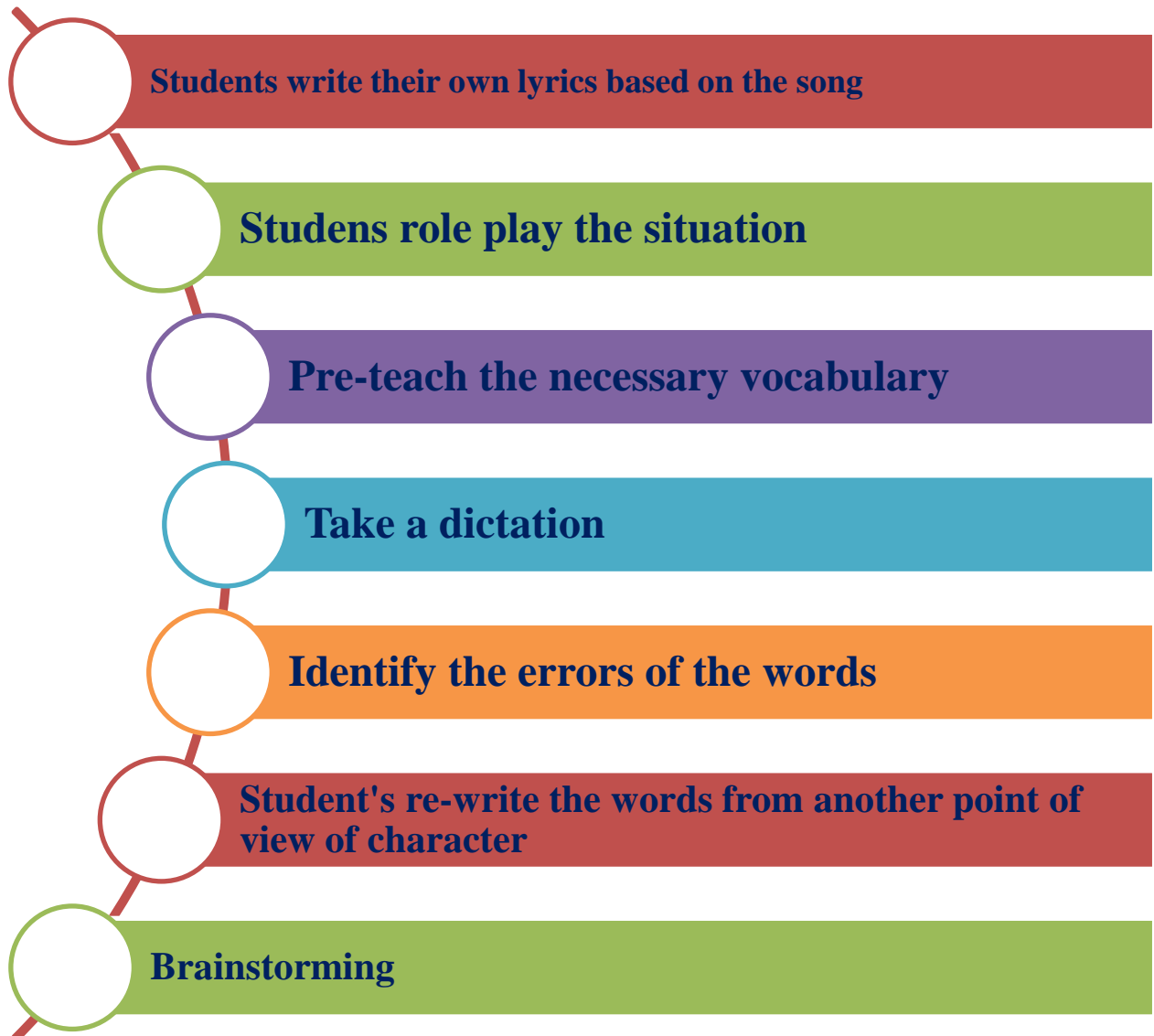
Scrivener mentions about ideas for using music on its own in the classroom. A teacher may use music to set the mood, especially at the beginning of a lesson. Also, when a lecturer wants their students to talk about something at the beginning of a lesson to warm them up, he can play music, too. An interesting proposal is that of playing music while students are doing 'dull' activities. Moreover, background music may be used to set the scene when students work on a specific task, for example 'space' music played while discussing life on other planets.

Simply, music may be used for relaxation between demanding activities. enumerates forty activities arranged around songs and music in a linguistic classroom. Some of these activities were described above. Undoubtedly, presents a wide range of song activities.

Every teacher may choose the most favorable and apply them in his own practice. Obviously, activities connected with songs may take various forms but definitely they should be conducted in an enjoyable and pleasing way.

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<sup>1</sup>Maess, B., S. Koelsch, T. Gunter, and A. Friederici. 2001. Musical syntax is processed in Broca's area: An MEG study. *Nature Neuroscience* 4 (5): 540–545



However, there are stages that need to be followed in order to achieve the learning goal, but also to satisfy intellectual and personal needs of each individual student. The first stage is creating a purpose for listening which in turn can motivate students to participate in it. Therefore, the pre-listening stage plays an important role. In this phase, teachers introduce necessary language points and intrigue learners' imagination. Furthermore, children must not be bored while listening to the song, so they need to have a specific task to do. These are while-listening activities where learners process the information learned in the introductory part of the lesson. Finally, they need to use this information and also increase the educational value of the song. In this post-listening stage, the focus is normally on developing the skills. Just as with any listening activity, songs are



used following the three stages. Sevik<sup>2</sup>, in his recent article, however, suggests pre-teaching activities, while-teaching activities, post teaching activities, and follow-up activities.

**Conclusion** . Young children are not like other students. Their needs are unique and teacher must beware of this. It is important to understand that instructor could be one of the first adults a young child has interacted with outside of his or her own family. The separation from their parents in the beginning can be difficult, and a teacher must help them through this transition. A child can become very attached to you as a “substitute” for their parents, or they may shun you completely. Great teachers are adaptable to the emotional reactions of their students. And when it comes to your students’ interactions with other children, this can be one of the first times they interact with children their age.

#### **List of used literature :**

1. . Teaching of English as an international Language, Oxford University Press. London. Gokak V.K., 1964. 234 p.
2. Investigating global practices in teaching English to young learners. Garton. UK: British Council and Aston University. 2011
3. Elementary school foreign language programs. URL: <http://www.cal.org/resources/archive/digest/1989elemfl.html> / (date of access: 29/05/2017). Washington. 2017
4. Methods of Teaching English, Macmillan, Delhi. Lewis. M., 1993. 145 p
5. Music and Song. Murphey, T, Oxford: Oxford University Press. 1992

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<sup>2</sup>Sevik, M. (2011) “Teacher Views About Using Songs in Teaching English to Young Learners.” *Educational Research and Review*. 6 (21): 1027-1035.



## EFFECTIVENESS OF USING PEDAGOGICAL TECHNOLOGIES BASED ON MOTIVATING STUDENT ACTIVITIES THROUGH THE FORM OF “INDIVIDUAL LESSON”

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**Annotation** This article discusses how to improve the effectiveness of teaching using modern innovative technologies in teaching foreign languages today. It also provides some interactive techniques and fun games that can be used throughout the lesson.

**Keywords:** education, innovation, lessons, interactive methods, pedagogy, technology, collaboration, skills, play.

Currently, Uzbekistan is at a turning point in its development, and its economy is growing rapidly. Finding, implementing, and achieving relevant educational technologies is one of the most important tasks facing the education system in these processes.

The basis of these tasks is:

- to prepare the next generation to live in a market economy and to operate in a rapidly developing society;
- focus mainly on solving existing problems based on independent, critical thinking, not on theoretical knowledge based on large volumes of information;
- to be constantly ready for change, to draw the right conclusions and act in the context of "high information attacks".

In its place, education and training require the search for new pedagogical technologies for personal development, and a creative approach to each issue. Education and training will certainly work well if classes are organized with a clear knowledge of the student's level of intellectual activity in the way of personal development.

According to D.B.Bogoyavlenskaya, there are 3 levels of intellectual activity.





1. Reproductive. The upper boundary is interest, and the lower boundary is slower than the task of the person being tested.
2. Christian. The desire to improve activity arises, and the desire to find new methods of solution arises.
3. Creativity. This is the level of intellectual activity, with the help of which the initiative, theoretical general conclusions, interrelationships, and consequences in the task are determined.

We hope our current recommendation will be the foundation for its reproductive and heuristics intellectual activism to reach a creative level.

Form "Individual lesson" (for individual work)

Based on independent learning - The subject is given to the reader in advance.

One-on-one education – Individually working with the student. In the case of Telegram, the students open a group and become members. Readers can ask in the group what they are interested in, what they don't understand. The following information will be posted on the "Individual Lesson" structure:

The scope of influence (interpretation of terms on a new topic) is based on what layer of the student is represented by the home, environment, and school; because it is good to explain through the terms he or she understands close to him.

A New Approach (The terms on the subject will be explained) - once you have learned the reader's dreams and future concepts, the reader will be directed.

Based on the practice – based on the information provided during the course (preloaded to video, animation roller coaster, brochure, and other telegram addresses), the reader will be directed to independently work on his or her idea and implement it.

Cooperation (the address of the telegram channels of the partner organizations) is to take into account the organizations that influence the process.

An individual approach (each student is given a sequence of assignments based on their worldview and capabilities) is the product of personal and social life and the subject of intelligent work.



Individuality is evident in a person's character, temperament, characteristics of psychological nightmares, emotions, and motivations for his work. Accordingly, people differ from each other.

The reader selects his or her orientation. Their knowledge of this direction is determined and filled by the teacher.

"Individual lesson" stages:

Step 1 will be a recurrence of the new topic, which has been read in advance. A brief description will be given.

Information – The most important information on the topic will be provided.

Step 2

Research – The reader himself conducts free and independent research on the subject.

Step 3

Motivation is the initial stage of the lesson, it is necessary to focus students' attention on the material to be studied, to show them the benefits of interest and the subject to be studied. The result of mastering the student's learning material depends on motivation.

To stimulate students' interest based on "the opinions of the great," to direct them to distinguish important points, and to teach them how to explain their personal opinions.

Step 4

Personal opinion – The reader explains his thoughts from his worldview.

Step 5

The separation of key points is the most important of all of his thoughts.

Step 6

Reinforcement is a necessary stage of the lesson, not only to raise the outcome of learning material, but also to interest students, to develop logical knowledge and skills in their minds.

Identify the most important aspects of the stages from the first to the last step.

Step 7



## **IQ Assessment**

IQ is a unit of measurement that demonstrates a variety of other quality issues in psychology, a person's intellectual capacity (abilities), his mental development, the level of knowledge, his ability to accept, or analyze events around him. In developed countries of the world today, a person's IQ level serves as an important (necessary) examination of identification, study, and recruitment through a number of methodological practices developed by psychologists. Evaluation is the main part of the lesson. Assessment should be fair, visual, flexible and not relatable. Evaluation needs to increase students' interest. During the evaluation process, it is necessary to take into account the general physiological and psychological characteristics of the students, as well as the characteristics of each student's nature. You can use the types of team, self-evaluation as a group.

**Conclusions.** Based on the information obtained during the topic, the reader's opinions, which are based on independent research, will be based on a reasonable conclusion. Past – History explores information that can be analyzed. Now – The current situation. Available resource – Possibilities will be studied. Future – Based on the past, future plans will be decided on the basis of opportunities. Aspects for independent learning (will be designed for 1 week).



## Modern English Teachers – Innovators

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**Annotation:** To start with, the word innovation has been quite a buzzword across-the-board and in the context of ELT in particular. Teaching is an old trade though it is constantly refined through myriads of approaches, philosophies and techniques. Similarly, the task remains to be the same before the teachers of present times which is to blend teaching with innovation and harness its benefits to enhance learning and teaching experiences in the long run. To put that in perspective, modern English teachers are the ones who are multifaceted in terms of skillset and are ready to embrace novelties and the challenges that come along down the path.

## Modern English Teachers – Innovators

In October 2020 a presidential decree, a 10-year agenda, was passed in Uzbekistan to bolster the efforts of promoting the learning and teaching of foreign languages specifically English language which gained a political attention of the elite. Ever since, the importance of English language in Uzbekistan has risen in status. However, new doors of opportunities for the teachers of English in the country have also offered goals, tasks, and responsibilities to handle if they are to retain their teaching positions.

Who are the modern English teachers in Uzbekistan now? The answer may be quite tricky for the traditional impression and image of a teacher is no longer valid. As a matter of fact, teacher-centered and deductive approaches are out of fashion. What seems to be missing in the bigger picture of ELT in Uzbekistan? One of the salient qualities of innovation is networking! Today's English teachers of Uzbekistan are in great need of professional networking to further establish themselves as the true masters of their profession. Owing to global pandemic and the resulting restrictions in movement and offline events pushed teachers out of



their regular routine and traditional comfort zone. Teachers were forced to get themselves acquainted with ICT tools and integrate them into their classes. The idea of modern English teachers did not come into being overnight or all of a sudden in the form of technological advancement or global pandemic. The modern image of an English teacher is the prerequisite of changing times.

Besides, the question of modern English teachers being innovators has been quite critical. There are a number of queries that need to be addressed in regard with innovation. Have English teachers really aligned their teachings with those of market needs and demands? Or did they only improve their mastery of use of technology to some extent? What has been brought about to their classes in terms of innovation? Irrespective of the answers to the abovementioned questions, one has to ensure there is compatibility between what students are learning and the application of their knowledge in the real world.

The 21<sup>st</sup> century language teachers are innovators in a broader sense whose teachings are more purpose-driven than ever before. Now, they consider their learners' objectives, wishes, and needs to effectively deliver classes. One such effective teaching technique is certainly none other than gamification which incorporates the elements of learning, fun, challenge, motivation and reward. English teachers in Uzbekistan may not have utilized the effects of gamification to a large extent in their classes. The notion of learning a language requires student engagement in an amusing manner. However, fun cannot be the only target in the overall teaching and learning process. Confusingly though the term gamification does not relate to playing games and having fun only. Instead, it implies to integrate wholesome approach in English teaching while enhancing student involvement.

The role of a modern English teacher as an innovator comes down to the fact that he/she is capable of responding to the societal demands by fostering life skills on top of language competencies in their learners.



## PROBLEMS OF LEARNING FOREIGN LANGUAGES AND THEIR SOLUTIONS

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The Head of the method union*

**Annotation:** All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression. Many employ a variety of methods. Birds use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of teeth; insects use body movements, the most famous of which are the various ‘dances’ of the bees.

**Keywords:** second language acquisition, general English skills, first language, foreign language, ELF, teaching and learning, multicultural, multiethnic, multilingual country, Language Center English classes, English courses, SEEU faculties, methodological strategies, different language, cultural and religious backgrounds, elementary and high school, "teacher-student" system.

Difficulty with vocabulary words that have several different meanings, Have you ever come across a word that you knew (as you thought), but which was used in a completely strange way? English vocabulary is especially difficult because many words have many different meanings that can be easily confused. After all, it’s not easy to remember many different definitions for each word. For example, let’s take the word date. This word can mean: A specified day of the month, A time two people spend with each other romantically, The only way to correctly determine which value is being used is to follow the context. This means that you need to use the surrounding words and sentences to understand which of the definitions of the incomprehensible word is appropriate here.



Even if you don't know the meaning of a difficult word, contextual clues can help you understand it! Can you figure out what the meaning of the word *date* is in the sentences below? When's the date for the first day of school again? Would you like to go on a date with me? In the first sentence, someone asks what day school starts. This is not a romantic encounter between the two. The first definition fits here.

Being trained, teachers know that there are ways to demonstrate and explain vocabulary or any other linguistic problem by using synonyms, antonyms, gestures, or mime, and using these strategies may help teachers avoid the L1 use in the classes. Even though the Language Center policy is to only use English as a language of instruction, both teachers and students are tempted to use their L1 during the English classes. In this paper, I will discuss using the L1 in the English classes and its role in the process of acquiring the target language.

Literature review, Pros and cons of using the L1 in the English class, EFL teachers, based on their experiences as learners of a foreign language; claim that the mother tongue has a beneficial role in second language acquisition and learning.

Using L1 has a great impact on the EFL learning process. Many scholars claim that learners acquire a second language by using the knowledge they already have of their native language. Implementing this strategy enables them to cope with communication difficulties and interactions. Studies have shown that learners rely on their background experiences and prior knowledge of their native language to acquire a second language. They use structures from their first language that are comparable to the second language transfer forms and meanings while attempting to read, speak or write the second language. Using L1 in EFL classes has been a very debatable question. This question has divided scholars into two groups.

On one hand, there are those who support the use of L1, such as Atkinson (1987), who strongly supports the theory that students' mother tongue shouldn't be completely ignored in the English classes since "the use of L1 can be



very effective in terms of the amount of time spent explaining" (Atkinson, 1987:242). On the other hand, there are those who are against the use of L1, claiming that the overuse of L1 restricts the students' exposure to the target language. Among a number of teachers in second language acquisition, there seems to be an increasing conviction that the first language (L1) has a facilitating role in the second language acquisition (Schweer, 1999). Also, Ferrer, (2000) states that a good number of teachers guided from their experiences as learners of a second language claim that the mother tongue has an active and beneficial role in instructed second language acquisition learning. Stern (1992) suggests that L1 and L2 could not be considered apart as he argues that: "the L1-L2 connection is an indisputable fact of life, whether we like it or not the new knowledge is learned on the basis of the previously acquired language" (1992: 282).

In his research, he concludes that excluding the use of L1 will obstruct the comprehension of the target language effectively. The author continues explaining that if the learner lacks comprehension, one will not be able to achieve any success in learning the language; therefore, the author supports the use of L1 when it is considered necessary. Macaro (2005:532) points out that avoiding the L1 increases usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.) which is time-consuming as well as makes the teaching boring and less realistic. In line with these facts, Nunan and Lamb (1996) consider that L1 is inevitable during the learning process, particularly at low levels.

English Teaching Techniques, Since the builders of the Tower of Babel spoke different languages, society began to need translators. Interpreters were appreciated everywhere. Until recently, foreign language was more of a hobby than a cruel reality. To know a foreign language meant to be an esthete, to belong to a certain circle, or (the most innocuous option) - to be known as an eccentric. But times are changing.





Any house, as you know, begins with an architectural plan. Now we are less and less frightened by a huge fortress called "Foreign Language", at the top of which a flag (most often British) flies proudly. And, in this case, knowledge of modern teaching methods will serve as this necessary plan. Recently, when the educational technology market is replete with proposals for a wide variety of methods of learning English, the question "What method do you use to teach?" becomes more and more relevant, which indicates an increase in the culture of consumption of intellectual products. A perplexed applicant, student, or businessman (however, also a student) increasingly freezes in front of bookshelves with linguistic literature and media aids or pensively looks through a long list of advertisements. One of the selection criteria is the price, but the main one ... "English in two weeks", "Communicative methods of teaching English", "English with Englishmen in Moscow", "Effective express method", "English at the subconscious level", eventually. So much is new and unknown! And this gives rise to doubts about the results. Can you trust modern technology? Or give preference to well-established "brands" - such as "Bonk", "Eckersley" or "Headway", which are gradually moving into the category of methodological classics?

The fact remains that at the end of the XX century. in Russia there was a "revolution" in the methods of teaching English. Previously, all the priorities without a trace were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (to give it its due) still bore fruit, but at what cost? Language acquisition was carried out through long routine work. The tasks were quite monotonous: reading the text, translating, memorizing new words, retelling, and exercises on the text. Sometimes, for the sake of the necessary change of activity, - an essay or dictation, plus phonetic drills as a rest. When priority was given to reading and working on "topics", only one function of the language was realized - the informative one. It is not surprising that only a few people knew the language well: only very purposeful and hardworking people could master it at a high



level. But in terms of grammar proficiency, they could easily compete with Cambridge graduates! True, they received good compensation for their work: the profession of a teacher of a foreign language or a translator was considered very prestigious in our country.

Now, to achieve this still high social status, it also requires a lot of diligence, perseverance and daily work. But what is truly "revolutionary" is that language has become accessible to the majority in one form or another. And the offer is more and more consumer-oriented. Why, for example, would the secretary acquire knowingly unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? A secretary-assistant or manager who has 8-hour, or, as it is now customary to say, "monopoly" office work, is focused on the development of very specific knowledge and skills, that is, on the consumption of a specific segment of the market for educational offers for learning English. A well-known specialist in the field of linguistics and methods of teaching a foreign language S.G. Ter-Minasova rightly notes that recently, language learning has become more functional: "The unprecedented demand demanded an unprecedented supply.

**Conclusion.** Foreign language teachers were in the center of public attention: legions of impatient specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate teaching of foreign languages as a tool of production.

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## HOW TO IMPROVE SPEAKING SKILL

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**Annotation.** English is the most studied language in the world - about 20% of the world's population speaks it. Knowing how to speak English can open up new life opportunities, from traveling easier to connecting with more people and even getting a better job.

**Keywords :** mastery, the same way, speaking practice, practice with music and movies, talk to yourself, expand vocabulary, techniques.

To be a mastery of any skill, including communication, which is comes down after practice. By practicing speaking, you can learn from mistakes and expand your vocabulary and understanding. Here are some proven ways to improve your English conversational skills:

Find a partner . If possible, it is best to find a native English speaker with whom you can practice your English. If you don't know anyone in your direct network, consider finding a tutor. Otherwise, you can always find someone online to communicate digitally and practice your speaking skills.

Make sure you listen the same way you speak: One of the best ways to understand the wording of sentences and expand your vocabulary is to listen to people speak.

Try listening to podcasts and conversation recordings. From YouTube to real life conversations, there are so many places to access English.

Record your speaking practice. When it comes to speaking, you are more likely to make mistakes. But you must be open to making mistakes so that you can learn from them. If you record your conversation with the interlocutor, you can play it back and learn even better. This way you can track your progress and improve your pronunciation.

Surround yourself with English: English is everywhere. Wherever you live, you can find menus, distribution materials, books, films, road signs and more



in Russian. The more you immerse yourself in it and pay attention to the daily bits and pieces of English, the stronger your foundation will be.

**Practice with Music and Movies:** Most people like to relax and unwind with music or video entertainment. You can watch movies in English or instead watch them in your native language with English subtitles that you can read.

**Read aloud:** If you enjoy reading more than talking and making up your own conversations, try reading aloud. This way you will be able to hear the words spoken and remember them better because you both see and read them.

**Talk to Yourself:** If you're still not sure if you're ready to test your speaking skills, just talk to yourself! The more you practice with yourself, the better your English skills become.

**Build your vocabulary:** understanding tone, vocabulary and grammar is the core of language learning.

- **Expand your vocabulary:** As a child, you learn words when people point to objects and teach you what they are called. You can use the same approach when learning and improving your English skills. It all starts with vocabulary. You can learn a certain number of words every day.

- **Improve your pronunciation.** There are digital tools that speak words out loud so you can improve your pronunciation. From YouTube channels to online dictionaries, knowing pronunciation is a key to being understood when you speak.

**Learn the natural flow of the English language:** each language has its own flow and rhythm. When speaking English, it is helpful to know the abbreviations - for example, two words that are combined into one word, such as "I am", become "I'm". In addition, you want to know which syllable to stress when speaking. It all comes from speaking practice and listening to what the locals have to say.

### **Techniques to Improve English Speaking Skills:**

There are also many methods to help improve your English speaking skills. Try your hand (or better, mouth) at this:

**Speech shadowing:** basically copying what a native speaker says. Speech shading is easiest done by watching a video or movie with subtitles. First, read the sentence



and say it out loud. Then play it back the way it is spoken by a native speaker. Try to pause between them in order to copy the move and pattern as accurately as possible. If you like, you can write down how you do it to compare it with what a native speaker sounds like.

**Self-talk:** Whether you choose to speak your thoughts out loud or record your singing, talking to yourself and listening to the words can make you feel better. You can also read aloud.

**Think in English:** This probably won't happen naturally, but you can help yourself learn to think in English by first translating the thoughts in your head. Otherwise, you can keep a journal or diary of thoughts and write them in English.

**Retell the story in English:** Start with something simple, like a fairy tale or a traditional story from your childhood. You can then move on to the next step and challenge yourself to retell the story that someone else told in English. It helps to test your understanding and understanding.<sup>3</sup>

**Frequently Practice to Improve Your English Speaking Skills.** From friends to strangers, you can always find someone who speaks English to practice with. Here are some more ideas on how and where to speak English:

**Participate in Public Speaking:** Public speaking, from forums and conferences to poetry slams, offers a good place to listen to others speak. You can also apply to be a speaker. If it's something less formal, like sharing your creative writing or telling a story in front of a small group of friends, public speaking can really showcase your skills.

Using apps. Technology is designed to help in learning languages. From apps like Duolingo to Busuu, which lets you chat with native speakers, you can improve your English conversational skills wherever you are.

**Strategies and English Trainings :**

Everyone has their own favorite methods and ways of improving their English communication. There is no one right or wrong choice, so you can pick as many or as few as you wish and mix it up:

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<sup>3</sup><https://www.uopeople.edu/blog/how-to-improve-english-speaking-skills/>



**Talk to Yourself:** Share your thoughts or read out loud.

**Use a Mirror:** Watch yourself speak to build confidence.

**Focus on Fluency, Not Grammar:** It's ok to take time to learn grammar. But it's more important to be able to communicate your thoughts first.

**English Tongue Twisters:** Try English tongue twisters to master the sounds of each letter.

**Listen and Repeat:** Practice and keep practicing by listening and repeating what you hear.

**Pay Attention to Stressed Sounds:** The language has a rhythm and certain syllables are stressed in both words and sentences.

**Sing Along to English Songs:** Use music to memorize words.

**Learn Phrases, Not Words:** By learning longer phrases, you combine words in context and can memorize both their meaning and pronunciation.

**Learn Your Most Common Sayings:** First, start with things you need to say the most. Whether it's words for work or eating at a restaurant, you can start with specific situations in your life.

**Have a Debate:** If there's something you're particularly interested in, talk about and debate it with English-speaking friends.

**Don't Stress:** Don't be afraid to make mistakes and be kind to yourself in the process of learning. It takes time, so don't stress!

**Conclusion.** To be a professional of any skill, including communication, which is comes down after training. After practicing speaking, you can learn from mistakes and expand your vocabulary and understanding.

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## HOW TO TEACH READING EFFECTIVELY

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**Annotation.** This article is aimed to how to teach reading in primary classes to learners. It shows benefits and challenges of teaching reading in primary schools.

**Keywords:** reading, skimming, scanning, surveying, phrase reading, reference data, graphical data, formulating, reference, demands.

Reading is an interactive process. There are several types of interaction in the process of reading: between textual form and content, skimming and scanning reading strategies, top-down and bottom-up processing strategies, reader's anticipatory guesses and confirmation from the text, reader's schemata and information from the text, text and reality, textual and reader's reality, text propositions and critical thinking, communicative message and reader's response.

Surveying is a strategy for quickly and efficiently previewing text content and organization using referencing and non-text material. Although specific strategies depend on the type of text, surveying basically involves making a quick check of the relevant extra-text categories:

1. Reference Data—e.g., title, author, copyright date, blurb, table of contents, chapter or article summaries, subheadings, etc.
2. Graphical Data—diagrams, illustrations, tables, maps.
3. Typographical Data—all features that help information stand out, including typefaces, spacing, enumeration underlining, indentation, etc.<sup>4</sup>

Like most of the approaches to extensive strategies suggested here, the actual reading exercises should involve time limits. In addition, students should at first work on texts below their ability level to give them the confidence to skip large chunks of text or develop the skills to pick out main points.

### Approaches

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<sup>4</sup> Penny Ur 1983, "A course in English Language Teaching".



1. Predicting content from titles (often tricky) and tables of contents.
2. Matching texts with the correct summaries or diagrams.
3. Predicting which chapters contain answers to given questions, based on chapter titles.
4. Deciding which article can best answer a given question based on a choice of article summaries.
5. Deciding which books on a reading list would be most relevant for a particular researched essay topic.

**Skimming.** Efficient readers unreflectively skim most of what they read to some extent. Skimming is a more text-oriented form of surveying and refers to the method of glancing through a text to extract the gist or main points. Generally speaking, about 75% of the text is disregarded. This is a valuable technique for reviewing material or determining whether it is relevant for more detailed investigation.

Skimming involves knowing which parts of a text contain the most important information and reading only those. More than most kinds of reading, therefore, it requires knowledge of text structure. In particular, students should be able to learn something of the text topic from the title and any subheadings; they should know that the first and last paragraphs often contain valuable background, summarizing, or concluding information; they should be aware of the importance of topic sentences and where to find them. Eventually, students can be introduced to the different functions of paragraphs (such as narrative, descriptive, defining, explanatory, etc.) in order to more effectively sense the pattern of the text and to recognize the relationship between main ideas and other information from lexical and grammatical indicators.

Approaches:

1. Ask students to find the misplaced sentence in a paragraph. This develops awareness of topic sentences and paragraph coherence.
2. Further practice can entail the reconstruction of Paragraphs from component sentences.





3. Provide several newspaper or magazine articles on the same subject, and ask students which ones deal with a particular aspect of the topic.
4. Have students match a short text with a headline or picture.
5. Ask students to give titles to short texts.
6. Have students fit topic sentences with particular paragraphs.
7. Provide texts with an increasing number of words removed to give confidence in selective reading.

**Scanning.** Scanning is a rapid search for specific information rather than general impression. Scanning demands that the reader ignore all but the key item being searched for. It is a useful skill for data gathering, review, using reference books, or judging whether a text contains material deserving further study.

Although an easier strategy to master than skimming, many students do not scan efficiently, randomly searching and allowing their attention to be caught by incidental material. The reader must therefore, more than in other types of reading, fix the reading purpose clearly, perhaps formulating specific questions before systematically dealing with the text.

#### Approaches

Scanning exercises are familiar to all teachers and are easy to produce. As the essence of scanning is fast retrieval of specific information, exercises can be timed and competitively managed.

1. The student races to locate a single item such as a word, date, or name in a text (e.g., indexes, dictionaries, or pages from telephone directories). Columnar material is easier to start with, as readers can be taught to sweep down the middle of columns in one eye movement.
2. The student races to locate specific phrases or facts in a text.
3. The student uses key words in question: search for indirect answers.
4. The student matches adjoining sentences, using supplied markers expressing relationships and logical patterns.
5. The student fills in missing link words from text or reconstructs paragraphs from sentences to help rhetorical pattern recognition.



**Conclusion.** Scanning exercises are familiar to all teachers and are easy to produce. As the essence of scanning is fast retrieval of specific information, exercises can be timed and competitively managed. Eventually, students can be introduced to the different functions of paragraphs in order to more effectively sense the pattern of the text and to recognize the relationship between main ideas and other information from lexical and grammatical indicators.

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## THE IMPORTANCE OF THE USAGE OF INTERACTIVE METHODS WHILE DEVELOPING READING SKILLS OF YOUNG LEARNERS

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**Annotation:** This article is aimed at figuring out reading skill of the English language teaching in education and formulating recommendations on its further improvement.

**Keywords:** Phonics, individual, group work, plenary, mask

### **The importance of the usage of interactive methods while developing reading skills of young learners**

There are two main approaches to teaching reading in English:

1. Look and say- teachers often use it as part of vocabulary teaching. So when children learn to say a new word they learn to read it. Using word cards ( labeled on real objects or props ) we can help children to recognize the word.
2. Phonics (letters used to make sounds) –sky , mask, skates. English spelling is difficult. It is better not to teach the names of letters when we starting to teach reading, as of course some of the letters of the English alphabet no longer match the actual sounds of the language. When we use phonics, we are teaching children the way the letter sounds, not the name of the letter.

Children can “read and do”, so we can give them short written instructions on cards to follow. They can understand the word through pictures, sounds or actions.

#### **Tips for teaching reading:**

- focus on meaning;
- word recognition;
- prediction;
- making the connection between familiar sounds and written words or phrases;
- Meaning is the most important element in reading



Always remember just as listening comes before speaking, so reading comes before writing.

### READING TASK

**The name of the activity:** “Which group’s sun is brighter?”

**Time required:** 15 minutes

**Equipments :** overhead projector , Power Point slides

**Materials :**Two big circles , sunrays, coloured pencils or markers, sheets of paper , pictures of symbols, handout for guessing the title of the lesson, a poster , pupils’ worksheet , instruction for teachers



**Interaction :** individual , group work and plenary

#### Objectives:

- a) educational : to enable PP to talk about their family members and to practice the usage of the construction “This is ...”;
- b) developing: to give them an opportunity to choose the best symbol for their mothers and improve their intensive reading , listening and speaking skills.

#### Outcomes:

By the end of the lesson pupils will:

- be able to talk about their family members and to practice the usage of the construction “This is ...”;
- have an opportunity to choose a symbol for their mothers and improve their intensive reading, listening and speaking skills.

At the beginning of the lesson teacher will show a handout with different pictures. Pupils should think logically and guess what word is hidden there. In this way they can find out the name of the lesson.



**F**

**A**

**M**

**I**

**L**

**Y**



## PRE-READING ACTIVITY

Teacher will pre-teach new words (This is , family , mother, father , sister, brother, hand in hand) using fingers of the hand. Explain them that:

The thumb is for “Father”

The index finger is for “Mother”

The ring finger is for “Sister”

The little finger is for “Brother”

Teacher wears a glove in her left hand , draws faces and then showing each finger introduces family members. If we present new words with action pupils can memorize them more quickly.

## WHILE – READING ACTIVITY

Teacher will present the poem “My family” using rebus pictures. Rebus pictures will help them to memorize the names of family members. Unfamiliar words are shown by pictures and it will be easy for young learners to understand the meaning

of the new word. This is my



This is my



This is my

This is my



Mother , Father

Sister , Brother



With one another

### POST - READING ACTIVITY

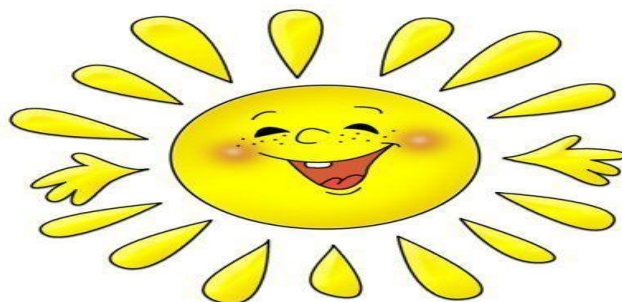
To consolidate the names of family members and the construction “This is ” teacher will organize and play an activity “Which groups’ sun is brighter?”.

#### **Instructions:**

1. Divide the class into two groups by coloured geometrical shapes.
2. Give a sunray() for each member of the group. That means that each pupil is stand for one word. There are eight sunrays .
3. Tell them that they should put the sunrays (words) in order and form the sun (a sentence).
4. If they put a sunray (picture describing a word) in a wrong place, they will lose a sunray (a point).
5. The group which has more sunrays will become the winner and their SUN will shine brightly .

#### **Procedure:**

Teacher sticks two big circles on the blackboard. Members of each group comes to the blackboard and sticks the first sunray (This); If any member sticks another word the group will lose a point. And in this way pupils one by one (is, my, mother. This, is , my , father) should stick the sunrays and form the shape of the sun. The group which has more sunrays will become the winner and their SUN will shine brightly.





Playing this activity pupils will be able to improve their intensive reading , speaking and listening skills. These activity is useful for all kinds of learners: visual , auditory, tactile and kina esthetic.

This activity is suitable for young learners and good for pupils of the primary and secondary (5<sup>th</sup> -6<sup>th</sup> forms) education level.

If this activity does not work well we can offer another one.

The name of the activity is “Symbols”. We know that all pupils like drawing. That’s why we can organize a game for improving their reading and drawing skills. Distribute circles like the head of a woman. Pupils should draw eyes, a nose and a mouth of their mothers.

According to their drawing we can find out about characteristic features of their mothers. If they draw a happy face, it means they love their mothers.

In conclusion, we created these activities according to our work experience. We hope that the learners will be interested in these activities and like them very much and ask to play it again. These activities can be organized for practicing the vocabulary and grammar rules of nearly all units and it will be very effective because PP will be able to memorize words and rules through reading the poem (with rebus pictures) and playing the game.

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## ROLE-PLAYING GAMES AND THEIR IMPORTANCE AT DIFFERENT STAGES OF LEARNING ENGLISH

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**Annotation**– The relevance of the use of games in foreign language teaching methodology is related to the complexity and versatility of the problem under consideration. Play is the most powerful motivating factor in meeting the needs of school students for the novelty of the material being studied and the variety of exercises to be performed.

**Key words:** foreign language teaching methodology, variety of exercises, teaching methods, role-playing, methodological techniques, linguistic material.

### I. Introduction

The use of different teaching methods helps to consolidate language events in memory, create more stable visual and auditory images, and keep students interested and active. Play, which is, role-playing, provides ample opportunities to improve the learning process. Role-playing is a methodological technique belonging to the group of active methods of teaching practical knowledge of a foreign language. Teaching methodology has long been a role play. Exercises such as “read by role” and “stage a dialogue” have a strong place in the arsenal of methodological techniques, as the meaning of the text is more fully understood in the process of dramatization, and at the same time, a deeper understanding of linguistic material.

### II. Main part

Role-playing is a simultaneous speech, play, and educational activity. From the students’ point of view, role-playing is a play activity in which they play different roles. They often do not know the educational essence of the game. From a teacher’s perspective, role-playing can be seen as a form of teaching dialogic communication. The goal of the game for the teacher is to shape and develop





students' speaking skills and abilities. The role play is controlled; its educational nature is clearly recognized by the teacher.

Role-playing games are based on interpersonal relationships that take place in the communication process. As a model of interpersonal communication, role-playing arouses the need for communication, stimulates interest in engaging in communication in a foreign language, and in this sense performs a motivational and motivating function.

Role-playing can be incorporated into learning games because it in many ways determines the choice of media languages, helps to develop speaking skills and abilities, and allows students to mimic communication in a variety of speech situations. In other words, role-playing is an exercise to master skills and abilities in an interpersonal environment. In this regard, role-playing provides a learning function. In role-playing games, it means that conscious discipline, diligence, mutual assistance, activism, willingness to engage in various activities, independence, self-defense, initiative, finding the optimal solution in certain situations, we can talk about the educational function of role play, is nurtured.

Role-playing games shape the ability of school students to play the role of another person, to see themselves from the position of a communication partner. It directs students to plan their own speech behavior and the behavior of the interlocutor, develops the ability to control their own actions, to objectively evaluate the actions of others. Consequently, role-playing plays a guiding role in the learning process.

Role-playing games allow students to expand and expand their context. Thus, it performs a compensatory function.

Thus, role-playing games perform the following functions in the learning process in a foreign language: motivational-motivational, educational, directing and compensatory. The success of teaching depends in many ways on how these functions are implemented in the learning process.

Role-playing games have great educational opportunities:



Role-playing can be considered the most appropriate model of communication because it mimics reality in its most important features, and in it, as in life, the speech and non-speech behavior of partners are interrelated;

The role-playing game has great potential for a motivational and motivating plan;

Role-playing involves strengthening personal involvement in everything that happens. The student enters the situation not through his or her "I" but through the "I" of the relevant role, and shows great interest in the character he or she is playing;

Role-playing helps to expand the associative base in the acquisition of language material, as the learning situation is built according to the type of theatrical play, which includes a description of the situation, the character of the protagonists, and the relationships between them.

### **III. Conclusion**

Role-playing games help to explore collaboration and cooperation. After all, its implementation involves covering a group of students who need to be in a mutually compatible relationship and help each other, taking into account the reactions of their peers. However, a successful gesture, a silent auction, is encouraged by the whole group if appropriate to the situation. As a result, unprepared students overcome shyness, shyness, and over time fully engage in role-playing games;

Role play has an educational value. Students will be introduced to theater technology, even in elementary form. The teacher should encourage them to take care of the simple props. Any invention is encouraged because the opportunities in this regard are limited in the educational environment and new spaces for invention are opened up.

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## ICT TOOLS AND INNOVATIVE APPROACH IN PEDAGOGICAL PROCESSES

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**Abstract** - the article also provides general information about pedagogical processes and opinions on the types of ICT tools. However, innovative approaches to pedagogical tools have also been analyzed using examples.

**Key words:** pedagogical processes, ICT tools, innovative approaches, pedagogical tools, systematic approach, modern pedagogy.

### I. Introduction

The science of modern pedagogy, along with the desire to study the ideas of the organization and management of pedagogical processes in a comprehensive, diverse perspective, develops guidelines for their application in educational practice. Today in pedagogical science it is impossible to imagine the effectiveness of pedagogical processes without the methodology of a systematic approach and the use of information and communication technologies.

Such an innovative approach and the introduction of ICT tools will help to prevent accidents and contingencies in these processes. In the systematic approach, the whole set of processes of pedagogical importance, organized in educational institutions, is considered as a whole system, that is, as a complex pedagogical system that serves the external environment. This requires a holistic view of the content and nature of the connections and interdependencies of pedagogical processes.

### II. Literature review

The study of the effectiveness of pedagogical processes is divided into several parts with specific features; the relationship between them and the characteristics of interdependence are identified, as each part has its own impact on the change of the whole system. The systematic approach to the study of the effectiveness of pedagogical processes includes the introduction of new



technologies, i.e. integrated technologies and ICT tools, based on such concepts as integrity, generality, universality, differentiation.

The apparatus of universal concepts, the high level of abstraction, the integrative features of the basic principles allow us to use a systematic approach as an effective way to study the concepts, thinking and worldview of the subjects in different areas. The whole set of knowledge, skills and competencies in the field of systemic approach is a set of requirements for professors and teachers in the planning, organization and management of student activities, as well as the most important factors in ensuring their effectiveness. The basic concept of a systematic approach is "system", which is expressed in terms of communication, relationships, integration, integrity, and components. A set of interconnected, interacting components of a system forms a single object.

### **III. Analysis**

The concept of "system" is widely used in pedagogy, for example, the system of education, the system of forms and methods of organizing the educational process, and so on. The pedagogical system, which is one of the types of social system, consists of a set of various structurally and functionally related components that serve the purposes of education and upbringing of people and the younger generation, the organization and management of the educational process. Changing, reorganizing and adapting the pedagogical system depends on the direction in which one or more components interact. For example, ensuring the activity of the subjects of the pedagogical process, the development of scientific and methodological support for the organization and management of this process, improving the content of education, etc. There are different views on the system approach, which include:

1. Systematicity, integrity - a system of this form consists of interconnectedness and interconnection of components, interacting parts and joints, and their interaction ensures the implementation and development of functional tasks.



2. In the pedagogical system, one of the factors that make up the system is the goal, which requires methods and tools to achieve it. The movement of the system and its components in achieving the goal determines the nature of the system function.

3. The pedagogical system represents a set of components that make it up, and its change depends on internal contradictions.

4. Because the pedagogical system is open, it is connected to the external environment through many communications. The external environment and existing relationships affect the movement and development of the pedagogical system.

5. The inflow and outflow of information into the pedagogical system are the ways in which the components of the system interact with each other and with the system as a whole, as well as with the external environment of the system.

As the scientific basis for the organization and management of pedagogical processes in our country and abroad has its own deep historical roots, it is a process of development of a systematic approach. All the foundations of the scientific approach to the organization and management of pedagogical processes are based on the results of research on general, general, general technological, systemic approaches. Therefore, the researcher, scientist, leader or educator must apply the principles of a systematic approach, considering every event and event, each object and its activities as a system.

The main task of pedagogical staff and leaders in the educational institution is to create the necessary conditions in the team to achieve positive results in the organization of pedagogical processes, to develop pedagogical processes as a whole system for the preparation of competitive graduates. If we consider pedagogical processes as an interconnected system, their organization and management should also be systemic. The content and essence of a systematic approach to the analysis of the peculiarities of pedagogical processes can be summarized on the basis of the following principles:



- Professors and students who are participants in the pedagogical process act as subjects of this process, i.e. the establishment of subject-subject relations in the pedagogical process;
- Purposefulness, consistency and interdependence of the subjects of the pedagogical process;
- Integrity - pedagogical processes are a set of interrelated and interrelated components;
- Integration - the unity of internal and external factors that serve the movement and development;
- Interdependence - the existence of pedagogical processes as a separate system and as a component of a holistic pedagogical system of higher order;
- Communicativeness - the ability of the pedagogical system to interact with the external environment and other systems.

#### **IV. Discussion**

The effectiveness of pedagogical processes, i.e. the effectiveness of educational processes, determines the level of compliance of personal development and training of subjects with the requirements of state educational standards. The versatility and complexity of the problems arising in the organization and management of pedagogical processes in the activities of the educational institution implies not only a qualitative change in the organization and management of pedagogical processes, but also the need to improve its content. The process of reforming an educational institution usually begins with local, individual, sectional, non-interrelated innovations in the creative and pedagogical activities of individual professors and teachers.

Reforms then cover industries, sectors, links, and parts. In the period when the reform process covers the whole object, i.e. the educational institution, all students, faculty, leaders will participate and have a new goal and structure, aimed at development, achieving positive results. There is a need and opportunity to create a type of educational institution. In such cases, the educational institution develops as a separate social organism, a social system.



The process of pre-established, existing capacity-based activities aimed at achieving the goals of educational institutions includes basic (educational) and auxiliary (providing and creating conditions). The development processes associated with these activities are aimed at achieving newer qualities, higher and more effective results on the basis of capacity building, enrichment and expansion, and increase its efficiency and ancillary processes or operational processes will need to be improved.

By receiving information about the failures of the operation and the non-compliance of the results with modern requirements, the system tries to solve the existing problems at the level of its potential on the basis of old methods. Tension relief is based on system reorganization. The pedagogical process as a whole develops on the basis of internal changes and the system of interactions is stabilized. Tasks to achieve the goal, the solution of various problems are carried out using modern methods, the results are adapted to modern requirements and the effectiveness of the pedagogical system is ensured.

An educational culture is an important part of the pedagogical system, which includes approaches, traditions, practices, established procedures and norms to solve existing problems in educational institutions. It is important to harmonize the philosophy and culture of the educational institution (administrative, pedagogical, educational, spiritual). In order to effectively organize and manage the pedagogical process, the internal management of the educational institution, ie internal control, consisting of leaders and other members of the team, is established. The team of an educational institution is a complex system, the satisfactory organization of educational and labor activities, as well as formal and informal, horizontal and vertical, interpersonal and covers employment relationships and relationships.

The educational institution as a systemic object of management has the following characteristics:

- Direction of development based on the needs, opportunities, indicators of the educational institution and the criteria for assessing their abilities;
- Its potential, functional capabilities, individuality and culture;



- Integrated pedagogical system of the educational institution;
- Opportunities to provide scientific and methodological products and ICT tools;
- Internal capabilities and relationships with the external environment;
- Development of pedagogical and educational community, as well as the internal management system of the educational institution and its development.

In designing the organization and management of pedagogical processes, taking into account the importance of the influence of the components that contribute to the development of an integrated pedagogical process and the improvement of its unique model as a systemic object, as well as greater influence on the development of pedagogical processes. It is necessary to give preference to the replacement of some parts and joints of the indicator. Changing the general model of pedagogical processes should be based on the capabilities, basic concepts and beliefs of teachers and students, because the updated model can meet the changing educational and spiritual needs of students at the level of modern requirements, at a high level. It is necessary to use the experience of professors and teachers with the skills and qualifications and to create important conditions for the development of their scientific and creative potential, as well as the organization and management of pedagogical processes. The basic principles should be considered:

- The success of their development depends on the ability of the subjects, the ability of teachers to see and not miss opportunities, when the ways of effective development of pedagogical processes are determined randomly and tentatively;
- The need to ensure and coordinate the pace of development of all its components, the integration of relationships and activities of the subjects for the successful development of pedagogical processes as a systemic object;
- Success in the development of pedagogical processes depends on the ability of professors to see the future and anticipate development opportunities based on existing factors;





- The impossibility of forcibly determining the direction of development of pedagogical processes without identifying the needs and opportunities for the development of complex pedagogical processes, the abilities and initial concepts of the subjects;
- Lack of opportunity to ensure the effectiveness of pedagogical processes based on strong, mandatory and comprehensive methods of influence;
- A well-defined (local) interaction on the constituent parts and links should serve as a basis for achieving good results in the effective development of pedagogical processes.

## **V. Conclusion**

In pedagogical processes, the reflexive approach plays an important role in coordinating the activities of subjects as an important mechanism for their independent and effective thinking. Separate organization of the processes of explaining the concepts studied in the context of a broad system in the process of reflexive approach (assessment of emerging situations and behaviors of subjects, identification of methods and directions for effective performance of tasks), self-analysis of subjects, it creates the conditions for them to actively think about their concepts and actions.

An individual-activity approach is also necessary in the organization and management of pedagogical processes, as a way to ensure the activity of the subjects in the pedagogical process and motivate the subjects to perform specific tasks. In the person-activity approach, the components of the person and the activity are studied in close connection with each other, because in the pedagogical processes organized on the basis of this approach, students act as subjects, and in turn, the development of the student as a subject is determined by the development of independent, free, critical, analytical and effective thinking.

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## THE IMPORTANCE OF GIVING FEEDBACK IN EFL CLASSES

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**Annotation.** English, a global language, has become one of the dominant mediums in politics, economy, and education internationally. Nowadays English is the major medium to communicate with the whole world and the main language used for international trade and academic study. Accordingly, possessing basic English proficiency has become one of the essential requirements for many people. Getting the certificate of the National State Center before entering the university proves that it is crucial to master the language to study at the university. The significance of English, therefore, cannot be ignored.

Moreover, English is now used by millions of speakers for several communicative functions across the world. It has become the preferred language in many ambits like international business or EU institutions. [2] Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

English is also directly influencing other European languages at different levels but it is especially obvious in the field of technical terms – lexical borrowings are often introduced in many languages without the slightest adaptation. English seems to have been adopted as the language of globalization these days as the language of global culture and international economy.

Every learner is a unique individual. Nowadays the main task of the language teachers has become to organize fruitful lessons from which students can benefit not only for their future profession but also for their life. While teaching the language we should pay attention to their way of learning. Because some students can learn only with the help of teachers while others prefer to learn independently. In language teaching every detail utilized during the lesson is important. Feedback



is considered to be one of the most important ones. It is a means which serves as a bridge between the teacher and the student during the lesson. Each feedback given within the lesson not only helps the student correct his/her mistake but also encourages him/her to give motivation in language learning. Moreover, good feedback not only improves the learner's language but also motivates and encourages him or her. In this article, we want to share some information on the importance of giving feedback. It is something that will become second nature with just a little bit of practice. Feedback should be used to encourage students to work hard and indicate what they need to focus on when they are having difficulty.

According to Gavan Watson, Ph.D. (Associate Director, eLearning, Teaching Support Centre, Western University) good feedback improves students' learning and comprises four peculiar features in itself. [3] It should be specific because feedback is a tool for future change. It should be actionable because a teacher should emphasize what could be done differently next time. It should be timely because the most effective feedback is immediate and frequent. It should be respectful because the teacher should look for the good while still focusing on future solutions.

During lessons, teachers use a lot of verbal feedback to let students know how they are doing and also to transition from one section to another. Short expressions such as "Great!" or "Good job!" can be used to praise students for correct answers. Rather than tell students directly they are incorrect, it is better to ask them to try again or reconsider their answers. The goal is to elicit the correct answer from the class and students should not be afraid of being wrong so keep their reactions positive. You can summarize how students did and introduce the next topic for transitions by saying "Alright! You did so well talking about food. Now let's move on to ~." This will reinforce the fact that students should keep up the good work. If student responses are a little lackluster, you can point that out in your comments, too. By saying "I know it's Friday but I need a bit more energy in this next section, OK? \*wait for student response\* OK! Great, now we're going to talk about ~." You show that you empathize with students while still pushing them to do their



best. It is easy to include verbal feedback in every stage of your lesson. During the classes, I mostly ask my students to be assistants and we try to give both peer and individual verbal feedback. Students feel free in their sub-groups if they work in groups and they give motivation to each other by commenting, adding, and supporting. Besides their peers' feedback does not bother or they do not feel embarrassed. Mostly "5-word-performance" activity is a good way of giving oral feedback to students, after each stage of the lesson if a teacher uses this activity it saves time and it is excellent for them in guessing their errors.

Visual feedback can come in two forms. The first is an expression or gesture you use with or without verbal feedback that indicates how students are doing in class. A smile or thumbs up would be one form of visual feedback. When using visual feedback, it is not always necessary to add verbal feedback and could save your time when working through an activity quickly. You can also prompt students to reconsider their answers and self-correct using visual feedback. If you use the same expression each time students say the incorrect answer, they will pick up on that. This visual feedback allows you to give students another chance without verbally telling them they are wrong. Another form of visual feedback can accompany written evaluations. This may take the form of stickers, stamps, or even charts that reflect student accomplishments. You may choose to have a display in the classroom that visually represents how well the class is doing in reaching their goals so that students can see how much progress they have made and stay motivated. Mostly stickers come in handy during my classes and it motivates participants to become more active during the lesson. In each step of the lesson, the stickers that are given serve as comments "excellent", "good", "be active" which help them to be more attentive or to stay active until the end of the lesson.

Teachers often have the opportunity to give students written feedback on homework assignments, on exams, and at the end of each term. These are great opportunities to point out what students did well and what areas they still need to work on. You should provide students with some suggestions of what they could do to improve and offer to assist them by meeting with them for tutorials or



providing them with extra study material. You can also allow students to provide feedback for each other. Doing this during role-play exercises, for example, means that students who are not performing still have to pay attention. Categories could include pronunciation, creativity, and performance so that the presenting students are marked on how well they were understood, the quality of their script, and the quality of their acting. Students could be graded as a group or individually. Student evaluations should not have any bearing on the grades that you give students but you might want to use the information to say which skit was the best and who the best actor was.

Regardless of how often you use these different types of feedback, students must be given a clear image of their performance as well as their goals. This will help them focus on what is most important. Giving constructive criticism and providing students with both the materials and support they need to succeed are important. Doing these things will help students excel in their studies and maintain a positive attitude towards education.

In a conclusion, we can say that each teacher is an individual. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. While having classes it is up to her or him how to provide good and qualitative feedback. But the most important point is that this feedback should not be constructive but it should always be positive and help the student to improve the language.

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## TECHNIQUES FOR TEACHING WRITING TO EFL CLASSES

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**Annotation.** Writing has always been seen as an important skill in ESL classes. It is the area in which learners are expected to be offered adequate time to develop their writing skill. This is certainly an important element of learning English as a second language. The process of writing means planning, writing a first draft, revising and presenting. Writing is a sequence of differentiated and recursive processes.

**Keywords:** writing, forgotten skill, piecemeal approach, doing puzzles, playing bingo  
finding the word that is different, dictations.

Writing is sometimes regarded as the “forgotten skill”.<sup>5</sup> Arguably, writing receives the least attention because it is at the bottom of the list of teachers' priorities. With limited classroom time and limited time for correction of written work, anything more than a piecemeal approach will both occupy time that could perhaps be spent on more immediate linguistic needs and, perhaps more crucially for many teachers, make excessive demands on their preparation time. In addition, in the perception of many learners, writing in English is not within the scope of their purpose of attending a language course in the first place. With its associations of homework, written exercises and examinations, writing may seem both 'traditional' (in the negative sense of the word) and irrelevant to learners' immediate needs. From a purely pragmatic point of view, they may not view time spent writing in class as time well spent, preferring the time to be spent on more active aspects of language learning. Like reading, writing is generally a silent, reflective activity and silence is not something that learners (and many teachers) generally associate with a

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<sup>5</sup>Graham, S., Papadopoulos, E., & Santoro, J. “Acceptability of writing adaptations and modifications in writing: A national survey”2006



language classroom. Likewise, many teachers may regard writing as something that 'takes care of itself, a side issue that is best taken care of in the form of an occasional homework task. In short, writing gets a bad press, particularly in relation to the other productive skill, speaking.

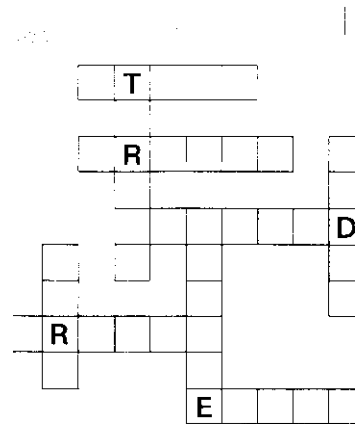
Furthermore, we can distinguish and give an examples of writing activities bellow:

### a) Doing puzzles

For example, here are the names of 11 countries:

Brazil, Egypt, England, France, Greece,  
India, Italy, Peru, Portugal, Spain,  
Turkey

Complete the crossword. Which countries are not there?



### b) Playing Bingo

This involves selecting copying and is an excellent way of revising vocabulary sets (e.g. colours, jobs, clothes, etc.) through a game

Write, with the help of suggestions from the class, 12 – 16 items on the board ( e.g. for clothes: jacket, hat,...)

Ask the pupils to copy any words from the list.

Then read out the words from the list in any order. The first learner to hear his word read out calls out BINGO!<sup>6</sup>

A's list		B's list	
<i>jacket</i>		<i>shirt</i>	
<i>socks</i>		<i>overcoat</i>	
<i>jeans</i>		<i>gloves</i>	
<i>sweater</i>		<i>pullover</i>	
<i>shoes</i>		<i>hat</i>	
<i>overcoat</i>		<i>socks</i>	

### c) Finding the word that is different

<sup>6</sup>Don Byrne: Teaching Writing; Longman 1991





The pupils are given a set of 4 – 5 words like those in the diagram and are asked to find and write out the word that is different. This combines reading with writing. Children enjoy the problem-solving aspect of this activity.

*cat banana dog horse*  
*red yellow man green*

#### **d) Dictations**

Dictations typically involve the following steps:

- Teacher reads a short paragraph one or twice at normal speed.
- Teacher reads the paragraph in short phrase units of three or four words each, and each unit is followed by a pause.
- During the pause, pupils write exactly what they hear.
- Teacher then reads the whole paragraph once more at normal speed so pupils can check their writing.
- Scoring of pupils' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are considered as severe as grammatical errors.<sup>7</sup>

**Conclusion.** The developing of the language skills has always been a very hard and an interesting task. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling. Being a teacher it is important to discuss the objectives of writing skill and let the students know that their script will speak in their absence. The main reason for teaching Writing is to help the students express their thoughts into words.

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## IMPLEMENTING CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING YOUNG LEARNERS

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**Annotation.** The English language is spoken everywhere around the world. In many countries this language is being taught as a second language and as we know if any language is taught as a second language, it becomes very necessary for teachers to know “How and What to teach to students” because it is very difficult for a teacher to use a suitable method. Methodology is a systematic and scientific way of teaching any subject. It guides a teacher “How to teach” and “How his/her teaching may be effective”. That is way great attention is paid to teaching English through communicative activities and it is necessary for teachers to know various types of methods and techniques of teaching English.

**Keywords:** Methodology, Content and Language Integrated Learning, CLIL, Communication, Cognition, Culture

Learning foreign languages no longer a pastime: it is necessity, because it results in students’ achieving divergent thinking, creativity and cognitive development. According to the view of the first President of the Republic of Uzbekistan, we should create necessary conditions for the youth to acquire deep knowledge and modern professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country. In addition, our President states that in the system of education we attach a great importance to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages.

The Decree of our former President Islam Karimov “On measures for further improvement of Foreign Languages Learning System” has been a key factor for modernization of teaching Foreign Languages at all stages, in which the importance of teaching and learning English across the country were pointed out. So, a foreign language becomes one of the important educational subjects in all



educational institutions. In connection with this, huge tasks are set before teachers of the English language; teachers became one of the main subjects of educational reforms. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into educational process.

Taking into account all these conditions, today the main demand from the English teacher is to be innovative and creative. It means that, a teacher of foreign languages should be mentor and facilitator, because unlike previous teaching methods, we now recognize that the language should not be taught only for theoretical purposes, but it should be easy to use in practice as well. Therefore, there is no need of learning the foreign language if cannot be utilized in different spheres of life. If the learner knows all the grammar rules, but he or she is not able to produce it in proper way, understand the native speakers' speech, it means all the affords of the teacher and methodology of them is not properly chosen for learners.

That's why, as I mentioned above, English teacher should be able to choose the best proper method for each pupil. According to the level of the learners or considering their type of learning, whether it is auditory, tactile, kinesthetic or visual, the teacher will prepare the method, tactics and visual aids suitable to the topic and practice.

Nowadays, there are many methods and approaches to teaching a foreign language. One of them is introduced as CLIL (Content and Language Integrated Learning). The main aim is to familiarize the reader with CLIL generally and to describe the way young learners learn a foreign language.

As for teaching, I have focused on innovative trends at primary level of education. Specifically on the CLIL approach which will be defined later on. Concerning the primary level – grammar schools, my focus is on young learners. How it is to teach them in an innovative way, how they learn, how they behave, etc. Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time. A science course, for



example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills. It's important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content in order to be successful – and success is determined when both the subject matter and language is learned.

According to Biehler and Snowman (1986) children possess these characteristics:

- children are full of energy, very active, need a constant change of activities therefore should not work by their desks for too long, they need movement;
- the need of breaks (change of exhausting and quiet activities); children get easily tired and need time to absorb new energy;
- fine motor skills are not fully developed: pupils cannot be writing for too long;
- the sight of children can be easily overburden therefore the materials should be written in appropriate size and we cannot force pupils to look into distance for too long;
- games are fun and the rules of the games should be kept and understood by every single child;
- use criticism in a very cautious way, children are very sensitive to it; the need to feel the success and the feeling of recognition;
- young learners worship their teachers ;
- especially during the first grades at school, children are longing to learn, they are already motivated for learning;
- they prefer talking than writing, reciting, acting;

According to previous characteristics of young learners, we can make inferences as for the way we should be teaching at primary level. Scott and Ytreberg (1990) advised:

- Include movement in the lesson, do not make them just to listen or write;
- Have good materials prepared for the lesson, so you can demonstrate various things;
- Make fun with the language, play games, tell stories, make rhymes;



- Teacher's expression is important;
- Constantly change the classroom activities – variety is a must;
- Organization and routine is also needed for a young learner;
- Encourage co-operation in the classroom;
- It is hard to teach children at young age grammar

CLIL stands for Content and Language Integrated Learning. It is a teaching method which connects matter-subject with the foreign language into a one body.

In other words, CLIL is a double centered teaching method by which there is an additional language used for the education of both the foreign language and the content of the subject (Mehisto and March, 2008).

Many teachers see CLIL as a more natural way to learn a language; when a subject is taught in that language there is a concrete reason to learn both at the same time. And as students have a real context to learn the language in, they are often more motivated to do so, as they can only get the most of the content if they understand the language around it.

Moreover, being content focused, CLIL classes add an extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language. CLIL also promotes a deeper level of assimilation – as students are repeatedly exposed to similar language and language functions and they need to produce and recall information in their second language. According to Coyle's 4Cs curriculum (1999), a successful CLIL class should include the following four elements:

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication – Using language to learn whilst learning to use language
- Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.



**Conclusion.** It's important to have a strategy in place when applying CLIL in your courses. One of the key things to remember is that the language and subject content are given equal weight and that it shouldn't be treated as a language class nor a subject class simply taught in a foreign language.

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## THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE FORMATION OF SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS.

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**Annotation.** This article informs about how to teach English to young learners. As mentioning, the English language is world's language that is the most important to communicate, to get information about scientific, technical and economic issue. For such reasons it is essential to learn English at an early age as soon as from kindergarten.

According to some researches there are several matters and modern pedagogical technologies which improve speaking skills of secondary school students. For example, sing a song, role play, dialogues or different games like miming or describing interesting pictures can be so significant way to make progress among young children for getting good result. So that, it is suggested that the teacher of young learner should prepare materials for teaching young learners in the course of their pre-service teaching practice, posters with town plans, masks with animal faces, puppets, puzzles, paper birthday cakes, birthday presents, balloons, videos that help all children learn the names of dangerous sports e.g. "skydiving", "rock climbing", "rodeo riding", "scuba diving" with big enjoyment.

**The importance of modern pedagogical technologies in developing the speaking skills of primary school students.**

In these days the world and attitude of people are changing day by day. Today's most important issue is improving learners' skills of the English language. Many countries prefer to teach foreign languages especially English to their school students. It can show that how is the value of learning language of that country. In this position your attention should be drawn to some reasons to learn English:

- English is a global language in the world.
- Learning English can help you to find a job easily anywhere you want



- In the last century the number of scientific and cultural papers written in English was incredible vital to create or work in the scientific field and media industry.
- Nowadays English is the language of internet, business and travelling. Since English is spoken in so many countries there are thousands of schools and universities around the world that offer programs in English.

According to these reasons the English language is follower leader of all branches of any fields in the world.

For developing economically, culturally and socially in any country the English language must be taught from school that means at an early age of young children mainly preschoolers and juniors.

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technology is the vehicle to get access with this modernized world. More than the process of communication, trade and transactions, today technology is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill. This paper aims to discuss some modern technologies available for teachers of English today to enhance speaking skill of second or foreign language learners

When teaching speaking to your young learners, keep in mind that they might not be very able communicators yet in their first language. Also, children experience a very small world, it's all about them, their family and maybe what they do in class. For example, in their first language, or L1, they might talk about what they like, don't like, what they usually do. All their talk is related to real-life and, for them, it's familiar, and personalized. They rarely initiate conversations with adults unless they want something. Given that children mostly talk about things they are





interested in and what relates to their worlds, those are the typical topics they respond to.

As we said earlier, in L1, children acquire a wide variety of vocabulary at great speed around the age of 2 and by the time they are about 5 they have about enough language to show grammar control and lexis needed for basic daily social interaction

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Developing speaking skills definitely deserves a closer look and the article provides a few guidelines to keep all the students involved and interested. Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that apply here is: slowly and steadily, through constant revision and recycling. Furthermore, I always strive to achieve a positive and relaxed atmosphere in my young learners' classroom, as this proved a decisive factor in achieving maximum results. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into my teaching practice, I try to keep in mind that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible. Many textbooks for young learners offer shorter texts written as comics, introducing characters learners can relate to and through which they get to know the language, the culture and the people of a certain country. Instead of simply following the text (with books either open or closed), I often divide the class into various parts or teams (e.g. A and B, depending on the number of roles in



the comics) and then the learners read with the tape. Choral reading has always proved a lot of fun and children are excellent at imitating, thus producing brilliant copies of the original. Do not forget to change roles after the text has been read a few times. Further on, as you see learners getting familiar with the topic and vocabulary, make them work in pairs. If they want to, they can also perform in front of the class – keep in mind that at an early age they are mostly extroverts and love showing off their English. However, there may be students who are terrified of being exposed, some are in the so-called silent phase – never force these students to speak in front of the whole class. Instead, give them some other role – e.g. they "act" as a ringing phone in the comics, appear as the voice of a dog or the like. I can tell from my own experience that this does bring results and eventually also these students come out of their shell and express themselves in English. Needless to say, each and every attempt should be accompanied by our approval and appraisal, the same being the case with other speaking activities the learners are involved into. Do encourage them constantly as this builds their motivation and self-awareness.

Throughout our English lessons students are learning to speak, express ideas, share opinions and exchange information. Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation. Try to include the above-mentioned activities by providing learners with those that require total physical response, shortly known as "TPR". Year by year, children get high enthusiasm about songs like: "Row, Row, Row Your Boat" and "Head, Shoulders, Knees and Toes") where body movements are required. Confidence and motivation are built through the process. Sometimes new lyrics can be added to traditional songs, making things a bit different and out of the expected. e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane" the movements change accordingly and so does the rest of the lyrics. It is basically the teachers' call what and how to change the song, and it is always welcomed by the learners. After telling them the new lyrics is your own invention, maybe they can try and come up



with another version as a part of their home assignment (trust me: even parents get involved in the process and the list of newly written songs has become endless and a true inspiration when a bit bored with the originals. What we have to keep in mind constantly when teaching young learners is the fact that they are a mixed class with varied abilities, motivations level, expectations, knowledge and different learning styles. Thus, we have to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. To develop speaking skills basically need a closer look and further discussion among the teachers of young learner so that they will find guidelines to led students to get involved and interested in learning foreign language. Learning to communicate in a foreign language, English for instance, is a process of very complex activities of language acquisition. For young learners, to start learning a foreign language is like to start learning one's mother tongue. They need some more time to listen to a foreign language in the classroom and they should have also more chances to repeat some of the utterances they hear. According to Slattery and Willis in their book of English for Primary Teachers (2001:43), although repetition of set phrases does not mean that children are acquiring language, it is still very important. They argue that repetition prepares children for meaningful communication in several ways i.e. by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a lot of praise. Accordingly, for teacher of YL(young learner) it is suggested to open chances and more time for the learners to listen words, utterances, set of phrases as a process of developing learners' speaking skill.

Teaching young learners is actually not as difficult as we imagine, they are like sponges, they absorb everything we say and how we say it. The ability of teachers in pronouncing every words, phrase and sentences is of vital important, since young learners will repeat exactly what they hear. It is believed that what young learners has been learned at an early stage is difficult to change later on. For this reason, the teacher can apply the rules i.e. slowly and steadily, through continual



and constant revision and recycling. In addition, it should be cared by the teachers of young learners i.e. the relaxed and positive atmosphere of young learners' classroom, as it is a decisive factor in achieving maximum results. There are many varied activities e.g. dialogues, songs, poems, rhymes, choral revision, and chants that can be adopted to grow students' speaking abilities as well as to build their pronunciation. There should be paid more attention, when teachers of young learners applied the above-mentioned tools into their teaching practice i.e. that learners' interaction as a way of learning. It means, teacher should emphasize and open as much chances as possible for the learners to practice pronouncing and speaking English either in the classroom or out of.

To be able to use English in communication, children need to acquire necessary vocabulary and structures. In the beginning stages of language learning, new vocabulary should be presented orally with extensive support of pictures, drawings, puppets, video, and mime, gesture, facial expressions or acting out. Miming driving a car and presenting a picture of a car helps children grasp the meaning of 'drive' and 'a car' extremely quickly. Information gap activities provide appropriate opportunities for guided communication activities, while role play activities lead children from fully to less controlled language use and prepare them for free speaking activities. 'Talking on the phone' or 'having tea' will intrinsically motivate children to take part in the activities because of the element of game and fun associated with them; if the classroom atmosphere is informal and non-competitive (Scott & Ytreberg 1990) the activities will help children get ready for similar real-life contexts. Moreover, in such activities children don't just use words, but also all other parts of speaking a language – tone of voice, stress, intonation, facial expressions which contributes to achieving fluency.

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# THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN DEVELOPING THE SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS

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**Annotation:** this article aims to discuss some modern pedagogical technologies available for teachers of English today to enhance speaking skill of primary school students.

**Key words:** over-head projector, feedback, interactive board, communication, internet, social media, internet, eye contact, conversation

Speaking is one of the most crucial skills that have to be mastered by students in learning English. Speaking is an important tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. Of all four key language skills, speaking is deemed to be the most important in learning a second or foreign language. Speaking included all other skills of knowing that language. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must be mastered in learning foreign language. In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to the technical students.

Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology is the vehicle to get access with this modernized world. More than the process of communication, trade and transactions, today technology is widely used in educational sectors. Technological tools have been regarded as a way of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition



software are considered the best appropriate tools for teaching speaking skill. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Studies are emerging that show the importance of qualitative feedback in software. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do.

There are important tools that can be used to enhance and facilitate the learning /teaching process, especially speaking proficiency, such as:

**Computers:** are the most important tools of information and communication technology and backbone of modern human life. They are the most common ICTs tools used by most teachers. They are helpful in storing, collecting and preparing of data for communication.

**Over-head projector:** is an effective tool of displaying information and processes to a large number of people simultaneously. Prepared forms of information are easy to display with the help of over-head projector. Teachers can build strong relationship between their students and the equipment they are dealing with to make them use the language effectively and being good speakers. Visual aids are tools in presentation for the speaker because they give them something to refer to in order to preserve the act of interacting and make it more organized. Moreover, they give learners the opportunity to move around and use different gestures when they are presenting the work and they make the presenter more relaxed since they shift the eyes of audience from time to time to focus on the video aid so reducing the impression at the learner.

**Digital camera:** its usage presents endless chances for language profits and improvement across most of the subjects. It is very helpful tool to be used as a recorder of role playing or classroom presentations to be corrected later on by the teacher or even by the student him/herself as a kind of self-evaluation. That



technique breaks the ice between the learner and the teacher and also it makes learners closer to technology.

The interactive board: provides the best to the students. For instance, the students can watch even the way the native speakers speak and they can learn a lot about communication, its process and proficiency outside the box. Visualizing the concepts by different persons with varying efficiency through ICT makes the students not only to know and learn the language, but also to practice it in their day- to- day life.

Social media: has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Facebook, Twitter, Instagram etc. It is very helpful in learning situational language. Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

Pod casting: is the integration of audio files where they can feed their materials and play it inside and outside of the classroom. Podcasts can help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, in the web, there are even particular podcasts that can include pronunciation for particular needs of students.

These ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live. Therefore, the use of technology has a great influence on learners' speaking ability inside as well as outside the classroom. On this basis, described two different views about incorporating technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach,





learners must be given opportunities for authentic social interactions to practice real life skills.

Modern pedagogical technologies not only provide the tools for promoting and developing these skills but also encourages them to engage confidently in imaginative learning and makes teaching and learning more effective and fun for everyone involved. When modern technology is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways

In addition, there are some ways to improve speaking skills of primary school pupils

1. Encourage conversation
2. Model syntactic structure
3. Maintain eye-contact
4. Remind students to speak loudly and articulate clearly
5. Explain the subtleties of tone
6. Attend to listening skills
7. Incorporate a “question of the day.”

Encourage conversation -every social interaction gives students a new opportunity to practice language. Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student’s answers, and give prompts that encourage oral conversations to continue.

Model syntactic structure -your students may not use complete oral syntax in informal speech, but encourage them to do so when they’re in the classroom. When a student uses fragmented syntax, model complete syntax back to them. This builds oral language skills *and* gives students practice in a skill necessary for mastering written language.



Maintain eye contact- engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity. Remind students to speak loudly and articulate clearly- ask students to feel the muscles used for speech while they're talking and monitor their volume and articulation.

Remind them that clear and loud-enough speech is essential for holding the attention of the group and communicating their information and opinions effectively.

Explain the subtleties of tone-your students have probably experienced playground arguments related to tone; misunderstandings are common when students are using loud outdoor voices. Remind your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says. Often, it's not what they say, it's how they say it that can lead to misunderstanding of motives and attitudes. Ask your students to be mindful of tone when they're trying to get a message across, and adjust their volume and pitch accordingly.

Attend to listening skills- ensure that your students are listening by using consistent cues to get their attention. You might use a phrase like "It's listening time" to give students a reminder. Some students might also benefit from written reminders posted prominently on your wall.

Incorporate a "question of the day." - during each school day's opening activities, ask a question to encourage talk. (You can even write one on the board so your students can read it and start thinking about their answer as soon as they come in.) Start with simple one-part questions like "What is your favorite animal?" If a student doesn't answer in a complete sentence, model a complete sentence and ask the student to repeat your model. Once your students are successfully answering these simple questions in complete sentences, move to two-part



questions that require more complex answers: “What is your favorite animal? Why?”

To sum up, technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. Studies are emerging that show the importance of qualitative feedback in software.

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## THE ROLE OF ASSESSMENT IN FOSTERING MOTIVATION IN CLASSROOM

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**Annotation.** This article deals with the importance of assessment in fostering motivation in classroom and the effective ways of assessment.

**Keywords :** motivation, playing a good song, praising, giving a high five, rewarding

Motivation plays a crucial role in language learning since it encourages learners to show their full potential while acquiring new knowledge. There are two types of motivation: extrinsic motivation and intrinsic motivation. Extrinsic motivation depends on external factors while intrinsic motivation occurs when students are engaged because of the internal rewards. It's important to foster motivation in the classroom because this will help learners to achieve their goals. The process of language learning is quite challenging, therefore motivation plays a significant role in this process. When it comes to the significance of these two types of motivation, both of them are crucial and there is a room for both.

Motivation in the class can be fostered in different ways and all of them are achievable. Firstly, teacher should know learners. Knowing learners is one of the six principles of exemplary teaching. When a teacher knows the learners, the process of teaching becomes productive. It starts from knowing your learners names, though it may seem too simple. Calling on students with their names gives them confidence and encourages them to participate more as they want to hear their names during the classes. Secondly, teachers should know learners' interests because this will help them to use appropriate methods, syllabus and it becomes easier to make lesson plans according to the interests of learners. When a teacher knows what he/she is expected to do in the classroom, the lesson will be well-organized. Taking into consideration learning styles of the learners is also considered to be a part of knowing your learners which is utmost in fostering motivation.



The role of assessment in fostering motivation is important because assessment is the result of the lesson and this is what learners strive for. Assessment is an ongoing process and learners should feel good about it. Most teachers underestimate the power of assessment and usually assessment happens at the end of the lesson. However, it is possible to assess learners during the lesson and it does not have to be graded all the time. Sometimes learners can learn from assessment as well. Here are some of my suggestions and views on assessment to maximize student motivation:

- ✓ Choosing appropriate assessment type according to the learners' interests and learning styles;
- ✓ Providing students with checklist;
- ✓ Using smileys or colour cards;
- ✓ Playing a good song;
- ✓ Praising;
- ✓ Giving a high five;
- ✓ Rewarding;

There are a lot more ways of using assessment to foster motivation in the classroom. Here we will take a further look on aforementioned types of assessment. While assessing learners, teacher should take learners' interests and learning styles into consideration. It is wrong to give the same task to all learners and evaluate them according to one criterion. There is a study of multiple intelligences and according to Howard Gardner, there are eight intelligences. "Each person is smart in more than one way, and each person can learn and contribute in more than one way. If we teach in multiple ways, students with different strengths and styles will both feel more motivated to learn and experience more success"<sup>8</sup>. Learners who have musical intelligence can learn grammar structures with Jazz chants and can be assessed with tasks related to music, for instance writing new lyrics to a song using grammar structure. Kinesthetic learners can be assessed with hands-on

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<sup>8</sup> TESOL International Association. TESOL Core Certificate Program. 2020



activities, and in this case assessment will motivate learners because learners enjoy the process. It is wrong to evaluate only one skill of all learners.

Giving checklist to learners is a good way of assessment because it will give a sense of completion and this will definitely motivate learners. As it was mentioned above, assessment is not always about grading learners. Rewarding is also one of the effective ways of assessment because it encourages learners to do more. Rewarding may be in different ways such as playing learners' favourite song or giving them options what to do next. Praising often happens automatically and sometimes teachers do not understand its role in the process of language learning. When learners are praised occasionally, they will be both confident and motivated. In my classes, I give a high five for the right answer and this is the best part of my lesson for most of my learners. This type of assessment builds a bridge between a teacher and students.

The role of assessment in fostering motivation in the classroom is quite important and it should be promoted among teachers because there is a need to change teachers' views on assessment. Choosing inappropriate form of assessment may demotivate learners from learning because sometimes it may result negatively. If a teacher is able to choose appropriate form of assessment, learners will not focus on grades and set higher goals. I consider both motivation and assessment as significant factors and I can see a clear interrelationship between them. Assessment and motivation are connected to each other. Assessment should be source of motivation and encourage learners to learn languages.

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## THE TECHNIQUES FOR DRAWING PUPILS' ATTENTION TO THE CLASSES

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**Annotation:** The article presents the concepts of practical and scientific methods of teaching English to young children, namely primary school students

**Keywords:** attention, distract, interested, ready to participate, verbal, visual, palpable, attention grabbers

One of the biggest challenges teachers face is getting and maintaining the attention of their students' .Effective teaching requires this skill but it takes time and practice to learn. Whether you are just starting out or have been teaching for decades it is hard to keep students focused on task especially young learners get easily distracted and it can be challenging to come up with ways of keeping them engaged. Moreover young learners have relatively short attention spans. Since the students have various interests and levels of knowledge it is impossible to have the whole class fully –engaged in something for a long period of time, so it is highly recommended to work out a number of activities beforehand for per lesson as well

From my own experience it is difficult to grab young learners attentiveness, in order to get engaged students teachers need to be knowledgeable, encourage able, flexible and full of energy .I have been teaching young students for 20 years and I strongly believe that exercises for kids should be entertaining instead of “ working out” think of it , as “ exercise play” and also ESL warm-up activities are essential in English classroom. Students may be tired of or have distracted minds and diving straight into a textbook or grammar explanation can be quite jarring. With a good warmer you can put your students into English mode: attentive, interested, and ready to participate . A warmer can also serve to review language of a previous lesson or set the class for a new topic .Verbal, visual, and palpable cues from you can refocus your students while helping you maintain control and holding your young learners' awareness. It is highly suggestible to use best ways to grab your students' attention while teaching them according to these cues:



Firstly, Reach out rather calling to a child across the room, stop what you are doing and go to the child. Position your body at the child's level and ask him to look at you before you begin your discussion, speak in a firm but non threatening voice.

Secondly, use attention grabbers appealing to children's senses with motivational devices that have varied colors, textures, shapes, movements, smells, or sounds to help them focus. It is a good idea to use warm, soft colors and provide an orderly environment for children who may become overly stimulated.

Thirdly, it is highly recommended to be playful as well .Obtaining children's awareness with a dramatic voice by putting on a sensational hat ,or playing a clapping game .Also it is accomplishable to try holding up a secret hand sign for children to duplicate or rolling a ball to different children to keep them alert.

Another practicable approach is to be welcoming by using children's names to get their attention easily or engaging children with facial expressions such smiling and making eye contact. It is easy to use your body language to convey warmth and acceptance. You can also get their attention by describing what you see by labeling objects or activities and pointing out similarities and differences and asking them question to get them to look at item and focus on activities.

It is also substantial to be clear and specific as children are more likely to hear your requests and pay attention when it is clear what you want them to do by keeping directions short and simple Giving timely tips are also considered essential and workable allowing children to process your request for their attention and follow the direction given .One should consider that afternoons are low energy times for many children and it may take longer to process attention – getting techniques. Being aware of temperament is one of the main features to evaluate while teaching because some children can be easily distracted and exhibit impulsive behavior when this is the case ,speak calmly ,use one-step directions and give them gentle touches.

Other children are more reflective and may need a five minute warning before they can attend to the next project. One should look at learning styles being





alert to which attention –getting signals work best for children’s learning patterns. It is suggested for visual learners to try blinking the lights or raising your hand while singing a song to begin cleanup for auditory children, in addition it is a good proposition to squeeze a child’s hand or pass a stuffed animal around the circle especially for tactile students.

One of the promising motion is to keep groups as possible as small which provides you an opportunity obtaining students’ concentration . If you have difficulty gaining children’s focus, try working with a small group or one- one giving a child your undivided consciousness lets him know you care and that he is saying is important

When planning a lesson you should consistently consider the material and aids needed and whether they are appropriate for the classes and ages you are teaching, remember lessons should be educational but also entertaining and compelling to keep students focus whilst making it an enjoyable experience for both students and teachers alike and the following should be considered for the lesson planning; know who your students are; know ability levels, background, interest levels; attention span; ability to work together in groups ; prior knowledge and learning experiences; special needs or accommodations; learning preferences.

One of the most effective way drawing young learners’ concentration is using 20 fun call-and-responses while having a lesson with them:

1. One,two.Eyes on you.
2. Eyes.Open.Ears.Listening.
3. Flattire!Shhh
4. Hearye,hear ye! All eyes on the crier!
5. Give me five(Students raise their hands)
6. Tomato(tuh-may-toe),tomato (tuh-may-toe) Potato( puh-tay-toe)
7. Peanut butter(Students say their favorite kind of jelly or jam)
- 8.Ready to rock? Ready to roll!!
- 9.Are you listening? Yes we are.



10.Marco.Polo.Let's go. Slow mo( Students move in slow motion,perhaps towards the carpet)

11.Onefish,two fish .Red fish, blue fish.

12.Break it down (Students dance around)

13.Hocuspocus.Time to focus.

14.Macaroni and cheese! Everybody freeze!

15.Salami ( Stop and Look at me immediately)

16.All set? You bet?

17.Hands on top .That means stop( students place hands on head)

18.Chickachicka.Boom boom.

19.If you can hear my voice, clap once/twice/( students clap)

20.Guitar solo ( Students mime playing the guitar)

Experienced and knowledgeable teachers invariably practice attention signals. Clearly explain how students are supposed to respond to each one and allow plenty of opportunities to try them out ,then find out which ones they most enjoy and stick with those. You should also practice nonverbal strategies with your students so they learn to pay attention to visual cues as well

**CONCLUSION.** I strongly believe that expecting students to sit quietly and listen to you for several hours out of every day is not fair. If you find that they desperately need to refocus before you try to engage them wiggle it out. Often it is more productive to allow students some time to be wild than try prevent them from feeling fidgety or restless.

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# THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN DEVELOPING THE SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS

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**Annotation** : Methods aimed at developing the ability of primary school students to speak a foreign language.

**Keywords:** speaking ability, process of learning, language barrier, motivation

It is true that, speaking itself is the most crucial part of the English language. In a short period of time English displaced other languages and became one of the leading means of communication worldwide. Its domination continues to extend. The modern world of media, mass communication, and Internet demands good knowledge of English, especially of spoken English. Nevertheless, most Russian students are not able to communicate in English fluently for many reasons. The present study is devoted to the research of the issue of speaking skills of today's students in Uzbekistan and to the existing methods of enhancing speaking skills of elementary level students. It is also related to discovering the reasons of unwillingness to communicate and the ways to overcome the language barrier. many factors.

Thus, the problem of teaching English to students, especially the problem of oral communication has not yet been solved, and one can find much to explore in this field. Because of the significant role of speaking, many researchers like Bailey (2005) and Goh (2007) have proposed methods to enhance speaking skills by means of syllabus design, teaching principles, types of tasks and materials, and speaking assessment. In general, for students it is essential to understand spoken utterances and give appropriate answers. Communicative competence, the ability and readiness to communicate (speaking and listening comprehension) is thus



formed. To achieve this, students should be given integrated tasks which help them develop both skills.

The aim of this article is to define the strengths and weaknesses of speaking skills of today's students in Russia and to demonstrate the possibilities of enhancement of the speaking skills of students learning English.

In addition, there are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997). Confidence and competence usually reinforce English speaking skills. Patil (2008) asserted that building up the learner's confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials (Bailey, 2005; Songsiri, 2007).

Basic communication skills are at the core of every organization. It is crucial that we as teachers help students build this vital set of 21st century skills. Everything depends on our ability to be creative and to use modern teaching methods. The following is a suggested list of such activities:

- Reading aloud
- Students give their thoughts on topic assigned by teacher
- Students listen to classmates' thoughts and respond
- Oral diary; oral weekly report
- Group presentations on a completed project
- Oral book report
- Picture description
- Storytelling
- Chained storytelling



- Creating riddles
- Role play
- Debates
- Dramatic monologues
- Radio drama
- Jazz chants.

Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. Studies are emerging that show the importance of qualitative feedback in softwares. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented.

Modern technologies available in education today are:

- o Communication lab
- o Speech recognition software
- o Internet
- o TELL (Technology Enhanced Language Learning)
- o Pod casting
- o Quick Link Pen
- o Quicktionary

#### HOW TO USE THESE TECHNOLOGIES: COMMUNICATION LABS

Software's are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their speaking skills, which are most essential in this modernized IT world. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.



## SPEECH RECOGNITION SOFTWARE

Speech recognition software also helps improving the students speaking, this can convert spoken words to machine-readable input. The device recognizes the accuracy of what was read and then provides a positive reinforcement like “Ysound great!” or gives the user an opportunity to try again, in this way the learner can figure if he is reading well or not. As the user’s skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension and provided with the correct forms, for examples if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don’t have a teacher who corrects their speech and this device can help improving their speaking skills.

these elements to become.

Meanwhile, teaching speaking to young learners may give some difficulties to the teacher especially in Uzbekistan, since the young learners also consider speaking as a great challenge since it requires them to speak and think at the same time (Pinter, 2000). Besides, young learners are not necessarily competent communicators even in their mother tongue, and it reveals an idea that teaching speaking in Indonesia must be developed in EFL context

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## FOREIGN LANGUAGES AS A CHALLENGE TO TEACHING AND LEARNING IN EDUCATION ISSUE

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**Annotation.** This research is sought to teach a language with a wide range of characteristics. For five to six years, children must learn in their native language before progressively transitioning to a second language as the primary medium of instruction. They must also have had and continue to receive high-quality instruction in the second language. Many students, on the other hand, are required to master subjects in their second language practically as soon as they begin school. Education authorities in low-income nations frequently believe that providing quality education in numerous languages will be too costly and time-consuming. They overlook the fact that existing language and education approaches are ineffective in improving educational quality.

**Keywords:** problems with language learning, English language teaching, educational technologies, challenges, solutions.

**Introduction.** A teacher not only instructs and pays attention students' language abilities, such as reading, writing, listening, and speaking, but also assists, enables, and encourages students' passion, positive attitudes, and motivation for English. Researchers who study educational issues acknowledge that it has been in a state of crisis in recent years, which reveals itself in the disparity between educational outcomes and societal and individual aspirations. The idea that education needs to be modernized based on humanization and innovative technologies is gaining traction.

Foreign language education plays an important role in the humanization of higher education and the training of specialists in new fields. Language education, according to leading experts in the field of language and intercultural communication, is an important reserve of socioeconomic transformations in the country; it is the main tool for successful human life in a multicultural; it is a factor

of cultural and intellectual development and upbringing of an individual with planetary thinking; it is necessary to adapt language policy to the new realities of society; and it is critical to develop new educational technology.

In this regard, the subject of improving the quality of foreign language teaching in a higher technical school's educational system is of particular relevance. There is currently a social order forming for citizens of our republic to have a deep knowledge of a foreign language; there are such pronounced trends in foreign language education as the growth of a foreign language's status (primarily English), the strengthening of motivation for its study, and the functional focus of language learning. The state educational norm for higher professional education stipulates that when teaching a foreign language, the focus be on the realization of the tasks of the graduates' future professional activity.

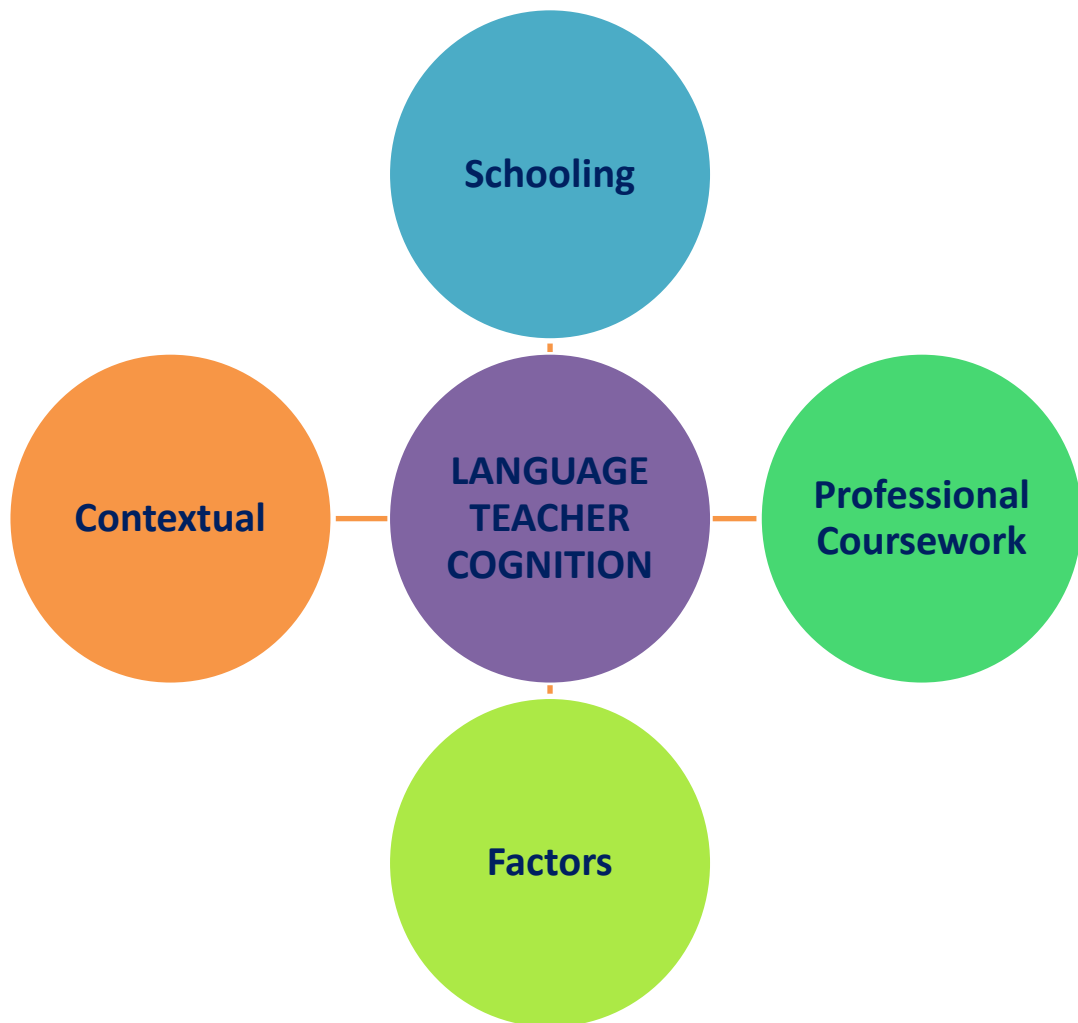


Figure 1. Elements and processes in language teacher cognition

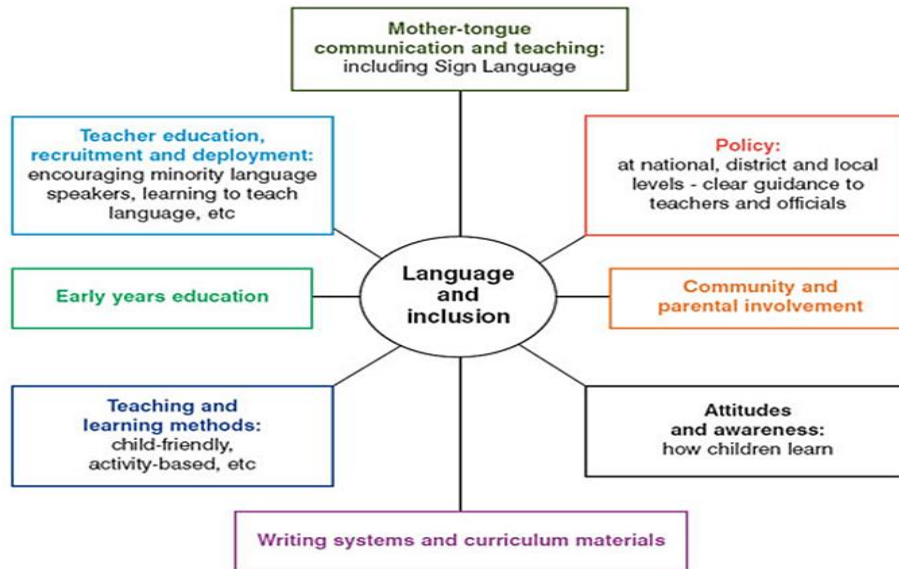




Nevertheless, Language teaching with a professional orientation is still unsatisfactory, and graduates' levels of professional foreign competence are low, not meeting modern societal and labor market demands, as evidenced by the findings of studies on the state of teaching a foreign language in non-language universities, production data, and an acute shortage of specialists with a specific register of foreign-language knowledge required for certain jobs. The main reasons for the insufficiently high quality of teaching a foreign language, taking into account the professional specifics of a non-linguistic university, are not only a small number of hours allocated for studying a foreign language, the lack of special training for foreign language teachers for non-linguistic faculties of universities [2]. The low level of language education in secondary schools, but also the insufficient development of the methodology of teaching a foreign language in integrative connection with vocational training.

To obtain a positive outcome, it is critical that the language be studied not only thoroughly, but also with a professional mindset. The concept of "professional foreign language" (a foreign language for special purposes) is increasingly used in non-linguistic university teaching, and new methodologies and instructional technology are being created [3]. The scientific justification for innovation has a big role in determining the success of training. Many foreign language institutions provide numerous ESP courses with the goal of teaching professional English. The key characteristics that distinguish special courses as a type of training include student population uniformity, development of a training program based on an analysis of students' communicative needs, restricting learning goals to students' pragmatic needs, and short-term and intensive training. These courses are designed for people who have practical expertise or are undergoing training in a certain field.

Figure 2. Key issues to consider in relation to language and education  
Individual classes and small-group practice make up the course.



Sometimes, by mutual arrangement, a large group of students — employees of a single company (the so-called "closed group") – gathers to learn. Orientation to international requirements and standards, professional orientation, development of independence, self-education skills, and the use of active methods in the formation of foreign language communicative competence, information technology and training, and the provision of additional educational services are among the main provisions.

**Conclusion.** It is important striving for unrealistic short-term goals or drastic changes, it is critical to continuously increase language practice in school. In many places of the world, progress toward mother-tongue-based multilingual education is being made. We can show educators and decision-makers that schools can satisfy the needs of multilingual societies by documenting and sharing these experiences more widely.

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## THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN DEVELOPING THE SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS.

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**Annotation.** This article deals with the importance of modern pedagogical technologies in developing speaking skills of primary school students.

For the last few years a lot of resolutions have been declared that make progress for developing of foreign languages, especially English language. With the initiative of the President of the Republic of Uzbekistan Sh. Mirziyayev, a set of measures aimed at increasing the prestige of education were taken, a number of programs related to the education of young people were developed. The implementation of the Decree of the President of Uzbekistan of May 19, 2021 No. PP-5117 “On measures to bring activities to promote foreign languages to a qualitatively new level” is a perfect example for our sentence. President Sh. Mirziyayev says: “The future of the state and young generation is in terms of the establishment of new areas of education”. Decrees of the President have become a practical step in the implementation of a new approach to the training of specialists at a higher quality level. New priorities in education encourage teachers to search for new, modern, effective teaching technologies, allowing them to achieve higher learning and educational results and introduce new educational technologies in the educational process.

One of the main tasks for us is to develop pupils' critical thinking abilities, because interest and creativity in the learning process is a powerful tool that encourages pupils to a deeper knowledge of the subject and develop their abilities. Using the modern pedagogical technologies in the educational process is an effective way to achieve our goals. During the lesson, teachers can utilize a variety of techniques which facilitate pupils' awareness of knowledge in learning languages. In this fast developing era, the teacher must work as a facilitator in an



effort to help students develop English speaking, because our method is a pupil-centered approach. Our teaching techniques are focused on increasing speaking English in classroom, as well as the pronunciation of words, and utilizing new vocabulary as much as possible. To develop pupils' speaking skills, plenty of references are provided by the government. In our country the given textbooks for the forms of 1st till 4th of primary schools was published several times. The analyzed textbook "Kid's English" compiled by S.S. Xan, L.H. Jo'rayev, O.N. Maxsudova and other authors contains fewer exercises, which are dedicated to develop speaking and vocabulary skills of learners. In Kid's English of form 1, 2 can be seen such lessons which belong to only oral tasks and activities, in Kid's English of form 3, 4 there are such lessons which belong to all language skills and other contain different exercises, reviewing tasks and questions to analyze and confirm understanding are very important in determining the speaking skill comprehension.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below:

**Role-Play.** This activity is one of the most used method, which pushes the pupils to increase their actor skills with role-playing as well as the developing their oral speech. Students present they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are shop assistant.... You are a costumer, you should go to the market and buy something.... "



**Simulations.** Simulations are the same as role-plays, but in simulations, pupils can bring items to the class to create a realistic environment. For instance, if a pupil is acting as an actor, he brings necessary things which is used at scene and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

**Brainstorming.** In this game, pupils can produce their own ideas about given topic in a limited time. The good characteristic feature of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

**Find the Difference.** For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures

**Find, spell and write.** It is the best picture activity which is useful for primary schools in learning languages. For this activity pupils can work in groups and half of the group members are given different kind of pictures which is belonged to previous lessons. One finds the word and another one writes and spells this word on the board. The second group does it like this. This activity gives a chance to evaluate more pupils in the same time.

**Stories and songs.** In my point of view, stories provide children with a context for speaking English. The teacher as a storyteller reads a line and pauses. If the child is familiar with the story after having heard it a few times, she will be able to assume the role of storyteller.

Songs and rhymes are also effective teaching ways of teaching speaking for improving children's speech and they give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works



to produce those new sounds. They notice relationships between words that sound similar through the rhymes at the end of the lines, and how words in combination create rhythm.

**Conclusion.** Modern pedagogical technologies play a crucial role in developing the speaking skills of primary school students. All these activities help pupils to improve their speaking skills. But if pupils don't know their native language well, they have some problems with learning foreign languages. As Byron supports it, in chronological order, it is impossible to obtain results in speaking terms (output) if the learner does not receive comprehensible information (input) in the target language first. Ellis, who is the famous methodological scientist, states in one of his book that the learners need to understand input in order to learn from it. Pupils learn English best when they use it in their daily communication. Teacher use new words in her conversation with the pupils, if they don't understand, she will describe it by actions. Allow students to make mistakes but ask them to continue with English language as the medium for communication. Observe and correct your students' usage of words and help them improve their language usage skills.

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## INNOVATIVE APPROACH TO ORGANIZING PRACTICAL TRAINING IN COMPUTER SCIENCE

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**Annotation.** The main task of the education system today is to help young people to acquire patriotic, modern knowledge, skills and abilities, and to take their rightful place in society - a harmoniously developed generation that strives for perfection. adulthood.

It is no secret how important the issue of building an informed society is for our country today. The growing penetration of information technology in all spheres of our society requires that every young person should have the skills to process information quickly and efficiently. The fact that information is becoming a valuable commodity indicates that the prestige and importance of computer science is growing.

The structure of the practical exercises, formed in different ways for each lesson, encourages students to develop not only oral, but also written and logical thinking.

**Key words:** Project object and subject: Innovative lessons based on computer science textbooks for grades 5-9, covering the specified hours. It is planned to work with students of 5-6-7-8-9 grades of secondary schools.

### **Introduction**

Goals and objectives of the project:

- To develop students' post-subject skills and competencies based on the latest educational innovations;
- Extensive use of interactive methods to improve students' computer literacy;
- Develop independent computer skills.

Compliance of the project with the state educational standards: This project will be implemented on the basis of the number of hours of study in computer science, determined on the basis of the components of the formation of skills and competencies of the DTS. Classroom supervision is not designed for this purpose.



Methods of project implementation: It is carried out by organizing practical training notebooks for each class and for each student.

Scientific and methodological novelty of the project: The organization of practical classes in computer science has not existed as an independent guide. The content of the project is free of fragmentation, the methods of work are based on new innovations, are separated for parts of the lesson, a convenient method is used for strengthening, the priority of a competency approach is a gradual product of scientific and methodological work.

Project effectiveness:

The student will experience the following:

- Practicality, curiosity, intelligence in working with the text, the ability to quickly remember terms and dates, to express ideas clearly and concisely, to fully understand the essence of the topic.

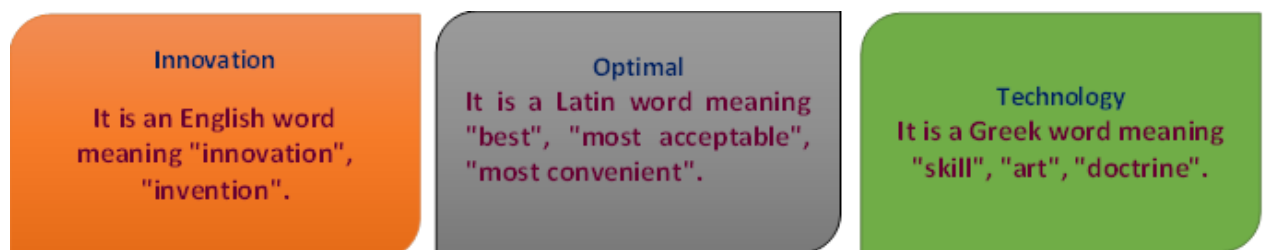
The teacher observes the following:

- Creativity, full achievement of goals, ability to work with idle learners, to direct talented students, speed in consolidating the topic, the ability to pose specific problems in text analysis, a variety of methods to be able to arouse interest.

Implementation of the project: The organization of practical classes in computer science is a methodological tool in the development of daily lessons, open lessons, leading topics to fill in the gaps, circles, dissemination of work experience, writing scientific and methodological articles. It is put into practice as an indicator.

## PROJECT CONTENT

When organizing a practical training in computer science, it is necessary to pay attention to three important terms:



From these three terms, it can be said that the introduction of technology in education through a new perspective should be at the level of art. Any type of





technology that does not serve quality efficiency in the classroom is harmful. From this, it is possible to distinguish the methods and techniques used by dividing the one-hour lesson into three important parts:

Part 1. Homework, asking and reinforcing topics covered - 10-15 minutes;

Part 2. New topic statement - 10-15 minutes;

Section 3. Reinforce a new topic - 10-15 minutes.

Practical training in computer science is based on these three stages. Hence, it is necessary that the methods and techniques in Phase 1 differ from the methods and techniques in the other section. By choosing a general method for the lesson, you can also use methods based on this method. There are a number of tried, standardized, and popular methods in the global education system. Often, the methods vary from country to country. The most popular method today is the interactive method. The advantage of this method is that the teacher-student relationship is not molded, but the content of education is enriched by creating a free creative environment. In it, the teacher conducts the lesson like a "conductor". In many cases, the problem in the classroom is solved by leaving it to the students themselves. The project's Handbook of Computer Science will also be a great help for the teacher in this regard.

We know that the general sciences use a number of different methods to reinforce topics: in subjects such as mathematics, physics, and chemistry, reinforcement is mainly through exercises and problem solving. In subjects such as native language, Russian, English, the reinforcement is done through lexical, grammatical, syntactic analysis of sentences about the rules. Informatics fanidachi?! The most popular reinforcement in computer science is "question and answer"! A number of questions will be answered at the end of the topic. There is also a way to "summarize" the topic. It is also annoying because in our experience we have seen such negative aspects as blind copying, inability to sort information, inability to distinguish important places, which are formed in the students in the preparation of this "abstract". we offer a free-creative approach in reinforcing the topic by excluding the reader from preparation.



In fact, in summarizing the lesson, the good and positive state of the art at the time of its emergence did not mean that it would lead to the duplication that has taken place today. As science progressed, textbooks and books were scarce, and the most important parts of a book were copied for use by an entire classroom. In today's world of book publishing, this is no longer necessary. That's right- writing a synopsis is a great way to hear, see, and remember information. But drafting is important only if it has a clear purpose. School students' sketches of computer science are full of shallow information, as they find them very tedious. That's why we need to save students from making boring drafts and gathering inappropriate information.

The project is important in solving another pedagogical problem. Today, when organizing an open lesson or daily lesson, in most cases, the class is divided into 2 or 3 groups, and these groups compete and spend time from the beginning to the end of the lesson. Teachers use the same method because it is relatively easy to organize. Of course, it's good to be able to work as a team, to think about the solution to the problem "by putting the hat on." But 20 inactive students "drink water" after the top 10 students.

In our opinion, the teacher should organize group work only in certain parts of the lesson, and in the remaining stages of individual work with each student. In fact, working individually with students in the classroom requires special skills from the teacher. Being organized can solve this problem. Lack of rapid assessment remains a major problem for many young educators today. In computer science, solutions to these methodological problems based on a unique approach are offered in practical training.

In conclusion, the project "Practical training in computer science" for students:

- 1. Individual activity;**
- 2. Priority in personal opinion;**
- 3. Work on errors;**
- 4. The scope of written speech in rule analysis;**



- 5. Be able to think short, clear, concise.**
- 6. Forms entrepreneurship without getting bored.**

And for teachers:

- 1. Ability to control everyone at once;**
- 2. Ability to evaluate individual performance;**
- 3. Be able to analyze the given rules;**
- 4. Be able to organize the lesson based on these lessons;**
- 5. Develops students' ability to use textbooks.**

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## THE ROLE OF COMMUNICATIVE GAMES IN TEACHING A FOREIGN LANGUAGE TO YOUNG LEARNERS

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**Annotation.** This article contains modern methods of teaching a foreign language using communicative games, in depth analysis of their practical use in the classroom. It discusses the privileges of using interactive games in both teaching and learning process, government involvement in enhancing young generation to learn a foreign language. Uzbek teachers can serve as theoretical and methodological resource for scientific research and in general, for making their lessons more productive and enjoyable

**Key words:** ELYL, L2, game-oriented tasks, ELT, language competence, student-centered classes.

### **Introduction**

Learning a foreign language is of the utmost importance in a rapidly developing world to catch up with all the innovations from literature to science and technology, arts and sports. The Uzbek government is making all its effort to enhance foreign language study, offering thousands of facilities. In 2012, after implementation of presidential Decree “On further enhancement of measures on foreign language learning system” (O’zbekiston Respublikasi Prezidentining “Chet tillarini o’rganish tizimini yanada takomillashtirish chora-tadbirlari tog’risida” gi qarori, 11.12.2012, 240 (5660)-son), for myriad of the ELT (English Language Teaching) experts and researchers, playing games and singing a song were considered as a non-professional and ineffective method of teaching language to Young Learners (ELYL) and majority of them have not made a transition to system organization of teaching foreign languages in the primary school. While some teachers are wholeheartedly enjoying lively atmosphere in the class, the other part is struggling with some obstacles occurred in conducting such a playful and rhythmic lessons. This article focus is purely concerned with the effectiveness of



communicative games and enacts them in three major areas: managing the classroom, understanding and communicating lesson content and assessing students and giving feedback..

### **The point of view**

Analysis of effectiveness of games in English Language teaching(ELT) to young learners shows that today's educational standards, programs and textbooks on foreign languages particularly English contain several game-oriented tasks. In classes with young learners the usage of interactive games should be enhanced and developed providing some educational- methodological materials and professional training of teachers.

### **Results and discussion**

In 2012 the Ministry of Education of the Republic of Uzbekistan reinforced State Educational Standards for primary education and curriculum for teaching English to grades 1-4 and the age for Foreign language learning (ELL) has been lowered to 6-7 years of age. On December 10, 2012, President of the Republic of Uzbekistan issued Decree “On further enhancement of measures on foreign language learning system” It is highlighted in the decree, that

- “ throughout the Republic, learning a foreign languages, particularly English, shall be started as games and verbal communication in the first year classes of secondary schools, and step by step, alphabet, reading and grammar form should be taught from second year”

Even if it was not the first step to develop the foreign language learning, this decree required to change the entire education system, starting from textbooks and programmes, to teachers of foreign languages, and traditional way of teaching was no longer in demand.

Language learning is both hard and frustrating work and requires a great effort maintained over a long period of time for adults, let alone young learners. With this in mind, teachers have to encourage young learners to sustain their interest and work. Gaming could be considered as sort of learning. It also features in attraction and motivation. Thus, more and more researches are interested in developing



game-oriented learning models and related game-based learning systems to attract learners during such learning activities, where the environment and the behavior of **the class can influence greatly to evoke motivation in learning second language (L2)**. Dr. **Timothy K. Shih**, a professor of the Department of Computer Science at National Taipei University of Education states that games have more and more special functions or capacities to attract the players' attention. Gaming behavior is one of the learning activities in human's learning mode. Gamers will learn something in gaming phase naturally. Game also has a special attraction for them to keep continue their gaming phase. They have to solve all things themselves in the game world. So, they have to learn all techniques, rules and related knowledge in order to keep them alive. Many researchers are interested in this issue and they have pointed out that if we could put the learning content in game world appositely, it will be helpful for improving learner's learning efficiency and their critical thinking ability. But there are some problems when developing such kinds of learning environment: how to provide the efficient and available game course, how to manage to design the right and also effective game for the lesson.

From the perspective of game play behaviors, Prensky, M. (2001) illustrated why game elements could be attractive to player as below:

- Game provides some degree for enjoyment.
- Game has playing mode corresponding with game type
- Game has an obvious and significant goal.
- Game has an interactive mode.
- Game provides the gaming feedback and the related result.
- Game designing could be suitable for player.
- Game has winning reward.
- Game has conflict, competition, challenge and opposition factors.
- Game has a plot with problem solving.
- Game has a character of narrative.

Merill (1996), mentioned that game have four necessary properties as follows:



- Learners are not forced to play game.
- Learners could have fun in the gaming phase.
- Games have clear and definite goal and playing rules.
- Games have competition and challenge which are essential factors in learning process

In terms of class management, active employment of games in the class promote healthy competition, fostering whole class participation, as game-based tasks are totally student- centered, and teacher acts only as a facilitator. Moreover, bearing these factors in mind, games that can be adjusted for age, level and interests, can encourage young learners utilize creative and spontaneous use of language. Initially, the game should provide the enjoyment to attract the player's attention. Keri Facer claimed that a game could be a continuous activity or a simulation in real life. Games have some characters, for instance, the enjoyment and the independence. All of these characters were quite different from traditional instructional activities. For this reason, the interaction provided in game will strengthen the learning motivation and problem solving ability of the learners. Many scholars have the same opinions that utilizing the computer game development mode will lead to a better learning effect. Brownfield and Vik (1983) proposed that the game play could increase the learner's reading, listening, speaking and writing ability increasing the learner's logic thinking ability.

As Richard Sandford, Keri Facer and Mary Ulicsak found out in their research most teachers and students reported that using games in the class was motivating. However their study suggested that students' motivation might more likely arise when students were using games familiar from their home environment and when the students were able to have some freedom in playing the game. Their survey of teachers' attitudes to using games in school reports that 53% of teachers see children's motivation as the primary reason for using games for learning. Similarly, the teachers involved in the project viewed enhancing student motivation and engagement as an important reason for exploring the potential of games for learning.



## Conclusion

Today, main tendency in using communicative games in foreign language classes is putting forward methodological preparation of English language teacher. From this point of view, along with the knowledge, a teacher who applies interactive games, popular nowadays in education, in L2 classes can achieve significant results keeping young learners focused and motivated which are crucial in any learning process. Whenever a game is to be conducted, it should be kept in mind that games are used not only for enjoyment, but ultimately for the effective practice and review of language classes leading toward the goal of improving learner's communicative competence.

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## THE IMPORTANCE OF RIDDLES, PROVERBS AND TONGUE TWISTERS IN UZBEK CHILDREN'S LITERATURE.

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**Annotation:** This article depicts how the children's folklore effects to the Uzbek children's literature. This folklore is mainly associated with riddles, proverbs and tongue twisters. The main aim of this article is to determine the way of how these tools came into existence and the main function of them in the upbringing of the children.

**Keywords:** Uzbek children's literature, children's folklore, riddles, proverbs, tongue twisters.

**Riddles and puzzles.** In ancient times, the Uzbek people attached great importance to the upbringing of their children to be strong, agile and intelligent. At that time, there were no schools to educate children. That is why people invented various games and other means. Children participating in games such as "Bekinmachoq" and "Chillak" began to develop physical qualities such as agility and dexterity. So, what should be done now to sharpen the minds of children? Mental games such as riddles and puzzles were created by the people in the process of searching for an answer to this question. The creator of the riddles is also the people.

On the surface, telling riddles between adults and children, between children and adults, seems like a hobby, not to get bored, but to pass the time quickly. In fact, riddles are a way of thinking, through which the child can think and speak figuratively. Riddles help a child to increase vocabulary and develop speech. Teaching a child to find a riddle will lead to a gradual increase in thinking. So, one of the oldest and most active genres of folklore is to find. Riddles are closely connected with human, social life and natural phenomena and are always based on real reality. It reflects the various things in the material world that surround us. Each puzzle is an independent work with its own form and meaning. It reflects the essence of philosophical, historical, ethnographic symbols, concepts, events in the



most beautiful, figurative expressions. This genre is performed in response to a puzzling question between two people or a team. The question part of traditional puzzles is puzzled by depicting, comparing, and simulating nature, natural phenomena, and each object in general in an artistic way. The answer is to name the objects or natural phenomena that are enigmatic through the images, to find the meaning, to solve the hidden thing, to know.

It is noteworthy that each puzzle is closely linked with life. The find reflects the artistic and aesthetic aspects of the things around us, the traditions of the people. It helps to better understand the essence of existence, the essence of what is in it, by comparing and contrasting nature, natural phenomena and things.

One of the richest genres of folklore, the riddle consists of two parts, the main part of the riddle is to tell the name of the puzzle through the images. The question-and-puzzle part of it consists of puzzling nature, natural phenomena and objects, in general, by depicting, comparing and simulating the object in an artistic way. The answer to the puzzle part of the puzzle forms a whole in unity.

The riddle covers all things and events in existence, their various manifestations. Sky, blue, sun, moon, stars, natural phenomena; man and his organs; wildlife; birds, insects; trees, various plants, fruits, vegetables; household items; tools of labor, in general, have created many riddles about everything.

After all, the riddle has not lost its ideological and educational significance. Even today, new puzzles are being created about various things and events. Riddles, in particular, help children to develop their thinking skills, to express a certain idea in an artistic way, and to teach them intelligence and ingenuity. Good upbringing is about raising children as humane people who are ready to protect the weak at any time. In childhood, it begins with the protection of animals, and even compassion for dragonflies, butterflies and flowers.

Suppose two children are standing in front of a window. The boy is two years old and the girl is four. They are watching the street with their noses in the mirror. Finally, looking out into the street, they grabbed the butterfly, which was



hitting the glass, tore off its wings and began to watch it crawl. They found it very interesting. He used to fly, but now he is crawling.

"Daddy, mum," they said excitedly. "Come here and see!"

For some reason, his father did not want to watch their game.

"The butterfly's wings are just like your hands," he said. - Would it be good if a strong man played you like a butterfly? No one and nothing should be hurt.

Naturally, the children stare at each other, not knowing what to do. Then the father gets angry and reminds them of the nature that the children have studied before - the animals, birds, mammals, insects that do not kill, care for, reproduce, and so on. It would be nice if he could start telling interesting riddles.

Among pets, the most beloved and cherished of all is the cow. In any case, the cow is the breadwinner, helper of the family. If she is cared for and fed on time, she will be entertained with milk and cream. The riddle about him is also very surprising:

Early departure laylixon,

Laylikhon coming in the evening,

From various kindergartens,

Laylikhon is collecting.

**Proverbs.** Special attention is paid to the works of children's folklore, especially in the genre of proverbs, designed to educate children in the spirit of patriotism. Most of the articles on this topic are introduced to the child before he or she goes to school. Often, the idea of loving and respecting the motherland for the children of this period is in the example of animals, birds and mammals.

There is happiness in the homeland; Born husband - homeland; The horse turns and finds the peg; A stateless man is a nightingale without a song; The horse of the lake is produced by fish; Fish live by water, man by hand; The garden of the nightingale is good, the mountain of the sparrow; Each plant has its own favorite soil; Each mare praises the spring from which she drinks; Every flower has its own scent, Every nation has its own color; The bird wants to leave, loves its hand, and so on.



Folk proverbs glorify goodness, honesty, truthfulness and honesty, and condemn evil, lies and deception. It is clear from the above comments that a person who uses the proverb of the people and lives in seven dimensions is never inferior. Thus, the genre of proverbs is developing and serves to develop children's consciousness.

**Tongue twisters.** One of the pillars of the great tower of human decency and the basis of humanity is to pierce the precious gem of speech and speech with gentleness and decency. Those who sit at the top of the moral arch say that one of the highest ranks of human perfection and knowledge is beautiful speech and beautiful speech, the flower of this garden opens with the breeze of the first spring and can write a bright jewel of happiness only a merchant of the mind. The Greek rulers, whose pleasant and precious words are the crown of wisdom and ingenuity, say that language is the key to the treasure of every intelligent person, and the amount of knowledge of each person is determined by his words. A person should share his thoughts, achievements and joys, pains and sorrows with others. Being beautiful, burro, talking in pieces is also a skill, an art.

**Conclusion:** Proverbs and riddles are at the forefront of children's folklore. They are the result of the intellect of the people, of several generations, and of the experience of life, the product of their wisdom. They tell the story of a man of pure conscience, noble, industrious, who has tasted the bitterness of life, who has a rational view of life, and who draws conclusions from an event, a person, or a work. for children) can serve as a guide. In particular, proverbs are created as an artistic expression of the people's intellect, socio-historical experience, struggle and labor.

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## ROLE PLAYING AS A METHOD OF DEVELOPING SPEAKING SKILL IN PRIMARY EDUCATION

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**Annotation.** Role playing is a methodology that may be used to help learners understand all fields of subject. In the article all features of Role playing brings language learners to happiness and merriment, developing effectively communicative abilities and speaking skills that are scientifically analyzed.

**Key words:** role play, junior learners, communicative techniques, fluency, language, interaction, motivation, dialogue.

In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. Many English teachers are exploring and attempting new and innovative practices in the classroom. They have turned to dialogues, open-ended scenarios, and role plays. Extended activities in the form of role play, simulations and problem solving are vital in developing the communicative ability of the learners. These activities require the learners to go beyond a text. They require the learners to have a sound understanding of a text and be able to apply their knowledge outside the classroom and their own experiences into the activities. Role playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves"<sup>9</sup>. To fulfill their role responsibilities, learners must relate to others in the simulation, utilizing effective social skills. Young people also appreciate and enjoy the opportunity to be active

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<sup>9</sup> Jones K. Simulations in language teaching. – Cambridge: Cambridge U. Press. 1982. – P. 113.



participants in their classes. Studies have shown that they are more likely to integrate and remember those things that they have learned actively, and that they are more able to apply them to their lives, particularly when conflict or controversy arises. The role playing method (especially when the "convergent" model is used) meets Skehan's four criteria<sup>10</sup> for task-based instruction: meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship. The activities in class, therefore, do not focus on language itself, but on the goals and activities that may be defined by the teacher (if a procedural syllabus is used) or the students (if a process syllabus is used).

Role play is one of different ways to teach foreign language culture. Such words as role play, simulation, drama, and game are sometimes used interchangeably, but, in fact, they illustrate different notions. Some scholars believe that the difference between role play and simulation is in the authenticity of the roles taken by students.

Role-playing is useful for practicing appropriate behavior in more complex social interactions where students must choose from a wide range of possible behaviors. Good topics for role-playing include sharing materials, including classmates in activities, and supporting someone who makes a mistake. Role-playing allows the teacher to acknowledge the complexity of these situations and give students practice in making responsible choices. In role playing, this can be achieved through the "design competition" mentioned above, or similar "divergent" simulations. Pupils have some new responsibilities in role playing that they might not be accustomed to.

The most common problem with role playing is that the leader's not appreciating its essential nature. It is an improvisational procedure, and improvisation requires a feeling of relative safety. This must be cultivated in a group, the teacher engaging the learners in a "*warming-up*" process in which they get to know each other in a more trusting fashion and become involved in the

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<sup>10</sup> Skehan P. Second Language Acquisition Strategies, Interlanguage Development and TaskBased Learning". – London: Longman, 1998.



theme to be learned. Learning how to warm up a class and how to keep the warm-up going is as much a part of role playing as a surgeon's knowing how to prepare a patient for an operation. Many pupils have had unpleasant experiences with role playing in fact suffered because the teacher hadn't warmed up the class or those assigned parts to their various roles.

Role-playing is being creative and having fun with friends. In more complex role play the activities of the teacher may be more detailed and pupils' activities may be more defined. The teacher might, for example, explain a handout or have the learners read a case study defining the situation, and role play cards (which describe the role which the pupils are to play) might be distributed. Such role play can be applied to teaching language in many areas. In most role-playing games, one person plays the 'referee,' who can be thought of as the 'Editor' of the story. The teacher will describe a world, or setting. Pupils will take a character and protagonist in this world, and guide their character through the story that they are creating. Role play is the method which in primary school used as games and it has called roleplaying games. First, role-playing games should be distinguished from Language Role Plays, Classroom Dramas, and other more commonly employed classroom language learning exercises which teachers attending the conference may be more familiar with. Role-playing games are games played on a tabletop with pencil, paper, dice (often polyhedral), and a large dose of imagination (unlike the more usual language role plays which are acted out before a class, these games are non-performance oriented). Players can be divided into two types: the referee (Game Master) and the players. The Game Master creates a scenario which he then sets in motion by explaining the situation to the players who have created Player Characters to interact with one another and the Game Master's characters (Non-Player Characters) during the game. Following a set of rules or guidelines, players determine the success of their actions by rolling dice and consulting tables. Sometimes players will use miniature figures placed upon the tabletop to represent themselves in the game. Basically, role-playing games are Interactive Stories in which the Game Master furnishes the basic plot elements (often based in fantastic



or heroic genres) and the players shape the narrative through their actions within the context of the game. The game is played through the verbal interchange of the players, making it ideal for language learners.

**Conclusion.** Role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. Role play gives a chance to use language in new contexts and for new topics. Children and even teenagers and adults often imagine themselves in different situations and roles when they play games. So by using role play in class teachers are building on something that learners naturally enjoy. It is an effective method of teaching foreign language young learners because 'fun' must be the most important part in teaching them. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and these are above all - certainly above the learning of mere facts.

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## DIFFERENT METHODOLOGICAL APPROACHES FOR TEACHING ENGLISH LANGUAGE TO PRIMARY SCHOOL LEARNERS.

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**Annotation:** The article presents the concepts of practical and scientific methods of teaching English to young children, namely primary school students

**Key words:** Class Management, motivation, TPR(Teaching Physical Response), dialogue, ability, independent thinking.

*The great aim of education is not knowledge but action.*

*Herbert Spencer.*

Children tend to be very energetic and therefore you will need to be prepared to stay on your toes while you are on the lesson. When you are teaching young children, it is important to remember that they do not have a driving reason to learn English. Rather they are driven by imagination and it is important to keep this in mind when creating your lessons [1].

When teaching English, it is important to adopt the lesson plan and activities to your learners' ages. "The more familiar and comfortable students are with the language, the easier it will be for them to adopt" says Dusty Fox (English writer and traveler). There is major difference in teaching English to children versus, teenagers and adults. In order to succeed at teaching in any age, we have to put together a list of tips for teaching students of different ages.

Great deal of the technics and approaches we mention here apply to this level. No matter what age and ability level you are teaching you should always try to promote learning through fun, accommodate different learning styles, have clear classroom management systems in place and aim to be a positive role model. Here are some specific ideas for dealing with primary group.

### **Primary school learners (aged 7-11)**

Primary school learners vary significantly depending on your students' maturity, personalities and ability as well [2]. You will find though that when you



have developed a good overall structure to your lessons. Teaching this age group will be demanding in different ways than teaching kindergartens:

These cute and playful kids can either be the nicest young people you will have the pleasure of teaching or a nightmarish group of unruly children that reduce grown me to tears! Teaching young children properly is not for fast quitter as it will take time to get into swing of it. There is a good chance that at some point you will have to deal with crying, toilet issues, screaming and learners who have the attention span of a gold fish. To make your lesson engaging and in order to maintain a good learning environment you should aim to:

**Be clear and direct in how you speak.** Use simple 1 or 2 word commands and be prepared to apply firmer tone to your voice and need be.

**Be animated and lively.** Not everybody will be comfortable with jumping around, singing and dancing for an hour but it will certainly make you more likable if you able to act silly in class.

**Use TPR activities.** Schools tend to respond extremely well to TPR (Total Physical Response) based activities whereby they produce the language through physical actions. If you are teaching animals, have learners do the actions and noises, when teaching them feelings; have them performing the emotions etc.

**Short, sharp games and activities.** The best way to keep your kids' attention and save time dealing with bore children is to keep things moving all the time. When planning your lessons, start off by introducing grammar point or vocabulary then run through a series of 5-10 minute games and ALWAYS have back up plans. When your learners lose focus, move onto the next physical action.

**Change the environment:** mix up your classroom setting often to steer them away from boredom. Get them on their feet, swap the seating plan and sit them in a circle on the floor.

**Do not be afraid to use your teaching assistant.** Younger learners will struggle more than anyone to grasp your meaning in English. To save time and tears of despair, have your TA translate the commands and task to them before you begin playing.



**Use gimmicks.** Any small change or new object that you bring into class will feel like a completely new adventure to your young students. Surprise them by bringing in a simple gimmick to use in your activities as a ball, a dice, a puppet or some pictures.

**Reward them.** Sweets/candy obviously gives young children an incentive to learn but without this kind of luxury you can easily keep them eager by giving them other kinds of rewards. A high-five or pat on the back after a successful activity and at the end of class will make them feel like they have achieved something, as will the opportunity to do some drawing or coloring activities during the lesson.

**Have a clear structure to your lessons:** try to follow the 4 Pupils structure to your lessons, get administrative procedures and miscellaneous tasks done first then introduce your topic, grammar, vocabulary and focus the remainder of the lesson on practicing and drilling the new language.

**Classroom management.** Put good systems in place for dealing with badly behaved students and rewarding good learning. Pupils will generally respond well to some form of team points system whereby you put the students into teams at the start of the lesson and take away points accordingly. This way they will largely discipline themselves.

**Be a positive role model.** Try to be a good example in how you interact with people and approach your work. Show them that successful learning can happen through having a good work ethic, being respectful to others and having some fun with your tasks.

### **Motivation:**

It is likely that some of your learners will have already had a day of school before they come to extra class to practice their English. At this age they are becoming harder to motivate. Through positive re-enforcement and giving them something every lesson to show for their time you can keep them enthused. Praise is very important. Be liberal with giving prize to all of your learner-regardless of how significant or insignificant whatever they did to earn it is.



**Conclusion.** No matter what age you teach, it is important to make the lessons fun and remember your pupils` motivation for learning English. When you understand their motivation your lessons will be more determined to improve their language skills.

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## PROMOTING ELEMENTARY STUDENTS' SPEAKING SKILLS THROUGH CARTOONS

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**Annotation:** Improving the speaking skills of primary students can be done with cartoons. The pandemic showed the importance of technology in education. Media, namely cartoons has become first helpers of parents in many ways. Cartoons are fun, interesting and also useful as children can learn a lot from them and can be widely used in education. The article examines the productivity of cartoons in developing elementary learner's speaking and communication skills. The objectives of the paper are: to find out the teacher's pedagogical practices that encourage pupils to speak in English to evaluate the activities used to promote the speaking skill; to find out the challenges experienced by the language teacher.

**Key words:** teaching through cartoons, speaking skills, speech errors.

The purpose of this present article is to show how the use of cartoons may help develop the speaking skills in elementary students who study English as a foreign language. Teaching English as a second language to beginners is full of challenges. What is more challenging is teaching the language to very young learners whose command of the first language is still very tender. A more daunting task is to enable them to use the language orally. In order to motivate students and enrich the content of lessons, it is necessary to draw on different approaches and teaching methods. Teaching with cartoons is one of these approaches. Teaching with cartoons can be used to attract attention, to help students concentrate and to motivate them and as the first step of the act of teaching in education.

Children are interested in painting from an early age and learn the alphabet through painting in the reading age. Every child loves painting, and painting is seen as a means for children to express themselves. Therefore, children are



interested in cartoon, which is a simple and effective communication tool in school age. Cartoon, which is an art of drawing that includes critical and important writings, helps students gain the skills of dreaming, thinking, controlling their emotions and being sensitive through their aesthetic aspects. Students' motivation and participation increase, and students understand the subjects taught in lessons better using pictures and cartoons. In addition to the studies in which cartoons are used in language teaching, there are also studies in different disciplines. There are studies using cartoons with students of different grade levels in the field of science teaching and social studies teaching.

Cartoons are one of the important tools used to improve speaking skills. In addition, cartoons are an effective instructional tool for the achievement of objectives such as comprehension, written and verbal expression and students' being able to express their thoughts on a subject in Uzbek lessons. Given the importance of speech and cartoons for students, it is surprising that there are few studies on the use of speech and cartoons at primary school level. Speaking training should be given to individuals from an early age/ at a young age in order for effective and beautiful speech to occur. There are too many studies held to summarize and show the role of cartoons in teaching young learners to speak effectively and fluently. The one is conducted by Turkish educators and teachers (by Ceren Duran, Emel Güvey Aktay, Oğuzhan Kuru) which is aimed to improve the speaking and communication skills of young learners through cartoons and how the process of speaking skill development works, how cartoons contribute to speaking skill and what the students' opinions about the use of cartoons to develop speaking skills have been addressed. The application continued for four weeks until the students' speech problems were reduced to a certain level and they achieved some improvement in speaking. Plans were prepared every week in line with the opinions of the field experts and the development status of the students in speech was evaluated. At the same time, it was determined that there was an increase in the speaking time of the students and the number of words and



sentences they used. The most important and positive change occurred in the psychological dimension of speech.

Students' motivation increased and they started to behave more comfortably when speaking. In this direction, their anxiety decreased and their desire to speak increased. Furthermore, positive changes occurred in the students' adjustment of their tones and sound intensities. The words spoken by the students became more comprehensible.

Cartoons are powerful teaching tool and can:

- \*Tell a complex story in a few images;
- \*Provide comment and provoke thought on events ;
- \*Give an example of vocabulary related to current trends and fads;
- \*Show culture in actions with the ways that men or women are behaving and are expected to behave.

For 2<sup>nd</sup> and 3<sup>rd</sup> grades, who are beginning to learn English at school, the videos for memorizing vocabulary are of great importance. Whole video stories that combine this vocabulary and grammar are also helpful. Super Simple Learning can be recommended, such as Super star for example.

Specially created educational animated series will help increase interest in English and make the learning process fun. For example, many people love Gogo Loves English. The situations in which he finds himself are close to younger school children, and the main character cannot leave anyone indifferent. We also love another character, Mazzy and series about him called Muzzy in Gondoland and Muzzy comes back.

Activities:

- What happened before and after?
- Repeat and retell the words or sentences out loudly;
- Fill in the caption using target language and target vocabulary.
- Introduce the topic and start discussion.
- Guessing –say what cartoon is about...
- Record the information in the gaps



- Sequence setting
- Say how this cartoon can finish at last?
- Story telling
- Draw heroes, give description/
- Choose the main character and talk with him/her by telephone, invite to your birthday party....

Advised cartoon items that can be used in English classes:

- \*Paws Patrol
- \*Little princess
- \*Peppa Pig
- \*Little pony
- \*Friendship is Magic
- \*Avatar –The last air bender
- \*Inspector Gadget
- \*Phineas and Fern
- \*Regular show
- \*Adventure time

**Conclusion.** Watching and understanding videos in English is Great! But for speaking English fluently is necessary to form and develop speaking skills as well. And watching videos alone is not enough.

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## GOALS AND OBJECTIVES OF TEACHING ENGLISH GRAMMAR IN HIGH SCHOOL ON THE EXAMPLE OF A PHILOLOGICAL PROFILE

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**Annotation:** One of the tasks of profile training is specialized training of students, i.e., along with the opportunity to study in the Philology profile, the student is given the right to choose the specialization of interest in the profile itself. This will lead, in our opinion.

**Keywords:** foreign language, grammatical material, high school students

The model of communicative competence provided by the Federal state educational standard for a foreign language [1] identifies speech, language, socio-cultural, educational and cognitive competence as its main components.

One of the components of language competence is grammatical. The formation of grammatical competence is a complex continuous process throughout the entire learning process. Without grammar, it is not possible to master any form of speech, since grammar, along with vocabulary and sound composition, is the material basis of speech.

However, the reference to the facts of the history of domestic and foreign methods of teaching foreign languages proves that not always teaching the grammatical aspect took the prevailing position. In different periods of time, many scientists have studied the influence of grammar on the formation of a particular method of learning:

- 1) Conscious methods
- 2) Combined methods
- 3) Communicative method of teaching grammar
- 4) Reading method
- 5) Structural method

From the history of foreign language teaching methods, it is known that in its "pure form" any method could not prevail for a long time, and there were



always conditions that required revision of its main provisions. In this regard, methods that combine the advantages inherent in different groups have received, are receiving and will continue to receive greater popularity. At the present stage of teaching grammar, the teacher can independently vary the use of certain methods, taking into account the age, level of knowledge (the language competence of their students) and the features of the grammatical material itself.

In relation to grammar, the profile-oriented stage of learning is characterized by a productive assimilation of grammatical phenomena and constructions. However, the practice of training sessions at school shows that teachers devote very little time to studying, and even more so to fixing grammatical material in the lesson, sometimes they do not plan time for its repetition at all. Unfortunately, until now, teachers prefer front-line activities, in which the real time for practical application of knowledge is no more than 1-2 minutes for each student.

Differentiation of the content of high school students' education in any academic subject is the main goal and idea of specialized training. It should affect the entire educational process, including the process of teaching a foreign language.

The concept of "differentiation of learning" is still interpreted by many scientists in different ways; there is no generally accepted approach to the disclosure of the essence of the concept of "differentiation of learning". However, most scientists understand differentiation as a form of educational organization that takes into account the typological individual psychological characteristics of students and the special relationship between teachers and students.

Thus, it is fair to note that differentiation of education should be understood as a method of teaching, in which each student, having already mastered a certain educational minimum, gets a guaranteed opportunity to pay attention to such areas that meet his interests and inclinations. In this regard, it is obvious that the differentiation of training can be considered as one of the key concepts that determine the essence of specialized training.



When profile differentiation is implemented in high school, students are encouraged to make a conscious, voluntary choice of specialization of the content of training. At the same time, taking into account their interests, abilities, level of knowledge and cognitive needs is mandatory, which in turn is one of the main goals of specialized training. It is logical to assume that profile training can be implemented on the basis of both profile differentiation and level and profile simultaneously.

The attempt to reveal the essence of differentiation in relation to the process of teaching a foreign language in General, and to the process of teaching grammar in particular leads us to the idea that it is possible to implement two directions, namely:

- 1) In-depth study of grammatical material (in addition to the main material), in which each student can reveal their abilities - level differentiation,
- 2) Study of grammatical material in accordance with the specifics of the chosen specialization of the profile, for example, a business course for translators-profile differentiation.

**Conclusion.** It is important to remember that teaching the grammatical aspect remains only part of the English language learning process. Only a skillful combination of all types of activities, all aspects, and the choice of appropriate teaching methods, including grammar, can make the process of teaching English effective, modern, relevant and interesting. Therefore, it is fair to take into account the equally important components of communicative competence (lexical, phonetic, spelling aspects), which should also be considered from the point of view of the concept of differentiation.

The need to address the search for new ways to organize the educational process is due to the essence of the concept of differentiation, which we have disclosed above.

**Literatures:** Kolesnikov, A. A. Problems of continuity between 10-11 classes of philological profile and linguistic University // Foreign languages at school. - 2009. - № 9.



## PROBLEMS OF LEARNING FOREIGN LANGUAGES AND THEIR SOLUTIONS

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**Annotation:** teaching a language has many different features. A teacher does not only teach and pay attention to students' language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English.

**Keywords:** problems with language learning, English Language Teaching, Educational technologies, challenges, solutions.

Researchers of the problems of education admit that over the past years it has been experiencing a state of crisis, which manifests itself in the discrepancy between the results of education and the demands of society and specific individuals. The idea of the need to modernize education on the basis of humanization and innovative technologies is becoming more widespread. A significant role in the humanization of higher education and the formation of a specialist in a new formation belongs to foreign language education.

Leading experts in the field of language and intercultural communication consider language education as an important reserve of socioeconomic transformations in the country; the main tool for successful human life in a multicultural; factor of cultural and intellectual development and upbringing of an individual possessing planetary thinking; note the need to bring language policy to the new realities of society, the importance of developing a new educational technology. In this regard, the problem of improving the quality of teaching a foreign language in the educational system of a higher technical school is of particular interest.

Currently, a social order has been formed for a deep knowledge of a foreign language by citizens of our republic, there are such pronounced trends in foreign language education as the growth of the status of a foreign language (primarily



English), the strengthening of the motivation for its study, the functional focus of language learning. The state educational standard of higher professional education requires taking into account professional specifics when teaching a foreign language, its focus on the implementation of the tasks of the future professional activity of graduates.

Nevertheless, language teaching taking into account the professional orientation still remains unsatisfactory, and the level of professional foreign competence of graduates is low, not in line with modern requirements of society and the labor market, as evidenced by the results of studies of the state of teaching a foreign language in non-language universities, data from production, an acute shortage of specialists who have a certain register of foreign-language knowledge necessary for professional communication.

The main reasons for the insufficiently high quality of teaching a foreign language, taking into account the professional specifics of a non-linguistic university, are not only a small number of hours allocated for studying a foreign language, the lack of special training for foreign language teachers for non-linguistic faculties of universities, the low level of language education in secondary schools, but also the insufficient development of the methodology of teaching a foreign language in integrative connection with vocational training. A specialist must know the language (s) at a level that allows him to actively and freely use it in the field of professional activity. To achieve a positive result, it is very important that the study of the language be not just in depth, but acquires a professional status.

In the practice of teaching in a non-linguistic university, the concept of “professional foreign language” (a foreign language for special purposes) is increasingly used, new approaches and teaching technologies are being developed [1, c. 14]. The effectiveness of training is largely determined by the scientific rationale for innovation. The work of various ESP courses offered by many foreign language schools are aimed at teaching professional English.



The main features characterizing special courses as a form of training are uniformity of the student population; developing a training program based on an analysis of the communicative needs of students; limiting learning goals to the pragmatic needs of students; short-term and intensive training. Such courses are organized for persons with practical experience or undergoing training in one specialty. The course combines individual lessons and practice in small groups. Sometimes, by agreement, a whole group of students comes to study – employees of one organization (the so called “closed group”). The main provisions include the following: orientation to international requirements and standards, professional orientation, development of independence, self-education skills, and the use of active methods in the formation of foreign language communicative competence, the use of information technology and training, and the provision of additional educational services.

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## PROBLEMS AND SOLUTIONS IN TEACHING AND LEARNING FOREIGN LANGUAGES

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This article deals with the most important problems in teaching and learning methods of foreign languages and their solutions.

**Keywords.** Method, foreign language, skill, multilingualism, level, principles, techniques, learning styles, education technology.

Teaching foreign language is the main global issue in our country. Therefore, a lot of problems and challenges are faced by EL teachers. A lot of researches and approaches have been done in this field. However, some difficulties can be found in teaching and learning methods.

Nowadays instructor is one of the main role of a teacher. Commonly several strategies are used in teaching. An instructing strategy comprises the standards and strategies used for instruction. Commonly utilized instructing strategies may incorporate lesson cooperation, exhibit, recitation, or combinations of these. The choice of a fitting educating strategy depends generally on the data or expertise that's being instructed, it may moreover be affected by the inclination and excitement of the under studies [3] For effective educating to require a great strategy must be received by an instructor. An instructor has numerous choices when choosing modern strategies to instruct. The instructor may type in lesson plans of their claim, borrow plans from other instructors, and look online or inside books for lesson plans [1]. When choosing what teaching strategy to utilize an instructor has to consider understudies background knowledge, environment, and learning objectives. Instructors are mindful that understudies learn completely different ways, but nearly all children will react well to commend. Understudies have diverse ways of retaining data and illustrating their information. Instructors regularly utilize strategies which cater to numerous learning styles to assist understudies hold data and reinforce understanding.



Each lecture has multiple interactions of the following five phases.

1. Strategy: The instructor introduces a new concept and describes the theory behind it. Students listen, try to understand it and ask questions.
2. Sample: The instructor provides an example so that students can understand to a concrete situation.
3. Exercise: The instructor asks the students to implement the concept in a small exercise. The students submit their solution to the exercise.
4. Solution: The instructor provides a sample solution, explains it to the students and discusses exemplary student submissions to provide immediate feedback and guidance.
5. Reflection: The instructor facilitates a discussion about the theory and the exercise so that students reflect about the concept.

Appropriate methodologies and strategies are used to increase the outlook of students. Each has its benefits. In my possess supposition, educating by letting understudies do is the strategy that works best for me. Moreover, you might not be a great peruse, otherwise you may be instructing in a moment dialect [2].

So whereas debating is fun and valuable for numerous students, for others it may not be the best way. Teaching by listening can be enjoyable. Lively debate is interesting, and interesting things are usually easier to learn about. In addition, you can ask questions to check whether students understand or not what you mean. However, it is quite easy to become a passive listener and, If students get bored they might even fall asleep while they are listening. When students are actively participating in something, they are more likely to stay attentive. Having understudies work in bunches is another way an educator can coordinate a lesson. [1] Collaborating permits understudies to conversation with each other and tune in to all focuses of see within the talk. It makes a difference understudies to think in a less actually based way. When this lesson arrange is carried out the teacher may be attempting to assess the lesson by looking at the understudies" capacity to work as group, administration abilities, or introduction capacities. It is one of the coordinate directions strategies [3]. Having understudies teach sections of the





course they get it so as to filter it to their sets. Moreover, it builds self-certainty, self-adequacy, and reinforces understudies talking and communication aptitudes.

A lesson arrangement may be carried out in a few ways: addressing, clarifying, modeling, collaborating, and illustrating. Clarifying, this shape is comparative to lecturing. Lecturing is instructing by giving a talk on a particular subject that's open to the open, as a rule given within the classroom. In spite of the fact that understudy might as it were benefit significantly from one frame of instructing, all understudies benefit a few from the distinctive sorts of learning. Showings are done to supply an opportunity to memorize unused investigation and visual learning errands from a distinctive viewpoint [4].

An educator may use experimentations to illustrate thoughts in a science course. A show may be used within the circumstances of demonstrating conclusively a reality, as by thinking or appearing prove. The usage of narrating and cases have long ended up standard printed clarification. But modern strategies of data introduction are clearly a helpful in composing, judging by its proficiency. Particularly collaborative environment is more adapted than cognitive learning.

In conclusion new innovative strategies and understudies can be implemented in teaching foreign languages in order to solve problems in teaching and learning foreign languages

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## TEACHING ENGLISH TO TEENAGERS, ITS SPECIFIC FEATURES AND CHALLENGES

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**Annotation:** teaching teenagers is becoming more complicated nowadays as they are living in a fast changing world. There are some methods to implement which are carried out in this article.

**Keywords:** self-consciousness, cognitive, sensory impact

Teenagers are the young students from about 13 to 18 years old. Most of them do not like being seen as different. Acceptance by their peer group is very important. If any of them is asked a question in class, they may not want to answer in case they are seen by their friends as not smart enough or, contrarily, too smart. Teenagers are often shy and self-conscious and feel embarrassed if asked to do activities like miming or performing.<sup>11</sup> They also don't like being patronized. They are changing actually, and are often worried about their appearance. They are coping with new and strange emotions and at the same time they are learning to think in a more abstract way, which allows them to discuss issues and ideas. While this rapid change, teenagers want to establish their personality and learn who they are. Today's teenagers, just like previous generations, are a varied and fascinating group of individuals. A typical class of teenagers will include students with a wide-ranging level of physical development, emotional maturity, and cognitive ability. Some students will appear to be one or two years older than other students. This is because teenagers develop at different rates. Girls tend to develop faster than boys, but there are also different rates of maturity among girls and boys. Many teenagers have a wealth of knowledge about particular subjects, and they are often happy to share this knowledge in pairs or small groups. Tapping into this knowledge and openly acknowledging those areas where students know more than the teacher can help to create mutual respect in the classroom. The "terrible teens"

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<sup>11</sup> Alec Templeton, "Teaching English to Teens and Preteens", Published by **hevesim**Kálváriaaszt 92-94.



are an age of transition, confusion, self-consciousness, growth, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them.<sup>12</sup> Perhaps because of the problem of teaching teenagers, little is specifically said in the language-teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders. *Intellectual capacity* adds abstract operational thought around the age of 12. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistic meta-language can now, theoretically, have some impact. But the success of any intellectual endeavour will be a factor of the attention a learner places on the task; therefore, if a learner is attending to self, to appearance, to being accepted, to a weekend party the intellectual task at hand may suffer. *Attention periods* are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention periods can easily be shortened. *Varieties of sensory input* are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses. *Factors surrounding character*, self-image, and self-esteem are at their highpoint.<sup>13</sup> Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

- avoiding embarrassment of students at all costs,
- affirming each person's talents and strengths,
- allowing mistakes and other errors to be accepted,
- de-emphasizing competition between classmates and encouraging small-group work where risks can be taken more easily by a teen.

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<sup>12</sup> Anderson, Gary, (2008), "Teaching Teenagers English", *English in Mind*, Cambridge Univ. Press, Retrieved

<sup>13</sup> Walqui, A. *Contextual Factors in Second Language Acquisition*. Washington D.C., Center for Applied Linguistics.2000



*Secondary school students* are of course becoming increasingly adult like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point.<sup>14</sup> Teaching teenagers is often the dread of many language teachers. The biggest problem for the teachers, especially new teachers, when first teaching teenagers is discipline. Teens can be high spirited, they often want to test their boundaries, and impress their friends. All these specifics can make it quite difficult to control a class.

Teaching teenagers isn’t easy because, being a teenager isn’t easy. Yann Martel writes about growing up as “a new universe where notions such as success and failure, will and sloth, appearance and reality, freedom and responsibility, the public and the private, the moral and the immoral, the mental and the physical, replace the simpler guiding notion of fun.”<sup>15</sup> Of course, it’s dangerous and difficult to generalize about adolescence from individual to individual, and from culture to culture; levels of maturity can differ significantly from culture to culture and in individuals within the same culture. But if you have accepted the challenge of teaching teenagers, then you are the teacher of a group of young, impressionable people and will need to try to be flexible and patient with each individual. Unlike previous generations, today’s teenagers are surrounded by technology, which they can generally use with ease and efficiency. They live in a world where sounds, images, words, and ideas come at them in a constant stream from many different sources. They usually think nothing of surfing the Internet, texting, listening to music, and watching TV at the same time. New technology also gives teenagers increased contact with their peer group – often the most influential group of people in a teenager’s life. The need to appear cool and be accepted by this group can often be the strongest motivating force in a teenager’s life. These peer group pressures, coupled with rapid mental and physical changes, may from time to time

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<sup>14</sup> H. Douglas Brown. (2000) Principles of language learning and teaching . 4<sup>th</sup> edit.,

<sup>15</sup> Yann Martel Appointed as a Visiting Scholar in English". University of Saskatchewan. November 2005. Retrieved 2011-02-03.



lead to conflict with family, friends, and authority. Teenagers have a greater learning potential than young children, but they are much more difficult to motivate and manage. Creating a positive learning environment in which adolescents feel happy, secure, valued and motivated to learn can be incredibly difficult. Teenagers learn differently, they have hypertext minds. They don't learn in a linear fashion anymore. Images are the driving force of learning and text supports. Still there are some very important differences (mostly in the affective realm) that need to be highlighted and noted so that teachers can adjust their curriculum.<sup>16</sup> According to Worgan M. the reasons for this are many teenagers are going through a lot of physical and emotional changes, including changes in their brains; if they come to class, it may be because that is the place where the rest of their friends are; they have a strong need for peer approval and this can have a very negative effect during a lesson; teens search for identity and they have a need for self-esteem; adolescents need to feel valued and good about themselves. These are just some of the reasons why it can be extremely difficult to work with this age group; however, once a teacher finds the correct balance between respect and authority, teaching teenagers can become a rewarding experience.

Teaching English to teenagers is not an easy task. For this age group, peer approval becomes more important than that of adults. There is a gradual increase in reasoning abilities and management of abstractions, but also a need to talk and argue instead of listening to the teachers. Getting teenagers to use English in class can provide a considerable challenge to most teachers. Theoretically, language learners retain information in two ways: In short-term and long-term storage. Students transfer information from one to the other by convincing our brains that facts in the short-term memory are valuable enough to be put in long-term storage - otherwise, the information is discarded. New information about a second language, however, is stored in the short-term until it is transferred. To understand the new information quickly, learners often translate into our native language. However,

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<sup>16</sup>Marc Prensky, "Digital Natives, Digital Immigrants", *On the Horizon*,. MCB University Press, 9(5), 1-5. Oct. 20001



this makes it more difficult for the brain to accept the new information into the long-term memory. As the result they quickly forget the information about the second language. If they get used to speaking English - this helps the new information to be stored more quickly and for longer. Language learning and maintenance use a surprising number of muscles - most importantly, the brain, and the more obvious muscles in the mouth and jaw. If their only opportunity is English class, they need to maximize on the time to exercise as much as possible. Speaking is a way of expressing ourselves in whatever language we use. The most motivating language to learn therefore enables learner to talk in a way that is true to their personality. Even native speakers take years to master their language, so it's no surprise a foreign language learner has to make a lot of mistakes before even managing to produce anything approaching good English. The spontaneous nature of speaking means students are likely to make more mistakes than they would otherwise.<sup>17</sup>

There are two kinds of support: Classroom atmosphere and linguistic support. It may not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice, but it is possible to encourage them to support each other, for example by working in teams. It is easier to provide linguistic support, in terms of words and phrases that are required for classroom interaction. Classroom language (e.g. 'Sorry I'm late', 'Can you repeat that, please?' etc.) is the only English they will need to repeat throughout the whole course, and it has an authentic context - it would be a waste not to capitalize on it.<sup>18</sup> Only the teacher knows how mature his/her class is and how well they will respond to the rationale behind methods.

In short, teaching teenagers is not easy as most of us think. Any teacher could face difficulties when he/she starts teaching. Today's teenagers want to be

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<sup>17</sup> Catherine Sheehy Skeffington. The article "*Teaching English*", British Council, Barcelona published in 2004

<sup>18</sup> Anderson, J. R. (2000). *Learning and memory: An integrated approach* (2nd ed.). New York, NY, US: John Wiley & Sons, Inc.



aware of everything and modern technology allows them to acquaint with the last information. It is more problematic to teach them than adults also.

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## IMPORTANCE OF READING IN LANGUAGE TEACHING

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**Annotation.** Actually, pupils should know how to guess the meaning of unfamiliar words, understand the sequence of events, find out the main ideas, evaluate content, discover the author's purpose, and give personal judgments. As far as ELT is concerned, reading is one of the chief purposes of the teaching-learning process. Indeed, it is a valuable source of foreign language learning as it involves several tasks that provide pupils with copious opportunities to develop their language knowledge and to practice reading for language learning purposes.

**Keywords:** Reading comprehension, around the room, procedure, option, rime reading, selective reading, authentic reading, fiction reading, designing reading.

Reading has been defined mainly as an interactive process between the reader and the text. In fact, the reader interacts dynamically with the text in order to elicit meaning. In other words, reading is the activity of word recognition, phonemic decoding, and text comprehension. Meaning is constructed through a process which includes dynamic interactions between the reader background knowledge, the information in the text, and the reading situation context.

Reading involves some techniques which are implemented according to particular purposes. For example, learners do not need to read the whole text in order to check specific information. However, they need to understand and reflect on the text meaning when they are asked to learn something from their reading.

### **Reading around the room**

When reading with young children, teachers often use pointer sticks to call attention to each word as it is read. Young learners enjoy using pointer sticks to find and read labels around the classroom. For beginners, finding labels on





familiar objects helps them to improve their phonological awareness and notice the letters for initial sounds.

### **Procedure**

1. Write or print out labels and attach them to objects in the classroom.
2. Demonstrate appropriate use of pointer sticks for pointing to the labels and reading the words.
3. Allow the pupils to read around the room by pointing to the different labels and reading the words aloud.

### **Options**

1. If you want the pupils to focus on a particular sound or sounds, you can mark the pointer sticks with different letters and send the pupils on treasure hunt searching for words that begin with that letter. When pupils are holding D pointer sticks, they should find and read the labels for door, desk, drawer, and so forth. When pupils are holding M pointer sticks, they should point to and read the labels for mirror, marker, map, and so forth.
2. You might want to begin with words that are easy to recognize because of the item they represent. As pupils' progress, you can add labels to the classroom that are more challenging. As you add each new set of labels, use a different color of paper. This will allow you to give instructions such as  
Now, use your pointer stick to read all of the yellow labels in the classroom.
3. Another option is to put the pupils in pairs and give them a checklist of labels to find. As they find each item, they can make a checkmark in the corresponding box.

### **Rime Reading**

This activity not only introduces the pupils to different word families, but it increases reading fluency and vocabulary as the text is read and reread. Shyer pupils and those with limited language skills gain confidence as they read a familiar text, first as a group and then independently. The completed folder also serves as a great resource for rhyming words.

### **Procedure**

**Day 1:** Begin by introducing a new rime, or word family, such as at.



- Have pupils practice pronouncing the rime.
- Write at on the chart paper and have pupils call out words that have the rime at. Write four to five words on the chart (e.g., cat, mat, sat, fat, hat).

Have pupils choral-read the words several times.

- Using the chart paper, write a short sentence for each chosen word and again the class choral-reads each sentence.

- After class, type up the short sentences with the student-generated words, then print out one copy for each student and place it in their individual folders. (This process takes about 15 minutes, once a week.)

**Day 2:**Have pupils get out their folders and read each sentence aloud to you.

After the sentences have been read several times, pupils highlight (or underline in crayon) the rime. For example, My cat is black and white.

**Days 3–5:**pupils spend 5 minutes at the beginning of class, choral reading or partner reading the sentences. Each week another rime page is added.

### **Options**

1. Once there are at least four to five completed pages, call on pupils to choose a rime page and let them read the entire page while the others follow along.
2. Choose one student to come in front of the class and give him or her a small drum, maraca, or another small musical instrument. While the rest of the class choral-reads each page, the student in front of the room beats the drum or shakes the maraca each time a word from the word family is spoken.
3. More advanced pupils can create their own short sentences.

### **Selecting reading text: Authentic or modified**

Selecting right kind of reading text is a very debatable issue. There are two different views regarding selection of suitable reading text. First view favors authentic materials like newspaper, advertisement, speech as reading materials in language classroom so that language learners can read authentic texts in real life situation. Similarly, this view also opines that language cannot be separated from culture; hence learning second language also includes learning L2 culture.



Therefore, authentic text is provided in order to expose authentic language and culture to learners. But, authentic texts cannot be easily understood by all learners because of their difficulty level and cultural related factors. Students cannot comprehend the text if they lack the schema needed to interpret it. Smith (1994) states, “Knowledge of relevant schemas is obviously essential if we are to read any kind of text with comprehension. A child who does not have a scenario about farming is unlikely to understand a story about farming or a reference to farming in a textbook”<sup>19</sup>.

### **Designing reading tasks**

Preparing appropriate task is very crucial in teaching reading text. The success and failure of the lesson depends on the activities we design for any text. Even an interesting text can be boring if we cannot engage students in right kind of tasks and the vice versa. It needs great effort on the part of teachers while preparing reading tasks. They need to read a text several times to design proper activities in order to engage students successfully in it. It is task that helps students in using their knowledge of the world to understand the text.

**Conclusion.** Reading is one of the most important skills in learning a second language. The success of language learner is largely influenced by his/ her reading practice. “Reading is useful for language acquisition...the more they read, the better they get. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and their writing”<sup>20</sup>. Therefore, teacher must develop reading habit in students in order to help them enhance target language efficiency. This can be done by motivating students to read, especially by giving them reason to read. Neyman, states that instead of waiting until later grade, extensive reading should be provided as early as possible so that they can use the facility that children have up to certain age<sup>21</sup>. As a matter of fact, learners must feel the need of reading only then they can read on their own. In short, reading stands as bedrock

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<sup>19</sup>Hudson, T. (2007). Teaching second language reading. Oxford: Oxford University Press. 2007

<sup>20</sup> Harmer, J. (2007). How to teach english. London: Pearson Longman. 2007, p.99

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for learners' success in learning a second language, therefore it is language teachers' responsibility to cultivate reading culture in students.

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## PROBLEMS IN LEARNING FOREIGN LANGUAGES AND THEIR SOLUTIONS

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**Annotation:** This article discusses the problems of learning English and their solutions, and provides the necessary guidelines and recommendations for us. The existing problems have been studied and the reasons for them have been given.

**Keywords:** methods, aimlessness, boring program, practice, grammar, transcription.

Language learning has become one of the most important issues in public education today. Significantly, the textbooks and manuals we have are constantly being updated. The results show up year after year. First of all, proper organization of language learning will make the time spent on language learning more productive and shorter. Most learners start out with curiosity, but motivation, boring lessons, poor time allocation, and the use of erroneous methods prevent this.

Let's look at the main problems.

1. Purposelessness. Few people understand this, but many do not have a clear goal in learning a particular language. For example, someone needs English because he works for an international company - that's the goal. And if someone learns a language because they want to, often their insurance isn't enough for long. Of course, there are those who end up just loving the language, but that doesn't work for everyone. If you want to learn a language, motivate yourself. Great motivation is the opportunity to communicate in other countries, meet interesting people who speak a foreign language, or read books and articles that have not been translated into Russian.

2. Liking the Homeland of Language. Another problem is that the reader is not interested in the roots of the language and how it is formed. If you still do not need the chosen language in life, but really want to learn it, then you can be very passionate about the homeland of this language. If not, look for as much



information as possible about the lives of the people in this country, as well as history and literature - after all, they are the ones who have the greatest influence on the formation of the state language.

3. Boring program. It's easy to identify, but it's a problem that confuses most students, so it needs the most attention. Even if there is a strong love for language and a clear goal, all the desire to learn it can be killed by a poorly structured program. Remember how you learned Russian in kindergarten and elementary school. On the walls were probably many colorful posters decorated with bright pictures, decorated with different words and sentences. However, when you were older, they started giving you boring thick books for some reason, where there was only black and white text. Just as in childhood, everything is better accepted if it is accompanied by visual images and presented in an easier form, perhaps even in a playful form. So you've reviewed the whole plan for learning the language and made it easier and more fun, but there are still moments that can't be easily avoided and you have to memorize them. Sitting is so boring, just teaching, teaching, teaching ...

Language is not mathematics, there are certain formulas and rules here. Of course, grammar cannot be ignored, but even a simple memorization process can be made pleasant and easy - by activating associative memory. Why not draw a picture or find a sound association in front of every word you remember? It helps to create hooks, instead of just throwing away any material that has nothing to tie to your head in vain and will eventually be forgotten.

4. Atmosphere. You have simplified the material to the limit, defined the words, but as you move on to the next topic, you find that you have gradually forgotten them, even if you repeat the previous ones. The reason for this is that language is not mathematics, where two plus two is equal to four. True, everything around you is spoken and written in that language, how can you not get used to it! The same can be done with the language you are learning. Watch movies / series / cartoons in the language as often as possible, listen to songs, read articles and books, surround yourself with language so you get used to it.



5. Practice. So you are quite advanced in language learning. You understand oral and written language well, but as soon as you are asked to say something, you freeze and can't squeeze anything sensible out of yourself. Whether it's your first language or your second language, if you don't speak that language often, you won't have the skills you need, and as a result you'll read, write, and listen better than you speak. If you are not able to practice speaking with a native speaker or teacher, try a monologue alone or imagine an interlocutor. This may seem strange on the outside, but if you forget how awkward it is, your speech can develop very well in this way.

6. Instead of school programs - correct teaching of English. Thus, problems in learning English in schools and low learning outcomes are linked, firstly, to neglect of features of the child psyche, and secondly, to deep-rooted misconceptions about the lexical structure of the English language and its grammatical structure liq. Unfortunately, these problems cannot be expected to be resolved in schools in the near future. Private educational institutions that are not tied to more mobile and bureaucratic shackles will appear in such numbers that someone will have to fill the gaps in school education. For example, an English conversation club for language school children brings more practical benefits to children than school lessons, because during the lessons they do not learn the rules of English grammar, but simply communicate, play ... And playful learn English!

Lexical and grammatical problems in language learning are enough to consider some of them. In high school, students face many challenges in learning pronunciation. Including:

Almost all students have difficulty learning the sounds [th] and [ð]. This is due to the lack of inter dental sounds in Uzbek. Our children's language is not capable of pronouncing these sounds.

Because the English pronunciation of the [r] sound is different from the Uzbek r, students also have difficulty pronouncing this sound.

The pronunciation of the sounds [t, d] is also not the same in both languages. Therefore, their pronunciation is difficult for some students.



The sound [w] is also not available in Uzbek. Students also have some difficulty pronouncing this sound correctly. It is mispronounced as [v] in Uzbek.

In order to teach the correct pronunciation of the above sounds, the teacher should explain the location of the language as clearly as possible in practice, check it regularly through repetition exercises, and pay special attention to the students' pronunciation. Difficulties in sounds are also eliminated. In addition, the following situations create phonetic difficulties for students: the letter e is not pronounced at the end of the word - apple, Pete; non-reading of the letter gh in the middle of a word - eight, night; The fact that the letter k is not pronounced before n at the beginning of a word - knock, knee and a number of other difficulties can be observed. Based on my experience, I can say that the difficulty for the majority of Uzbek students is that they pronounce the sound [ə] before the suffixes in the pronunciation of plural or tense suffixes: books [bukƏs], happened [hæpə'nəd]. Apparently, by adding such an unnecessary sound, they also change the position of the accent. Another problem is that students cannot read the transcription. Learning the correct pronunciation of words also requires learning the symbols that represent sounds. When it comes to grammatical challenges in teaching English in high school, it is safe to say that students face many challenges. If a person knows all the words in a language and does not know the connections between words and phrases, he will have difficulty understanding the content of speech. That's why it's so important to teach grammar to students in high school. If a student does not have good grammar skills, he or she will not be able to express himself or herself correctly. Has difficulty speaking, writing and translating. Language grammar is a complex system. That's why it's not easy to master. Schoolchildren often face the following challenges: Article problem. This is one of the biggest problems in grammar. When we spoke to many English learners, almost all of them said that articles and tenses were the main difficulties in mastering English grammar. In fact, the Uzbek language does not have an exact phrase, making it difficult to use and translate. It is necessary to memorize the rules of the article. However, many exceptions to the rules make it difficult for learners, especially school-age children,





to master it. If the translation is taught more accurately, students will not have much difficulty in using the article. For example, it is possible to teach that the indefinite article is translated as one, and the definite article is translated as the same. In other words, if the use of the article is explained to children over and over again with the help of examples, the difficulties in mastering this auxiliary phrase in English can be reduced and eliminated.

Prepositions are another challenge in mastering English grammar. In Uzbek, prepositions are represented by suffixes. In English, conjunctions are represented by prepositions. In particular, the Uzbek place-time can be expressed in English with the prepositions in, on, at. For example: in - in January, in 2015, in a week on - on Monday, on January 15, on birthday at - at the weekend, at 10 o'clock we use the above prepositions in English. For example: in - in Uzbekistan, in Madrid, in our week on - on the sofa, on the table at - at the station, at school The word order in English and Uzbek is not the same. As you know, in English, the word order is strict, and in most cases the word is always at the beginning of the sentence, followed by a cut. In Uzbek, the meaning does not change even if we change the parts of speech. Students have difficulty with translation. According to Methodists, the teaching of English grammar requires, first of all, the correct choice of grammar minimum and taking into account the peculiarities of English grammar. The specific difficulties and features of English grammar are: the presence of incorrect verbs in English, the rigidity of English sentence construction, the abundance of English articles, prepositions and tenses. Similar features distinguish English grammar from Uzbek grammar. When teaching English to school-age children, we must first pay attention to the diversity of children. We can also teach English grammar based on pictures or through songs and poems. Among the problems observed in schools are student passivity, boredom, and inability to concentrate. As for the lexical difficulties in teaching English, they are: Almost all words in English have different meanings. That is, one word means more than one.

**Conclusion.** It is natural to face difficulties in learning a foreign language. Teachers need to keep track of where students are and what challenges they are



facing, and find ways to overcome them to make it easier for students. This is because difficulties in mastering language materials prevent them from developing skills in all types of speaking activities.

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## COGNITIVE APPROACH IN THE STUDY OF THE CATEGORY OF CAUSATION

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**Annotation.** The article analyzes category of causation. The author highlights causative constructions in different paradigms and approaches

**Key words.** Verb, causative construction, concept, semantics

**Annotatsiya.** Ushbu maqolada kauzativlik kategoriyasi tahlil qilinadi. Muallif turli paradigma va yondashuvlarda kauzativlik konstruktsiyalarini tahlil qiladi.

**Kalit so'zlar.** Fe'l, kauzativlik konstruktsiyasi, yondashuv, semantika

The meaning of the verb as a cognitive structure that a person forms in consciousness reflects certain ideas about the world. Traditionally meaning verb is seen as the result of a “mental process of generalization information supplied by objective reality, highlighting essential features of displayed referents by abstracting from their insignificant features”. Author of the verb centric concept structure of the statement, the core of which is the verb, L. Tenier pointed to the fact that by its lexical meaning the verb is able to represent the whole situation, predetermine the number and composition of its participants and their role status and hierarchy. L. Tenier considers this ability of verbal semantics as propositional aspect of the verb. Following L. Tenier, this feature verbal semantics are noted by many other researchers. S. D. Katsnelson states the fact that the verb is related to the event, and depending on the nature of the event that the verb expresses, it determines the set of objects and object functions.

In the semantics of syntax, the view of the verb meaning as a reflection of either the entire situation, the scene, or its specific aspect. In particular, representatives of case grammar and frame theory establish the connection of the verb with certain frames, scenes, scripts. The connection of verbs with different types of human activity was also noted in the works of E. S. Kubryakova. In her



opinion, the verb can be considered not so much as a designation of different processes, actions and states, but as a designation of collapsed situations related to description of the state of affairs, first of all, to the description of interdisciplinary connections and relations. As noted by S. V. Kiseleva and M. M. Boyarskaya, cognitive model of the verbal meaning is a visual image of the situation or events perceived by a native speaker. As a result of sensory processing information in the language system of this model corresponds to a cognitive unit, having a hierarchical structure that includes the action itself and its connections with objects and persons performing this action. verb meaning, an invariant "rolled up" to a propositional format is stored in a long-term memory, based on metonymy, represents the whole situation and is used linguistic personality in the process of forming the intended actual meanings verb, signaling about them to the interlocutor through a certain way organized context. These semantic features of the verb vocabulary are also inherent in verbs with causative semantics, which are part of causative structures.

Causative constructions are studied within the framework of different paradigms and approaches. For example, M. Lemmens describes causative constructions in English, integrating achievements cognitive grammar, systemic functional grammar and relational grammar. Cognitive interpretation of categories such as agency, instrumentality, causation in terms of spatial relations (in the aspect of spatial relations) is also adhered to by R. King. R. King formulates the following semantic criterion of causation: if the proposition expressed in the sentence entails the proposition that that the object expressed by the direct object of the transitive verb is subject to state change, then such a construction is considered causative. He considers, that the interpretation of causative constructions in terms of spatial metaphor has advantages over traditional approaches because creates a common framework for explaining what was previously considered incompatible. In cognitive-spatial terms, the agent is considered as a point source of energy within an extended space events. The action of the agent is the production of energy. If the structure enters the patient, then the



energy is transferred from the agent to the patient. For energy transfer an intermediary is required, and this function is performed by an instrument controlled by agent: the instrument receives energy from the agent and transfers it to the patient.

Thus, the instrument is semantically “closer” to the event compared to the agent, because the tool interacts with both the agent and the patient. Patient absorbs the energy generated by the agent and transmitted by the instrument. From the point of view of the cognitive approach, the change in the state of the patient can be viewed as a “movement” from the location of one state to the location of another state. State change is space an event that contains both the start and end location of the state patient.

The study of syntactic structures as a way of representing knowledge means of language is building a conceptual syntax space by modeling the structures that fill it knowledge and categorization of linguistic means representing it. For studies of the conceptual content of syntactic structures can the theory of cognitive models proposed by J. Lakoff and serving as the basis for the development of cognitive modeling methods in relation to the main syntactic structures. According to J. Lakoff, “in an effort to understand the world”, a person uses “cognitive models”. This happens “during the theoretical understanding” of phenomena and events reality, “when creating scientific theories”.

The creation of models is resorted to when studying linguistic phenomena inaccessible to mere observation, such as, for example, syntactic relations. Essence this process is based on the principles of conceptual analysis, taking into account ontological factor and pragmatic characteristics overlapping conceptual structure.

The concept of “causation” in the physical world means a continuous connection cause and effect. Any conceptually limited part, or “event” perceived as connected with the outside world external or internal causal relationships. Causativity (from Latin *causa* - reason) or causality is defined as a semantic category that indicates on events or phenomena that give rise to other events or



phenomena: eng. You make me feel sorry. According to A.N. Prikhodko, causality as one of the basic ontological entities finds its embodiment in the language as a functional-semantic category causality, which reflects the relations of dependence, conditionality, logical correspondence and consistency of the phenomena of objective reality. The study of a number of works devoted to the problems causation, indicates a difference in approaches and, accordingly, different interpretations of its definition. As noted above, basically causation is studied within the framework of semantic syntax. The current state of research in the field of semantic syntax is characterized by versatility of problems. As noted E. A. Selivanova, semantic or functional-semantic syntax focused on the semantic nature of the predicativeness of sentences, their synonymous transformations, propositional correspondence, positional schemes, their variations in speech, paradigmatic, types of functions syntaxes as components of a sentence, implicitness and compression predicative units. It should be pointed out that modern the state of the theory of semantic syntax has largely influenced the concept of the actant sentence structure of L. Tenier, two-component proposition model by S. Bally, generative syntactic theory of N. Chomsky, case grammar of Ch. Fillmore etc.

The category of causation, expressing the relationship of cause - effect, is interpreted as a lexical parameter indicating events or phenomena, generating other events or phenomena, verbal category, functional-semantic, lexico-grammatical category, expressing a wide range of intra-phrasal relations that can be in generally characterized as a cause-effect relationship, as universal typological category, characterized by a wide range of means of expression in languages with different structures.

Causativity was also studied within the framework of the linguo-cognitive approach. So, for example, causal relationships are seen as a concept REASON. P.Salo believes that causation is rather part of the “logical syntax” of a single sentence, and not part of any of its lexical elements. J. Van Voorst considers causation “joint the occurrence of an unspecified subject and a change in state”.



Most linguists believe that the category of causation is characterized by wide structural and semantic variability, since it is capable of being expressed by means related to different levels of the language system. A. N. Prikhodko draws attention to such a feature of the category causation: "... it has the ability to function as a phenomenon inter-level order as a whole and as a result of the interaction of lexico-semantic and syntactic subsystems in particular".

The type of causation plays an important role in the interpretation of meaning. Interesting approach is presented, for example, in the interpretation of many causative verbs imperfective form in Russian depending on the degree of control situations. The interdependence between the severity of aspectual relations, the degree of control and the type of causation of Russian verbs in detail is discussed in the works of T. V. Bulygina and A. D. Shmelev.

The concept of "causation", which means a continuous connection between cause and consequences in the semantic analysis of language, should be distinguished from the term "causative", which is understood as a grammatical or lexical indication of the causative role of the referent in relation to the event or state expressed verb. The causative meaning can be expressed by a verbal affix, component of the meaning of the verb, a special construction, for example: Herod had John killed. The sun solidified the mixture.

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## INTERACTIVE METHODS OF TEACHING VOCABULARY AT THE ENGLISH LESSONS

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**Annotation:** This article deals with the ideas how we can improve the pupil's vocabulary as vocabulary is the first and foremost important step in language acquisition. Language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises.

*The powerful intellect leashed by an impoverished vocabulary is a myth.*

*Without a vocabulary, a language, the intellect can't develop"*

*T. Geronimo Johnson*

In order to speak about the ways of teaching vocabulary, first of all, we must know what's the vocabulary itself, Every word, the name of the things, the actions , adjectives , numbers ... etc, is vocabulary. I think, vocabulary is the words which we learn and use through our life .

Vocabulary is something we continue to learn and develop throughout our entire lives – an unconstrained skill. While some vocabulary is acquired implicitly through everyday interactions, it's important to teach more complex and technical vocabulary explicitly.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.





Vocabulary builds over time. It develops with reading and with specific instruction. A good vocabulary helps you to develop your comprehension skills and master a language. When you take the effort to understand unfamiliar words, you actually try to understand the entire context in which the word is used. And this entire process helps you to understand what the writer or speaker is trying to say.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where pupils are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. This is how the linguist Scott Thornbury summed up the importance of vocabulary learning: “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous Those words which were taught were often chosen either because they were easily demonstrated, or translation even used to be the only way of demonstration. The access of the communicative approach set era for reconsidering the role of vocabulary, as well as debates about effectiveness of teaching process. Course books began to include activities that specifically targeted vocabulary. Nevertheless, most language courses were organized around grammar syllabuses. While vocabulary is largely a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, the teaching of grammar is considered to be more productive. Grammar multiplies, while vocabulary merely adds. However, two key developments were to challenge the hegemony of grammar. One was the lexical syllabus, that is, a syllabus based on those words that appear with a high degree of frequency in spoken and written English. The other was recognition of the role of lexical chunks in the acquisition of language



and in achieving fluency. Both these developments were fueled by discoveries arising from the new science of corpus linguistics.

The effect of these developments has been to raise awareness as to the key role vocabulary development plays in language learning. Even if most course books still adopt a grammatical syllabus, vocabulary is no longer treated as an additional material. Much more attention is given to the grammar of words, to collocation and to word frequency. This is reflected in the way course books are now promoted. And, it makes explicit vocabulary teaching necessary. However, vocabulary is notoriously difficult if not impossible to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects.

In addition to comprehension skills, a good vocabulary also helps you to articulate your ideas and thoughts in an effective way. With a rich vocabulary, you will not sound repetitive and boring. You will be able to choose the appropriate words and express your ideas with maximum impact. At the same time, you will also be able to receive and process information in a better way. Your grasping ability increases with a good vocabulary.

Another advantage of a good vocabulary is that you will be able to create a good impression. When you articulate well, the other person will naturally be more inclined to listen and exchange ideas with you. Pupils need to understand the benefits of a rich vocabulary knowledge. As with all teaching, some pupils may be naturally curious, while others will need to be coaxed into the journey.

The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with



vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations.

Learners can generally communicate well, having learnt all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations.

Students might even have a receptive knowledge of a wider range of vocabulary, which means they can recognize the item and recognize its meaning. Nevertheless, their productive use of a wide range of vocabulary is normally limited, and this is one of the areas that need greater attention.

At this stage we are concerned not only with students understanding the meaning of words, but also being able to use them appropriately, taking into account factors such as oral / written use of the language; degree of formality, style and others. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. When language teachers try to decide which view of the language learning process should be adopted as most suitable for meeting the needs of their pupils they often face a major source of problems. Reading opposing views, language teachers face a dilemma in trying to decide how to organize their lessons as well as choose the most effective method. Teaching of grammatical structures was given for a long time a greater priority over the communicative function itself. The number of words introduced in such courses was kept fairly low

Teachers of foreign language who wish to improve their knowledge and develop their classroom skills in this important area need to be aware of some principle strategies.

The best way to help students to remember and retain the new words they are introduced to is to connect it with an object in the real world. Pictures and flashcards are good, but real-world items are even better. This can get difficult



with more abstract words, but by dedicating more time and thought, the image or object used, and your explanation of it, will help build students understanding.

Teaching vocabulary is a vital part of any English language course. Many teachers are concerned about how to teach vocabulary. New words have to be introduced in such a way as to capture the pupils' attention and place the words in their memories.

In conclusion when teaching vocabulary, we normally aim to help our students to connect the form of a word with its meaning so that they can get to the meaning if they come across the form (they see or hear the word) and that they can come up with the form (say it or write it) when they have the meaning in mind. When we present vocabulary, we provide the form, spoken or written, and give some guide to the meaning through a context, images, objects, mime, sounds and verbal clues or by creating a situation in which the meaning is clarified. This often calls for a lot of teacher creativity, as they try to find ways to clarify meaning without using the mother tongue, but the students can do some of this creative work

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## WRITING ESSAY: THE DIFFERENCES IN TWO LANGUAGES AND CHALLENGES FACED BY EFL LEARNERS

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**Annotation:** This article deals with the differences of writing essay in Uzbek and English languages and the challenges faced by the learners of English as a foreign language.

**Keywords:** essay, challenges, writing skill, meaningful communication, solutions, appropriate grammar

As one of the basic skills of the language, writing competence is important for successful communication. However students who are learning English as a foreign language face challenges in developing essay writing skills. Several studies suggest that writing is the most difficult of all skills of the language: speaking, listening and reading. Because, writing encourages language learners to be logical and creative in thinking. Even one of the greatest American authors, Francis Scott Key Fitzgerald, whose novel “The Great Gatsby” published in 1925 is considered as one of the greatest novel in the world [1], acknowledged it. In his letter to his daughter he wrote, “All good writing is swimming under water and holding your breath. [2]. However, even though writing is a challenging task for EFL students, people cannot deny the fact that to have a good writing ability means a guarantee for having a meaningful communication through text among people.

The authors bring some information about the background of the problem. If we consider our national Uzbek language, the most important one is the lack of students’ independent and critical thinking ability and the other one is that this genre is quite new for Uzbek students, as it appeared in Uzbek language in the 70s and 80s of the XX century[3]. Although there are many studies on how to write essay, no study to date has examined the reasons for students’ challenges and differences of essay writing in two languages. It is possible that obstacles in essay writing will discourage students and decrease their motivation in developing



writing skill [4]. This fact, somehow, has attracted researchers attention to find the ways to increase students' motivation.

Writing a good essay seems to be a complicated task. It requires an ability of acquiring a good grammar, imagination and thought, exploring major and supporting ideas, putting them together, revising then final editing [5]. According to the research students have difficulty for writing essay in following sections: Grammar (35%), Cohesion & Coherence (30%), Paragraph Organization (10%), Diction (15%), Vocabulary Misspelling (10%). From the percents, it can be seen that the students' major problems in learning writing are on *grammar and cohesion and coherence aspects*. It is an undeniable fact that mastering in writing cannot be achieved without effective use of grammar. Grammar is basically the set of rules which governs the principles over which sentences of a language are formed [6]. So the first difference is in grammar of English and Uzbek languages. The reason is that these two languages belong to different language families: English is the member of Germanic branch of Indo-European languages and Uzbek belongs to Turkic languages. Therefore the word order, affixation and the structure of parts of speech is noticeably different. Specifically to grammatical terms, the researchers found that on their essay students frequently missed the use of appropriate tenses, subject-verb agreement, personal pronouns, word order, the use of articles and auxiliary verbs, and sentence fragment.

Another questionnaire was administered in students to survey their knowledge of essay writing and the challenges they face [7]. Majority of them related these problems to socio-cultural issues, like the lack of motivation and confidence, writing anxiety, lack of practice in English writing, limited vocabulary and the lack of knowledge on the topics [7]. Probably the most important problem is the disability of critical and independent thinking. As our former president I. Karimov stated, if children don't learn to think freely and independently, the effect of education will be certainly low.

Besides, as it is mentioned above, writing essay appeared later in Uzbek language compared to English where the first essay appeared in the 17<sup>th</sup> century.



Therefore, Uzbek students haven't developed the competence of essay writing. Only for the last decades, a great attention is being paid to learning foreign languages due to the presidential decrees announced in the recent years and the essay writing is considered to be the main part of language learning.

It is true that a teacher is a key point to encourage the students to gain an excellent achievement in writing task especially in essay writing, as W.A.Ward stated, "A good teacher teaches, a better teacher explains, and the best teacher inspires". Therefore, in order to improve English essay writing skills of students, teachers should use approaches like group discussions, oral presentations in the learning of writing skills to promote creative thinking and writing. If the students can think critically they can reflect it in their writing as well. Moreover, governments should establish libraries with English materials in each school and teachers must encourage students to read written materials like newspapers, magazines and books in English. It enlarges students' horizons and helps them to express their own idea on the given topic. This extensive reading will help students in developing writing skill.

To sum up, as the writing essay is one of the main competence to be acquired by EFL learners, several measures should be taken in order to overcome the difficulties faced by the learners. Teacher should play a key role for the learners to meet the challenges and achieve great success in essay writing.

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## LEARNING LANGUAGE IS NEED OF TIME.

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*The art of teaching is the art of assisting discovery.*

*Mark Van Doren*

**Annotation:** the article deals with the teaching methods of modern English in order to increase the degree of education and teaching.

Nowadays, more and more people are dedicating time to studying English as a second language. Many countries include English in their school syllabus and children are starting to learn English at a younger and younger age.

Whether you are looking for a new job or planning to travel the world, studying English can help you progress in life both personally and professionally. You can compete in the global job market, increase your career skills and start to meet people around the world.

Actually, for increasing the degree of education and teaching methods, there are can be a lot of issues that should take into consideration as an crucial one. Because teachers skills take place as primary source of motivation or discouragement for learners, and it is inherently linked to teachers. It's important to consider pupils' :

- cultural background;
- social background ;
- gender;
- level;
- interest

while teaching foreign languages. All above mentioned details are not simple but urgent, they clarify pupils' characteristics and abilities openly. All teaching skills are a perpetual work in progress.





Formative assessment leads to equitable and fair grading practices systems. That's why teachers should give more specific feedback to their students development, like:

- problem in pronunciation;
- problem in reading;
- problem in critical thinking or analyzing.

Specifically, to enhance those features teachers must organize their lessons appropriate to theme and level of learner. In each lesson they must give handouts, questions card, issues that demand them to think both logically and critically. Why critical thinking is so important? Because it leads to new ideas, new solutions, new future in next generation.

What is modern teaching?

The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is Modern Teaching Methods in simple words.

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.



The modern teaching methods help to build or develop a productive understanding of basic science and technology (BST). Hence, the elements of contemporary teaching methods include:

#### 1. Learner-centered

One of the essential characteristics of the modern teaching methods in basic science and technology (BST) is it is learner-centred. It focuses on learners while using or applying during classroom and laboratory lectures. The teacher acts only as a guide, and all the learning process involves learners. Learners significantly appear as a dominator in classroom interactions.

#### 2. Task-Based or Activity-based

The teacher or guide of BST organizes activity or task and engages students to learn through this way. Hence it is an activity-based or commission-based. Students are offered or asked to take part in classroom interaction through these interactive activities.

#### 3. Resource-Based

BST teachers should be resourceful. They should collect and distribute all the required study material to the learners for their learning or to understand the topic clearly. The resources can be collected from the school environment or any other place where it is available. Also, a learner can be the source to bring study material or resources from their end.

#### 4. Interactive in Nature

One characteristic defines the modern teaching method as very interactive. The teacher asks the students to form small groups or work as individuals to perform the learning tasks and come up with the desired results. It helps them to gather knowledge from one another. Students learn to work together and a sense of cooperation. It also works in their favour when they step out in the outer world.

#### 5. Integrative in Nature

One of the vital characteristics of modern teaching methods is it is integrative. Teachers link topics of one subject, e.g., social science topics like drug use, domestic violence, safety, pollution, food distribution, crime etc. to other issues



and make it integrative. By this, a learner can gain knowledge of more topics studying one.

## 6. Peer Collaboration

Modern teaching methods not only encourage students by allowing them to present their ideas or initiative by noticing their responses, studying their research, and allowing them to answer during interaction in BST classes but also selects students based on interest, needs, and feelings. Through Instructional activities, students learn to work cooperatively, and they appreciate their competitors' work as well. In the BST curriculum, learner's interests are considered most important, and they are guided towards their goals and careers.

All above mentioned methods are very effective for teaching foreign languages. If all teacher use them it will show its harvest in the bright future of pupils. Whole developments and creative ideas by pupils contemplate bright future of any country. That's why early grade teaching is so urgent and needs of time.

Periodically, I am sure it is not the last but next pace for fostering education quality and fair, pure assessments for young learners. Because an investment in knowledge pays the best interests.

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## “MODERN ENGLISH TEACHERS - INNOVATORS”

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**Annotation:** Modern English teachers are the future of our progenies as they put fundamental knowledge about a language but also teach the globe as well. Although every teacher has their own special, unique style, there are still specific qualities that we should possess to be called an effective modern English teacher.

Important personal qualities for modern English teachers include knowledgeable about the subject matter, accessible, can build caring relationships with students, fair and respectful, and passionate. The first personal quality that an English teacher should possess is being knowledgeable about the subject matter, or in this case, English. It's obvious that, if we are going to teach a subject, we should know a lot about the subject. Especially in an ESL classroom, our students will mostly rely on teachers because the teacher is their main source of knowledge. They want a competent teacher and a competent teacher possesses a mastery of the subject. Also, there are circumstances of students being motivated and inspired by teachers whose love of the subject they teach is so intense that it inspires students to pursue the subject themselves when they go to university. The second one is being accessed. Being accessible is also very important for modern teacher. Being accessible means we are approachable and very easy to reach. Since English is not their native language, expect that our students will ask us a lot of questions and we have to make sure that we are very much willing to listen and answer their questions. If the teacher is not friendly and unapproachable, a lot of questions won't be answered because students will be shy and hesitant to ask. The best teachers are welcoming and easy to approach. Third, modern English teacher should have the ability to build caring relationships with students. In teaching, knowledge about the subject matter is not enough. Mostly, learning would be impossible if students aren't comfortable inside the classroom. If our students feel that we care for them, they will probably perform better because they can feel the



support that we are willing to give them. Great teachers not only care about their job but also the welfare of their students. The next one is being fair and respectful. In some circumstances, we will have multilingual classes where in students are from different countries. In that case, a good English teacher should be sensitive to cultural differences and traditions of his or her students and should not favor students just because of their race. Students should feel safe and welcomed. Students will most likely do better in the classroom when they know that they can get equal chances from the teacher. Lastly, a good English teacher is passionate. The most important value an English teacher should have is passion. Especially, we will be facing students every day having different cultures and styles of learning.

Anyone who has done it knows that teaching is one of the hardest jobs; the pay is not good, long working hours, and when we reach home, we are still not finished with work. If we are not fully committed to it, we will not probably survive this field. That is the reason why teachers should be passionate about. This happens when we think teaching is not only a job for a living it is also living for the job. Modern English teachers keep on getting better throughout their careers. We can do this by reflecting on our own lessons and practice, and also by micro teaching, which we do to help everyone on a teacher training course here at the Galway Cultural Institute. We record teaching, and we'll review it with peers and our teachers to find out what we did well and what could have gone better. Pedagogy - the art of teaching - changes all the time, as research tells us how students learn best. If we want to be a good English teacher, it's important to keep on learning about the latest theories on teaching and use these to update our practice. It's a good idea to subscribe to research blogs and websites, and if we join any of our [English teacher training courses](#) we'll learn more about the latest thinking. We can, of course, improve some of these skills for ourselves. We can join professional groups, sign up to CPD blogs, work with senior staff and peers in our school to reflect on our teaching and get better. And it's important to do that to keep on improving in our career.



But taking a short general English teacher course in as little as a week or two can do so much more for us. Teacher training in Ireland can give us a good start in learning new skills, improving existing ones and learning how to work with our peers.<sup>22</sup>

When we teach English as a foreign language, we must strike up a relationship with each and every student ensuring that we encourage the quieter ones as well as the more confident ones while also ensuring we maintain a good balance between entertainment and discipline. It is also well documented that to be a great teacher, we have to be patient and appreciate that everybody will make mistakes. It sounds challenging doesn't it? Yet, being a teacher is one of the most rewarding jobs available, especially when we take into account that because we teach English as a foreign language, we will be helping our students to progress and communicate abroad and there is nothing more rewarding than helping others.

**So what does it take to be the ideal teacher?** According to various studies where students were asked this question, the ideal teacher has a wide range of knowledge and is patient and understanding, has lots of energy and is entertaining while also being able to discipline the class. We all know that this may seem impossible sometimes, but students insist that as long as they are treated with respect, they understand that excellent teachers are human too and that nobody can be perfect all of the time.

Think back to when we were a student; do we remember the hours we would spend on grammar and idioms? Doing the same thing over and over until we fell asleep? Think how we could change that for our students; when we teach English as a foreign language, learning can certainly be made fun. Best of all, if we teach English in Mexico, for example, we reap all the benefits of being a fantastic teacher while enjoying our time spent working abroad. Like being paid to be on holiday! English as a world language is becoming more and more important in our culture, thereby affecting the English classroom and its participants. The whole process of teaching English has been changing during the last decades and so have

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<sup>22</sup> Boardman, A. C. & Frydenberg, J. (2008). *Writing to communicate 2 (3rd Ed.)*.



the students. They already start learning their first foreign language at a primary school level and teachers have to be flexible to enable students to learn. Thereby teachers not only educate students what English is about and how it works, but also the usage of it and particularly communication skills. Every student has a different ability when learning a second language. Some grasp it easily and develop sympathy to it, others struggle and have difficulties which could lead to being demotivated and lack of interest. This leads to the question what an English teacher can and has to do, in order to teach students successfully. Nowadays teachers are supposed not only to educate, but also to create a suitable environment for learners. Therefore it is necessary to perform many different roles in the classroom to fully achieve the best learning development. Roles which have their own characteristics work differently and have various aims.

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## THE PROBLEM OF INABILITY TO THINK IN ENGLISH AND WAYS TO SOLVE

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**Annotation:** In modern society, the English language is gaining a more significant place. English is recognized as the official language in more than fifty countries around the world. Learning a foreign language gradually became not a luxury, but a necessity. Work contacts, tourist trips, the lack of localized translations into films and literature of interest, working with technology imply knowledge of at least English at the proper level. The globalization of all spheres of our life makes it necessary to improve in the sphere of communication – an area that solves a lot in our lives.

**Keywords:** difficulty of inability to think, process of speech, automatically memorizing, motivating, speaking skills

The most important difficulty for any teacher is the motivation to learn English. When pupils come to me, I understand quite clearly that the whole further process of working in the future will depend on how vividly I will agitate for learning English. It is still very difficult for them to explain the importance of learning a foreign language for their future success in work and in life in general. They still have little idea of this very future. That is why the whole process of their motivation is based so far on whether they liked the lesson or not, how bright the teacher's performance was in the lesson, boring or interesting the child was for all forty minutes. In the process of learning, the teacher should focus on the development of the personality of pupils, their cognitive and creative abilities, as well as on the formation of a deep personal motive among schoolchildren, an incentive to receive education. An important task is to teach pupils to learn and want to learn, and not just to ensure that pupils master the level of knowledge, skills and abilities. Continuing to talk about elementary school pupils, we can highlight several more difficulties that a teacher faces on the way to successfully





teaching a foreign language. Certain difficulties arise for some pupils already when learning the English alphabet and its sounds, as well as the correlation of letters with sounds. In addition to this, a little later, when the process of learning to read begins, it turns out that some letters can form letter combinations that give certain sounds: ph = [f], th = [ð]/ [θ], sh = [ʃ], ch = [tʃ]. Younger schoolchildren do not understand the difference between open and closed syllables and, accordingly, confusion occurs periodically while reading words or texts of a small format. I have to choose an explanation that will be clear to the younger pupil for his level of understanding of this phenomenon. When starting to work with second grade pupils, I initially put a lot of emphasis on setting the correct pronunciation from the very beginning of the learning process. Previously, little attention was paid to this, since the primary task was to teach how to speak and communicate fluently in a foreign language. For me, this seems to be quite an important point when working with pupils, since incorrect pronunciation can lead to certain problems in the future. Today, when the English language began to be taken orally, one of the tasks is a beautiful expressive reading of a small passage of a popular scientific text. Of course, if a pupil makes elementary mistakes while reading, he will never get his score for completing this task. Such errors include the incorrect pronunciation of such sound pairs as [æ] – [e], [w] - [v], [ð] – [θ]. In real life, communicating with a real native speaker, they risk, at least, being misunderstood, and in the worst case, getting into an unpleasant situation due to carelessness of pronunciation. It is very easy to demonstrate this with such a harmless example as "ship - sheep". Usually, when studying letters and sounds, The main task is to learn how to pronounce these very exceptions correctly.

The inability to think in English immediately betrays a foreigner. We can learn a lot of interesting and beautiful vocabulary, master complex grammar, but if we don't start thinking like native speakers, we will always have a problem with how to say this or that in English so that it sounds English. And this process will take a lot of time. To learn to think in English, in addition to automatically memorizing individual words, you also need to learn phrasal combinations, idioms,



phraseological phrases, and sometimes whole pieces of topics. Then, over time, a picture of the mentality of native English speakers will form in your head into a clear image, and you will learn to think and express your thoughts in English. As an example, we can cite such an interesting American phraseological phrase “as busy as a beaver” and its British synonym “as busy as a bee”. These expressions reflect the mentality of Americans and Britons, since the former have a beaver as a hardworking animal. No less problematic is the difficulty of memorizing foreign words, the constant forgetting of already seemingly learned words and the difficulty in their subsequent reproduction in writing. This situation is familiar to many teachers. We often encounter a situation when a child says that he learned words at home, was preparing for a lesson, but now he is unable to reproduce even a single simple lexical unit. This is precisely because pupils are used to simply memorizing words without using them later in practice. This usually ends up with the bulk of words quickly becoming a passive part of the vocabulary of pupils or being completely forgotten. To prevent this from happening, it is useful to compose phrases and even simple sentences with new words in the classroom and at home when learning new vocabulary on the go to see how they behave in speech. Why is it so difficult to learn any foreign language? Yes, because we teach it in isolation from real communication. We create artificial communication conditions for pupils in the classroom, strictly tied to certain situations on the topic of the lesson. The lack of live speech with native speakers not only significantly reduces the interest in learning the language, but also significantly slows down the process of its successful development. The only recommendation for solving this issue will be a constant search on the part of both the teacher and the child for the opportunity to hear live speech or communicate with a native speaker live. Another obstacle for pupils may be a lack of vocabulary. Very often, when composing a small monologue-narrative, they want to tell about everything, share something, but they have not studied such words yet. How much disappointment about this! Many even refuse to perform this exercise. This is usually typical for elementary school pupils, who are distinguished at this age by their curiosity and emotionality.



It is impossible not to mention some psychological problems that arise one way or another for many pupils. First of all, this is perfectionism. It is he who leads to the fear of mistakes, and, consequently, greatly slows down the learning process. A perfectionist needs to do everything perfectly the first time and without mistakes, and this does not happen when learning a language. You can't learn to run without learning to walk, but remember (or look at small children) how many times we have to fall before we learn to stand, not just walk.

As a conclusion I can say that, at the moment our government adheres to a fairly active position on learning English by its citizens. Many parents are beginning to understand the importance and necessity of their children learning it and even try to increase the number of hours their child spends learning the language. Therefore, perhaps in the near future the situation will change for the better in relation to the study of foreign languages in our society and many difficulties will be solved naturally.

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## TEACHING FOREIGN LANGUAGES: PROBLEMS AND SOLUTIONS

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**Keywords:** Teaching English, language acquisition, methods and strategies, the social use of the language.

English is a global language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role as a channel of communication. Teaching English has been an important issue in countries where English is not their first language, so learning a foreign language is difficult for foreign learners. Here we look through some common difficulties in Teaching English in Uzbekistan and offer solutions to them.

The main obstacle to learning English is that, there is no environment in Uzbekistan, which makes them familiar with the original language. In other words, there is no active role in English outside the classroom. Learners should learn sentences in textbooks, not in a real environment. This is a critical moment as language acquisition or applying learned material outside the classroom is very important in language learning. "If you don't use it, you will lose it." says a famous English proverb.

### **Some solutions:**

- Organizing debate and drama clubs
- Using conversation-like activities and games for proving more speaking environment
- Organizing excursions to The Old City and get learners to come up and have short conversations with native speakers (questionnaires should be prepared beforehand);
- motivating learners to use the internet of acquiring the language: At the age of globalization, internet puts no way for isolation. Learners can communicate with native learners using social settings, access to a plethora of authentic materials like



books and videos, blogs. Teachers should guide them to the right pathway for choosing materials.

There is a flaw in the assessment system that we inherited from the Soviet era. At our schools, we should change the focus from the summative assessment<sup>23</sup> to formative<sup>24</sup> one. As the latter aims to giving feedback and discussing week points of students rather than giving sharp marks. During lessons, students are more concentrated on getting positive marks rather than performance. The fear that bad performance may lower their grades keeps learners from active participation. Languages are learned through production. So, in early stages of learning mistakes are inevitable.

**Some solutions:**

- To change the focus to formative assessment. More feedbacks, which help to build relaxed atmosphere in the classroom. Thus, learners are not afraid that every mistake they make affect their final marks.
- To grade pupils only after covering the whole units. In some period but not every lesson.

For the past decade, the syllabus and textbooks for The English language renovated. Still, textbooks for grade 5 or grade 6 did not change noticeably. Materials need to be more authentic. Besides, some teachers face a shortage of frontal projector, stereos for making their lessons more presentable and productive.

**Some solutions:**

- To ask the promotion of international experts for making materials more realistic and communicative.
- To make sure that grants are aimed at the right people in the right places: It is not an easy task to provide technical aids to dozens of

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<sup>23</sup>*Summative assessment*-included in a student's grades, which are used to make decisions or judgements about a student's ability in connection with some benefit or perk.

<sup>24</sup>*Formative assessment*- assessment given to provide feedback to a student or determine how to proceed with their instruction.



teachers in thousands of schools but good management can do great changes.

This is the major factor affecting the process; the students are of different abilities and backgrounds. It becomes difficult to manage such a class, and for teaching English, the teacher has to keep rapport with the class, which is in many ways.

### **Some solutions:**

- Giving extra tasks for fast learners;
- Giving extra homework
- Adapting tasks;
- Making short-term pairs of threes (e.g. for a single task) deliberately mixing stronger and weaker students;
- Encouraging co-operation and peer questioning.

In conclusion the teaching process is not easy for EFL teachers as their duty is to form communication. Nevertheless, every difficult item has its solutions if one tries to solve it.

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## METHODICAL RECOMMENDATION ON TEACHING ENGLISH GRAMMAR IN PRIMARY CLASS

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**Annotation:** Mainly, there are such kind of methods of teaching English. Method of working with games is more effective. Actually, working with cards helps pupils to be active during the lesson and to be interesting the lesson.

**Key words:** making sentences in English, methods, card, pupils

We know that there are some differences in the structure of sentence in Uzbek and English languages. Therefore, most pupils make mistakes on making sentences, they confuse place of words and it is their significant errors. This error can not be corrected by re-explanation. It is more effective to reinforce theme with games by explaining it to students in a more fun way. This is a grammatical error, so the method of working with cards aids fruitfully in correcting the error. For example; Present Simple tense. You know, there are time adverbs belong to the Present Simple Tense (usually, always, sometimes, never, seldom and so on). Also, auxiliary verbs in sentences cause many pupils to hesitate. So, working with cards is better than others. First of all, theme is explained well. After then, a sentence is written on every card. However, order of sentence is changed. Required the only thing of the pupils is to form the sentence correctly. I will explain that via examples.

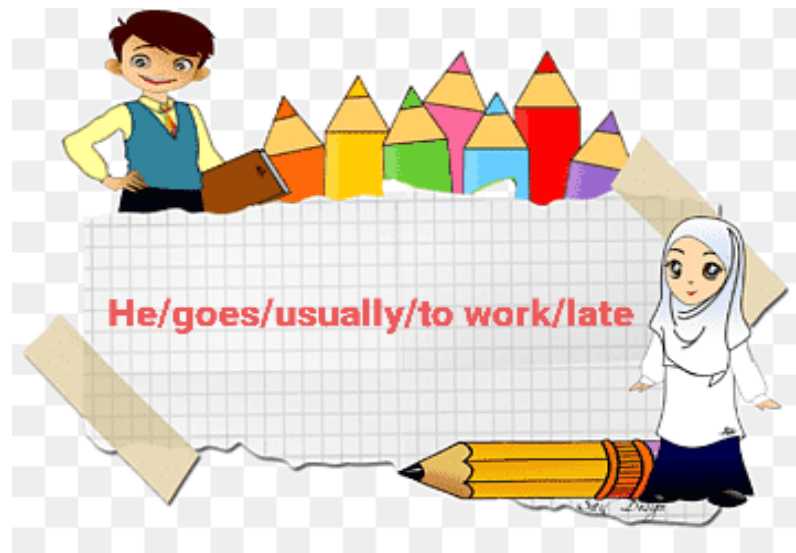
For instance;

He/goes/usually/to work/late

given the assignment to the pupils will be like this and they need to correct the sentences according to the given structure below.

(subject+adverb+verb+objective+adverb)

He always goes to work late.



Working with cards increases interest of pupils to the lesson, sharpen on mind and reinforce the theme.



**Conclusion.** Especially, it is reasonable to use for elementary level pupils. This method is suitable to correct mistakes on grammar.

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## LEARNING FOREIGN LANGUAGES IS THE DEMAND OF PERIOD

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**Annotation:** This article is dedicated to the importance of learning foreign language in today's fast-paced era. Mastering a second language not only helps you to interact with others but also it is a means of acquainting with new culture and this impacts dramatically to the way we see the world. Furthermore during the process of learning non-native language every can be familiarized with the up-to-date technology which is becoming more and more crucial day by day

**Keywords:** linguistics, language acquisition, L2, reading, writing, listening, speaking

**Introduction** As it is known, second language education is extremely important for everyone, especially for students who are willing to achieve higher and higher goals. Learning other language does not provide us with only future goal but enhances our memory, boosts in creativity and gives more modern insights which play pivotal role in our next stages of our life. So why do not we master L2? During the process of study, a learner is able to get a lot information about the world, as he is required to read texts or listen some audio which is include a range of data related particular fields and modern technology of nowadays. What is more important to note that the second language gives us opportunity to know more about our mother as we are unaware of all aspects and forms.

**Main Part** One of the most rewarding aspects of the human experience is our ability to connect with others. Being able to communicate with someone in his or her language is an incredible gift. Bilinguals have the unique opportunity to communicate with a wider range of people in their personal and professional lives. Knowing the language makes you a local no matter where you are, opening up your world literally and figuratively. You will be shaped by communities. You will



be humbled by the kindness of strangers. You will build lifelong friendships. And for these reasons alone, you will see the reward of learning languages for many years to come.

Learning foreign language is not an easy process that takes many efforts and time. However, in today's fast-paced era it is dramatically important to know the second language. Some master foreign language for their employment, others may in the aim of traveling abroad while other group of people learn it just for an interest. There I will explain why Learning foreign language is essential.

1. Language is a means of communication and social phenomena. Everyone, who knows foreign languages, can speak to people. Nowadays English has already become world's language in political, economic, social terms. What is more striking is that almost 300 mln of people are able to speak in English. Imagine, if you learn only one language, you are prone to interact with almost one third mln people! Over the past decades our world has become more interdependent and new technologies have allowed us to work close contact with people all over the world. Study of foreign language brings us into contact with people and cultures that are extremely different from ours. On this way it encourages us to respect diversity. Whenever a particular person familiarized with specific culture, he is able to invent a new world for himself. As cultures of each country is so varied and had significant differences from each other. For example if your nation is Russian and you learned English, you are able to think as Englishman! The way you see the world changes and that is only language's power to open more and more doors of future for you. The study of foreign languages not only broadens our perspectives of the world, but also imparts a more profound understanding of our own cultures. During the process of learning we can compare our culture with the nation which we are acquainting with and automatically we grasp some rituals that we do not know. That is why exposure to cultures with long histories builds a greater sense of the past within one's own culture as well.

2. Due to researchers, grasping new language has plenty merits for our mental health. . Firstly, it makes us cleverer. In other words, language enables us to form



reasoning, problem-solving skills and boost in creativity. This kind of skills helps get out from any difficult situation and find feasible solution. Secondly, studies showed that bilingual people are more likely to accomplish tasks which require multi-tasking and attention focusing than monolingual people. Because the effort to choose the right language at the right time provides a “mental gymnastics” for bilinguals which gives them extra practice in focusing their attention. Thirdly, Fully immersing yourself in a language learning environment means not only learning the basics of that language. It means learning how to communicate in another language with your peers or participating in extracurricular activities in that specific language. Shortly absorbing language form’s communicative skills.

3. Learning foreign language means better future careers. It is clear that nowadays most of the companies has contracts with foreign countries. On that case the managers need employees who can interact with foreigners, bilingual workers are lucky. Furthermore, owing to the requirements of business most of work papers are written on different language which is again can be for the sake of language knowing employees. So the awareness from other language enablesto take more privileges and promotions in comparison with others on workplace.

4. Knowing foreign language is cheaper and easier travel. As it is known, everyone is fond of traveling.If you go abroad and you are aware of particular language, you can find your ways without any difficulties by asking from locals. . For example, if you enter to the restaurant, it enables you to get what you wanted without hiring any guides that cost much

5. Mastering other language is knowingone’s own. During the process of learning language, automatically you are required to explore its culture either and you started to compare that is find similarities and differences between your and foreign cultures, nations. In addition, while grasping new phrases, words and idioms sometimes you encounter with some words which you don’t know before in your mother language. .

6. It’s evident that twenty first century is the age of Technology. In order to use IT skillfully and to become a specialist on this field, knowing particular language is



essential as some languages inputs are not available. In this competitive sphere, the one who is aware of language is always winners. Besides, if you search information in one language , you will get ten information. However if you look it through with second language, you will own hundred data. It is other reason why learning foreign language is crucial in the sphere of IT.

**CONCLUSION.** As I aforementioned bilingualism has a range of advantages and a learner loses nothing. Opportunity for future career, better communicative and it skills,improvements in mental and physical health and other factors seem to be major causes to leave monolingualism. German poet Goethe once said, "He, who knows no foreign language, does not know his own one." That is why, in the twenty first century it is really pivotal to know another language.

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## USE OF INTERACTIVE METHODS AND MULTIMEDIA TOOLS IN ENGLISH LESSONS

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The art of teaching is the art of assisting discovery.

Mark Van Doren

**Annotation:** This article is aimed at figuring out digitalizing in the sphere of the English language teaching in education and formulating recommendations on its further improvement.

**Keywords:** digitalization, digital citizens, e-safety, online teaching

Technology that is impacting every sphere of human life has a widespread influence on the lives of pupils. While students are tending to the digital world to learn, it pays to safeguard them from the challenges posed by technological advancements. It is as if they are breathing technology in every step they take. With so much going in favor of digital media, it is also important to prepare them for the threats that are a part of this emerging educational trend. All these are possible by relying on digital literacy as the whistleblower of online learning platforms. Despite sounding very similar to computer literacy, digital literacy comes with a completely different meaning. This is a branch of study that requires a deep understanding of the communal issues emerging out of digital technologies. Digital literacy is also about creating an awareness of the standard governing online behavior. To proceed with this arm of education, you also need to put your vital thinking skills to the ultimate test. Hence to sum it all, digital literacy is a combination of -critical thinking, social engagement and the wide knowledge of various digital tools. After understanding the definition of digital literacy it is time to learn about its significance in the classroom.

One of the most effective ways to improve the process learning foreign languages is the use of computer and Internet technologies in the education system. The computer-information model of education is a kind of transitional phase from a system of traditional teaching methods foreign languages to a modern system of



open education Information Society. The basis for the introduction of information technologies in the process of training a specialist information. It is an application of the following computer technology: the creation of virtual libraries, educational software means (electronic libraries, electronic textbooks, dictionaries), creating information databases of universities and schools, multimedia programs, Virtual debate clubs, counseling centers, teaching information environments of universities and schools, databases, directories containing all educational courses for different types of educational institutions. The introduction of computer and information teaching methods significantly increases the level of information competence students, in particular, developing skills such as the use of Internet capabilities to find the necessary educational information; use of reference electronic publications; application information resources in training activities, the use of communicative potential of information and computer technology for advice, the necessary information, etc. An English teacher can look at blogging as a promising tool to teach her wards about the power of words. On the flipside, a social-science teacher can present the scenarios of real world issues that are available online and encourage students to understand them and prompt them to offer solutions. Learning English is not possible without the bright clarity that the teacher can find on the Internet and use in the classroom. By studying the theme of «House» in the 5th grade, I bring vivid pictures on the screen. A variety of forms of work: the introduction of vocabulary, room description, description of the item of furniture in the form of puzzles, find hidden objects, etc. Creating presentations teacher and students — another means of using ICT in the classroom in English. Presentations acquaint students with the customs, traditions and culture of other countries. Pupils great desire to prepare a presentation on the regional geography, as well as presentations on the basis of their own materials, for example, «My Street», «My friendly class», «Photo Wall», «My trip to London, Egypt, Turkey» and others. You can quickly make a presentation, if you go to the site [www.geo.ru](http://www.geo.ru). Where you can find a map, information on any country, download materials from the pictures. Sort them by topic, grade. Make a series of presentations and obtained excellent



electronic manual, which can be changed and supplemented in subsequent years. Electronic manual “Britannica” helps in the creation of reports and presentations. This encyclopedia is a handy tool for finding information and helps students explore and learn about the world. Thus, the use of ITC in the classroom of English teacher helps make the lesson more rich and interesting, it helps to raise students' interest in the subject under study, encourages teachers to improve teaching skills

The XXI century - the era of digitalization and modern technologies has brought significant changes to all spheres including education. Information technology has widened access to education. The way people learn and get an access to education, particularly learning languages has changed due to rapid development of information technology. One of such considerable changes is online learning. Online learning has become so popular that it is commonly used in English language teaching as well as in other areas of education. Therefore, to keep up with the current changes in the field of education language teachers are also looking for some ways to increase the quality of their teaching via new and modern information technologies. In many developed countries of the world online learning is regarded to have more advantages over traditional (face-to-face) classes for its availability, flexibility and convenience, so it has contributed to the decrease in face-to face classes. Moreover, online language learning is supposed to increase students' language learning effectiveness. However, some educators, language teachers and researchers are likely to be doubtful about the effectiveness of it. In general, the fact that how effectively language is learnt online mainly depends on different factors and challenges including students' interests and needs. At the moment, the most generalized characteristic of scientific works in this field is attempts to present and consider the educational environment as a space for human self — determination, where the student in the educational situation is in a reflexive attitude, the center of which is the formation of their individual reality.

The core of psychological and pedagogical anthropology consists of knowledge of human psychology as a teaching about subjective reality, human development psychology as a teaching about the development of subjective reality at the stages



of ontogenesis, and educational psychology as a teaching about the formation of subjective human reality in educational processes".

In conclusion, the learners of the 21st century who are accustomed to digital tools are often considered to be digitally proficient. Without denying the fact that they are digital natives leading technologically enabled lives, we also tend to be negative when we ask ourselves whether they would be able to use technology the right away to create something new. And, that is exactly where education steps in. Digital literacy could simply be defined as the ability to use a range of technological tools for varied purposes. Today's generation is already familiar with technology and that should be the starting point for the teachers and educators to enhance the students' learning.

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## PAIRING IN ENGLISH SECOND LANGUAGE CLASSES

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**Annotation.** We all know that English lessons are basically divided into two groups. Of course, teaching and learning in a small group is quite affective and easy. Pupils have been learning grammar and vocabulary in mainstream programs. However, we can consider how well they have accepted these themes from their participation and understanding every classroom activity. Therefore, I'm interested in having students work together.

### **Pairing in English second language classes**

The problem that concerns me is how to pair my students. From my experience, students usually sit next to classmates they like and then work with those partners all the time. This can be positive for the students because working together for a long time helps them understand each other and often cooperate better. However, the downsides are the lack of interaction with other students and limited opportunities to share information with and learn from others. As the teacher, I need to find ways to make sure my students work with more partners.

Peer allocation should ensure that the students will not work with the same peers over and over again and that each member in the class will have a partner. Today's session I suggest short communicative activities for peer allocation that I have used, with the aim to make students orally interact with others.

I begin by sharing strategies for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grades - ways to help learners find partners while also reviewing vocabulary:

- 1 I give students cards with one word on each card and ask them to find partners who have a synonym of the word they are holding. For example, a student with a card saying mom will match up with the student who has the card saying mother. Other pairs of words that I have used are dad-father, sad-unhappy, great-wonderful, hi-hello, glad-happy, start-begin, little-small, and fall-autumn.



2. I use cards of antonyms; students must find partners holding cards that have words with opposite meanings. For example, a student having a tall card will look for a partner who has the short card. Other examples I have used are wet—dry, good—bad, light—dark, thin-fat, fast—slow, old—new, night—day, active-passive, sweet—bitter, big—small, go—come, and lazy—hardworking.

3. I make use of cards with words of the same family. For example, a student holding the card marked beauty needs to find a partner with the card saying beautiful. Using this technique, students learn or review vocabulary and reinforce their knowledge of word families. Other examples are care-careful, wise—wisdom, long—

length, strong- strength, able- ability, believe—unbelievable, free—freedom, bake—bakery, decide—decision, and study—student.

4. Another matching strategy is to use symbols or pictures and words. If a student has a card showing the picture of a book, he or she needs to find a partner who has the card with the word book. Many words are possible, of course, including car, doll, school, pen, hat, shoes, gloves, tie, skirt, hospital, and restaurant.

Meanwhile, for classes of more-advanced, I suggest the use of cards at the sentence level:

5. Prepare pairs of cards in which one card in the pair has a question, and the other card has an answer to that question. The age and ability of the students should also be taken into account when formulating question. Ask students to find partners who have the answers for their question cards—or questions for their answer cards. Here some example questions and possible answers.

6. I make use of complex sentences with two clauses. Each card contains one clause, and the students will need to find the missing clause that forms a meaningful complete sentence. For example, “if it rains” would match “we should not go out.” After a lesson on conditional sentences, I used this activity to help students review. Other examples with “if” clauses include the following:

“if I have any questions” and “I will ask you”

“if you stay up late tonight” and “you might be late for school tomorrow”



“if I have a secret” and “I won’t tell anyone

“if you don’t eat breakfast” and “you’ll be hungry all morning”

“if you want to do something well” and “you have to keep practicing”

This technique can also be used to review other grammatical structures:

“because it was raining” and “I stayed inside”

“before you eat” and “you should wash your hands”

“when I feel happy” and “I always smile”

Of course, other sentences and other structures are possible.

7. I use definitions and descriptions also. One group holds cards with words, and a second group gets cards of definitions or descriptions. For example, “an action that you can do in a pool” can match “swimming.” Other examples are possible:

“you can buy cakes at this place” and “a bakery”

“you need a racket to play this sport” and “tennis”

“you can do this in the kitchen” and “cook”

All of the methods discussed above were about pairing pupils. Our last method is about dividing the class into small groups. In this case, we put some core words on the desks. There should be four or five words, it’s depends many groups we want. And we distribute to students the words in which the cores involved. After reading the words they find their places.

Here are some more examples:

DOOR doorbell, doorman, doorstep

HEAD headline, headcount, headlight, headset, headhunter

BACK backpack, backseat, backfire

TIME timeline, timetable, timesaver

LIGHT lighthouse, lightbulb, lightweight

NIGHT nightlife, nightclub, nighttime, nightmare

SUN sunburn, sunset, sunshine, sunrise

WATER waterfall, waterbed, waterproof, waterfront, watercolor

LIFE lifeboat, lifetime, lifeguard

PAPER paperback, paperwork, paperweight, paperboy/girl.



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## TEACHING GRAMMAR FOR COMMUNICATION IN ENGLISH IN OUR MODERN LIFE

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**Abstract:** The purpose of this article to define and classify the principles of teaching foreign languages; identify methods of teaching foreign languages based on the principles of teaching foreign languages. It also defines games as a teaching method that activates the cognitive activity of students in the learning process and thus is a means of intensifying the educational process.

**Keywords:** game, game method, teaching foreign languages, educational process, cognitive activates, unconventional teaching method

Before of everything, there is a question “Why we learn foreign languages?” As our world is becoming more independent and new technologies allow us to work in close contact with other people all over the world and relationships with countries grow, so the need to speak a foreign language is also increasing. Moreover, knowing at least one foreign language provide oneself with a lot of opportunities such as getting better career or travelling around the world.

Nowadays the focus on teaching foreign languages at schools is widely increasing . Especially in many cases this language is English . The reason for this is that English is required nearly in every sphere of the XXI century .

Teachers , who teach students a foreign language are often introduced with the newest methods of teaching. According some researches the most widely used and frequently adopted way of teaching is " Grammar- translation” . This method has two prime aims : to enable students to read and translate literature written in the source of language.

In recent years, the English language has been considered as one of the most popular languages, and it has been used to serve for learning and



teaching at schools in Uzbekistan. English is considered as a tool of communication.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes: "Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying you rule you can easily tell whether a sentence that you hear a grammatical English sentence or not".

"Communicative" is a word which has dominated discussions of teaching methodology for many years. Although in a monolingual English language classroom, real communication in English is impossible, in communicative methodology we try to be more communicative. That is to say, even though it may be impossible to achieve real communication, we should attempt to get closer to real communication in classrooms.

The communicative approach was developed mainly in the context of English Second Language (ESL) teaching. The question must be asked, however, how universal can its application be? A. Malamah-Thomas points out that "one can relatively easily reach a fair level of communication in English, which has a



relatively simple morphology (e. g. simple plurals with ‘s’, no adjectival agreement, no gender markers, etc). Neither is mastery of the highly irregular orthography of English a priority in an oral communication approach” .

Not learning features of spoken grammar can impede students’ ability to speak English fluently and appropriately. The following six features of spoken grammar will help language instructors to understand what spoken grammar is and to provide classroom instruction and activities that advance their students’ development of spoken grammar knowledge and overall English speaking skills.

### **Six features of spoken grammar**

- Feature 1: Ellipsis
- Feature 2: Heads
- Feature 3: Tails
- Features 4: Fillers
- Features 5: backchannels
- Feature 6: Phrasal chunks

The role of grammar in communication in English language is the basic concept of every learner who is learning English. It outlines the basic methods and assumptions underlying Grammar learning. The importance of fundamental understandings of grammar concepts to effective language for the speaker explains that conceptual awareness of language structures even as it focuses on morphological particulars, is a must. Focus on fluency and accuracy of grammar should be given to achieve needs and goals.

Playing games in the language classroom should have a specific pedagogical purpose and a specific outcome. Games are not something you should use because you are tired or you want to entertain your students. Games will help to reinforce student responsibility. No student wants to be left out of playing a game, and no one wants to be the person making the same mistakes over and over again. If students are required to be familiar with the grammar before arriving to class, the learning environment playing games create wanting to win will ensure that students do their reading!



## **Pictionary Plus**

Divide the class into two or three groups, depending on class size. Have a list of vocabulary words you wish them to practice. Ask one person from each team to come forward, show them the word and have them all draw simultaneously. This adds excitement to the game, as well as increases kinetic activity, because a group can guess the word from another group's picture. Once one team has guessed correctly they receive one point, and then we shift into grammar practice for another point.

## **Find Someone Who...**

Remember all that information you gathered from your students the first day of class? You asked them their hometown, other languages they know, places they have lived and traveled, likes and dislikes. Why not turn this information into a grammar game that will also let them get to know each other? Use the information to write up about 20 implied questions in English.

In conclusion, teachers can inspect their students' views towards their classroom, and attempt to develop more beneficial dimensions. In addition, teachers and educators can use the results of this study to lead their classes to maximize the satisfactory aspects of their classroom environment, which can lead to higher academic self-efficacy in students. Being aware of the beneficial effects of classroom environment on the improvement of academic self-efficacy, students can consider and pay attention to those dimensions that they themselves can manipulate and have control over.

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## FEATURES OF ASSIMILATION IN LEARNING ENGLISH.

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**Annotation.** Scientific progress is developing in all countries. Therefore, pupils must meet modern requirements. Learning English is one of these challenges for students. Pupils as entering knowledge will take advantage of the study of new materials. English is the weapon of learning peaceful achievement. Schools study not only the assimilation of written speech but the development of speech.

Grammar occupies the main place in the development of written speech. In order for written speech to be understandable and accurately reflect thought, it must be grammatically correct. To master grammar means to master the laws, on which speech is built, consciously, when necessary, apply these laws to particular cases of spelling and bring particular cases of spelling under general laws.

In the process of mastering grammar and spelling, the student learns the exact wording (he encounters the fact that the grammatical and spelling rule cannot be expressed in any words). These requirements are new for some students, and with insufficient development of speech, the formulation of the rule is given to him with great difficulty. At first, he simply memorizes them, but gradually the memorized formulation, which is applied and repeated many times, is assimilated, becomes habitual, and the students freely use it.

The path to mastering grammar is a long and difficult path, mastering the wording, understanding its rules, the ability to apply them does not come immediately.

The main difficulty that the student has to overcome when mastering grammar is the acquisition of the ability to correlate general laws with particular cases of spelling and bring particular cases of spelling under general laws. Students correctly and meaningfully repeat the rule that in order to form verb tenses, it is necessary to repeat the main cases of using these tenses.



The tense system of the English language reflects not only the logical division of time into the present, past and future, but also the correlation of the action with the moment of time (in the present, past or future), that is, either the course of the action at the moment, or the precedence of the action to this moment and etc., while a given moment in the present, past and future is understood as a specific indication of time (2 hours, 5 hours) the moment of speech or the beginning of another action.

In English, there is also a group of tenses that expresses an action without regard to any moment.

Let's stop for an example on how pupils repeat the passed rule about the tense form of the verb. First, perform the exercise for repetition.

In the first exercise, pupils need to insert the desired verb in the correct form instead of dots.

### **Building, coming, eating, playing, standing**

1. I ... my breakfast now.
2. Listen! Pat ... the piano.
3. They ... a new hotel in the city centre at the moment.
4. Hurry up! The bus ... .

The attention of students is drawn to those signs that help to choose the right form. Using the example of the first sentences, the teacher shows the course of reasoning. So, in the first sentence, the action is happening at the moment: the word “**now**” serves as a pointer for choosing the Continuous form. And also the conscious exercise will allow you to repeat the form, meaning and use of **Present Continuous** and **Present Perfect**.

In the second exercise, you need to put the verb from brackets into **Present Continuous** or **Present Perfect**.

1. He has just \_\_\_\_ (to do) something for us.
2. What are you \_\_\_\_ (to do) here? –I am \_\_\_\_ (to write) a letter to my friends.
3. Who has \_\_\_\_ (to write) this article?
4. What language are you \_\_\_\_ (to study)?



5. We have already \_\_\_\_ (to learn) a lot of English words.
6. What is she \_\_\_\_ (to teach) them?
7. Who has \_\_\_\_ (to teach) you to do it?
8. Have you \_\_\_\_ (to find) the book?
9. What are you \_\_\_\_ (to look) for?
10. What are you \_\_\_\_ (to talk) about?
11. We have just \_\_\_\_ (to talk) about it?
12. He has just \_\_\_\_ (to say) something about it.

In this exercise, they need not only to determine which form and tense to use, but to form the form of the verb themselves.

To consolidate knowledge, students make up their sentences using **Present Continuous** and **Present Perfect**.

#### Irregular verbs

to be	was, were	Been
beat	beat	Beaten
become	became	Become
begin	began	Begun
catch	caught	Caught
cost	cost	Cost
draw	drew	Drawn
drink	drank	Drunk
fall	fell	Fallen
fly	flew	Flown

As a result of mastering grammar, both oral and written speech becomes more perfect. Grammar is primarily needed by students in order to write correctly; it is in this plan that he initially learns grammar and sees its main meaning in this.

The influence of grammar is much wider. In the process of studying grammar, the student's thinking develops, restructures and rises to a higher level.

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## MODERN APPROACHES TO FOREIGN LANGUAGE TEACHING. TECHNOLOGY AS A TOOL OF ASSESSMENT.

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**Annotation.** This article deals with the employment of different technology-based tools such as computer, podcast, and chat for assessing language proficiency in EFL classrooms. This paper aims at illustrating several activities that teachers can use with the help of technology to measure and monitor their students' achievements in language learning.

**Keywords:** Assessment, technology integration, teaching creativity, learning engagement, authentic resources, advantages and disadvantages, technology application, innovative methods.

It is strongly believed that advanced technology has created considerable influences on fields generally and English language teaching and learning particularly. Therefore, a myriad of latest applications, modern devices, and inventive soft wares have flooded the educational market for the last two decades, especially during the time the whole world has suffered from the serious effects of Corona virus. This paper mainly focuses on the strengths and weaknesses of technology integration in English language teaching and suggesting some practical solutions to overcome the difficulties.

Teachers need to know how well students are assimilating lessons so as not to leave anyone behind. You also have to assess each student at the end of the quarter and bestow a final grade that reflects both their understanding and their level of effort. Researches related to the implementing of ICT in teaching foreign languages, the new and modern approaches in teaching foreign languages in Uzbekistan. Thanks to the independence gained by our republic, many positive changes have been made in all spheres, as well as in education, mainly in methodology of teaching foreign languages in Uzbekistan. There is a variety of ways and methods for studying the foreign languages, and this paper aims to focus



on the research related to the usage of modern approaches in teaching foreign languages.

The introduction of technology and ensuring that teaching methods meet the requirements of the time are an urgent task of teachers-scientists. Training and retraining of specialists are also important. At a time when economic, political, cultural and educational ties between our countries and the world are strengthening, our young people's interest in the life, culture, customs and languages of foreign countries is growing. Foreign languages, especially English, play an important role in the development of these relations.

Technology is a powerful ally for teachers, especially in measuring student learning. With the use of digital formative assessments, teachers can expedite their ability to provide student feedback in real-time. Also, students are interacting with their assignments, receiving teacher input, and invested and motivated in their learning. We should encourage teachers to reflect on the “four C’s” when using technology to enhance a lesson. Ask yourself, does the use of technology allow for increased collaboration or critical thinking opportunities? Are students able to communicate their ideas uniquely and are students able to demonstrate creative thinking? Following this format provides for lessons that foster student engagement, with technology as an enhancement tool. Digital formative assessments provide teachers the opportunity to give individual feedback quicker and in real-time than traditional non-digital paper and pen formative assessments. Thus, when students are engaging, receiving timely feedback from their teachers, and intrinsically motivated by the feedback they are receiving from their teacher, learning is taking place.

#### TYPES OF ASSESSMENTS AND TOOLS

There are a plethora of ways in which assessment can occur. Assessment is a broad term that encompasses all actions that teachers and students engage in to retrieve information that can be used to evaluate and change teaching and learning at the end of a given time period . Teachers are able to experience drastic improvements in their skills when making regular use of assessment methods.



## FORMATIVE ASSESSMENT TECHNOLOGY TOOLS

Gone are the days of simple clickers and bells. Educators now have access to a variety of tools that allow for instant feedback. Socrative, Kahoot, Quizziz, and Quizlet are all examples of educational technologies that allow teachers and students to attain instant results on the learning taking place. The students may access the system using a variety of different technological tools. They might use the tool from within a learning management system (LMS), or on a mobile device.

Teachers can have students work through retrieval practice together (such as when using a polling tool like PollEverywhere or a game-like tool like Kahoot).

## SUMMATIVE ASSESSMENT TECHNOLOGY TOOLS

Learning outcomes must also be observed from a broader scope, allowing for benchmarks of achievement to be evaluated. Summative assessment tools allow educators to analyze the overall achievement of students. Two broad methods for using technology for summative assessment are discussed in this section: The Learning Management System (LMS) and electronic portfolios (e-Portfolios)

**Conclusion.** The focus of any educational institution should be to develop a system that adequately prepares students for the future. Today's society is ever-changing, increasingly digital, and increasingly acknowledged. Educators must increase dialogue and knowledge base on the potential of technology, and its effects on educational assessment. We must understand that assessments should be developed to support learning. However, it is found that most assessments are more focused on qualifications and the reporting of achievement. I want to mention that there is a need to better understand how digital technologies can be used to support and transform assessment and learning. I hope that this article has created cause for educators to ponder how assessments are administered and analyzed regularly, along with digital technology's potential to change the purpose of an assessment.



As educators, we must continually seek innovative and effective assessment tools in order to reach the millennial student and assist them in reaching optimal levels of educational success.

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## THE MOST INNOVATIVE FOUR TEACHING PARADIGMS DESIGNED TO CHALLENGE AND ENGAGE STUDENTS

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**Annotation.** In this article the information and concepts of teaching English with the innovative approach are overviewed: Inquiry-Based Learning, QR Codes, Project-Based Learning, Wisely Managed Classroom Technology.

“In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education” (edglossary.org). When students are engaged with the lesson being taught, they learn more and retain more. Students who are engaged in the work tend to persist more and find joy in completing the work. You may ask the question, “What types of work are engaging?” We know from speaking to students that they prefer work where they can have hands-on activities and get to collaborate with their peers. They tend to be less engaged when listening to teacher lectures or doing repetitive tasks and “busy work.”

In this article, we will discuss four innovative teaching strategies that engage students: (1) inquiry-based learning, (2) QR codes, (3) problem-based learning, and (4) wisely managed classroom technology. These teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning.

Many of these strategies take students to levels of learning they never thought possible. The students actively seek knowledge and don't just sit and receive the knowledge from a lecture or worksheet.

Inquiry-based learning is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning. Inquiry-based learning triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process.



According to Heather Wolpert-Gawron in the Edutopia article, “What the Heck is Inquiry-Based Learning?”, there are four steps in the process:

1. Students develop questions that they are hungry to answer
2. Students research the topic using time in class
3. Students present what they’ve learned
4. Students reflect on what worked about the process and what didn’t

In a classroom where students research a topic then present their findings, inquiry-based learning allows students to “learn deeper and wider than ever before” (Wolpert-Gawron, 2016). In traditional teaching, students are less likely to ask questions and are expected to listen and answer questions posed by the teacher. Inquiry-based learning allows students to pose the questions and research and convert the information into useful knowledge, thus ramping up the level of student engagement. QR (Quick Response) codes are easy to create and have multiple uses in classrooms at all grade levels. QR codes can lead students to information just by scanning the code on a student’s digital device. In the classroom, students can use QR codes to

- Check their answers
- Vote on answers during class discussions
- Extend information found in textbooks
- Get survey information for math units on data
- Participate in scavenger hunts
- Access video tutorials on the material being taught
- Link students directly to Google maps

QR codes allow students to access information without leaving their seat. Students can even generate QR codes to showcase their learning with peers and parents.

Research confirms that project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and civic life (bie.org). Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve



the problem or challenge, they present their solutions. The problems students solve can be presented to community leaders to solve problems in their own community. PBL uses collaboration, digital tools, and problem solving skills to come up with a solution to the problem presented. Why are so many educators interested in this teaching method?

- PBL makes school more engaging for students
- PBL improves learning
- PBL provides opportunities for students to use technology
- PBL makes teaching more enjoyable and rewarding
- PBL connects students and schools with communities and the real world (bie.org).

Many schools have become one-to-one schools, i.e., each student has his or her own technology item (typically a tablet or computer) to work with each day. In some districts, students can take the technology home to complete their homework. There is a delicate balance with technology use in the classroom. Teachers must use technology in a wisely managed way and with a variety of activities. Several activities that lead to student engagement are Google Docs, YouTube videos, Quizlet, Kahoot!, and the Remind app. These innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

To conclude, to meet the present day challenges in teaching English, first, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation, which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods, listening and speaking skills were neglected, as students cannot put their language in practice. In



the era of competitive world, where the majority of the students are attempting GRE & TOEFL, good listening and speaking skills become an absolute necessity. Moreover, it can make out that the Information and communication technology (ICT) has made many innovations in the field of teaching and made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays, there is democratization of knowledge and the role of the teacher is changing to facilitator. Its interactive teaching and the changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically- perceptive generation of the youth.

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## LANGUAGE IS A MEANS OF COGNITION AND COMMUNICATION

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**Annotation .** As we know language is a significant feature that differentiate human from other living beings. It is a central figure of our lives. We found our personality as individuals and social beings when we get language during childhood.

**Keywords:** cognition, cogniscere, sociophysical experience.

At the beginning of XIX century some linguists, especially, one of members of naturalism August Schleicher emphasized that language is a living organism. However, Wilhelm von Humboldt is against naturalism and he stated that language is a system. He also mentioned about the approaches of language and mind and the connections and differences between them. Some linguists such as, a Swiss linguist F. de Saussure stated language as a system of signs and means of communication. However, modern science studies language as reflecting nature of conceptual structure and cognition. It analyzes the relationship between human language and mind<sup>25</sup>. According to these opinions the new theory emerges in modern science which is called cognitive linguistics. This term came from a Latin word “cogniscere” which means cognize and cognition. Cognitive linguistics has its origins in scholarship which came up in the 1970s, conducted by some scientists that include Charles Fillmore, George Lakoff, Ronald Langacker, and Leonard Talmy. In 1980 famous linguists G. Lakoff and Jonsons wrote “Metaphors we live by” which helped this science improve strongly.

Cognitive linguistics characterizes a modern approach to language, language learning, and conceptual structure. Furthermore, it provides an outlook for language and the mind which is diametrically opposed to both Grammar and Formal Semantics. Cognitive linguistics investigates the relationship between human language, the mind, and sociophysical experience.

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<sup>25</sup>John Wiley & Sons, Ltd. WIREs. Cognitive linguistics. Cognitive Science, 2012. -3 p.



The famous linguist Nino Kirvalidze defined that language is a means of cognition and communication. It enables us to express our ideas and emotions, to think for ourselves or set control over others. But language is first and foremost a means of transmitting information which helps us cooperate with other people in our community.<sup>26</sup> When we know a language, we are able to speak and be understood by other people who know this language. Acquiring a language gets us to combine words to make, and phrases to form sentences. Yet every group of words doesn't form a sentence well in a language. For that reason, in addition to knowing the lexis of the language, linguistic knowledge involves instructions for their combination to make sentences and give our own opinions. These instructions must be controlled in length and number and it can be kept in our mind. But, they must allow us to make and understand new sentences.

May be we have a dictionary of any language; however, it can't include all the words of the language, because no dictionary can list all the possible sentences. Knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before.

The famous linguist Noam Chomsky stated this ability as a creative feature of language use: creativity is a universal property of human language.<sup>27</sup> Every speaker of a language can probably not make great literature, however all people who are aware of a language, they are able to create or know an infinite set of new sentences in the procedure of human communication. Therefore, creativity or creative aspect of language includes the skills to make and know an infinite set of new sentences in the procedure of human communication.

Language is a system of signs. It can role as a means of cognition and communication because of the unity and contact of its three basic subsystems. These parts are the phonological system, the lexical system and the grammatical system. They play a big role in human language.

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<sup>26</sup> Kirvalidze N. Theoretical course of English grammar. Tbilisi, 2003. – 2 p.

<sup>27</sup> Chomsky N. Syntactic Structures. M.,1962. -34 p.



- The phonological system controls the phonetic forms of its significative units, such as phonemes, sounds, intonation and so on.
- The lexical system studies lexis, the lexical meanings of words, constant word groups.
- The grammatical system determines the grammatical meaning of the words, grammatical categories and grammatical forms in the process of discourse.

These following subsystems are conducted by different linguistic disciplines. The sound system is studied by phonology, the lexical meaning of words is studied by lexicology and grammatical meaning of words and sentence formations are studied by grammar.

What is grammar? The term “grammar” comes from a Greek word “gramma” which means art of letters. Actually, the ancient Greeks used this term as the rules of reading and writing correctly. Nowadays the term “grammar” is used in two meanings.<sup>28</sup> Firstly, in general, this term states the description of the speaker’s linguistic competence. Secondly, the term “grammar” refers to the study of morphology (i.e. the rules of word formation, parts of speech and their grammatical categories) and syntax (i.e. the rules of sentence formation), often complemented by phonology, lexicology, semantics and pragmatics. It studies a particular language, its grammatical system and structure. Our ability to speak and understand, and to make judgments about the well-formedness of sentences, reveals our knowledge of the grammar of our language. The former Greek scientist Plato (427-347 BC) used the word “grammar” in his work named “Cratylus”. However, it only means rules of reading and writing correctly.

The latter the members of the scholarship “Alexandria” revealed grammar as an independent subject. About two thousand years ago the Greek grammarian Dionysius Thorax created the first Greek grammatical book named “Art of Grammar”. He began to classify parts of speech and separate nouns from verbs in

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<sup>28</sup> Бўронов Ж. Инглиз ва ўзбек тиллари киёсий грамматикаси. -Тошкент: “Ўқитувчи”, 1973. -12 б.



his works.<sup>29</sup> He divided parts of speech into 8 groups. They are: nouns, verbs, prepositions, participle, pronouns, adverb, conjunctions and articles. He defined grammar as that which allows us either to speak a language or to speak about it.

**Conclusion.** In the middle ages, grammar was the study of Latin. In England, this conception of grammar continued until the end of the 16<sup>th</sup> century. Latin grammar was the only grammar learned in schools. Until then there were no grammars of English. Most of linguists emphasized Robert Lowth as the creator of the first English grammar. His work “Short Introduction to English Grammar” which published in 1762 was the most influential grammar of English. . It began the period of prescriptive grammar.

However, some researchers stated that grammarian Alphric firstly wrote on the system of English Grammar in his book named “Glossary. The grammar of English, Brief Grammar for English, written by William Bullokar, was published in 1585. ”. Later famous linguist Samuel Jonson (1709-1784) wrote “A grammar of English tongue”.<sup>30</sup>

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## SOME PRINCIPLES OF TEACHING ENGLISH IN PRIMARY SCHOOL

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**Annotation.** The article discusses the use of educational principles in the process of teaching a foreign language in primary school, their impact on language learning based on the views of linguists. The author describes the role and practical significance of didactic, psychological, methodological and pedagogical principles.

**Key words:** education, language teaching, principle, didactic, psychological, pedagogical, methodological principles.

In today's fast-paced world, science and technology is also growing rapidly. In every field of society progress is moving forward. In particular, in science there are also big changes and significant achievements. In every single subject using new innovative pedagogical technologies to delivery to students is one of the main requirements of today's educational system. Especially, after the adoption of resolution of The first President of the Republic Uzbekistan Islam Abduganievich No. PP 1875 of December 13, 2012 which is considered the focus on teaching and learning foreign language in our country will increase. In our country a new stage in the teaching of foreign languages, a new one period began. In the process of teaching foreign languages advanced pedagogical technologies, interactive, innovativenuse of methods, communication and media required.

These changes and developments require in-depth knowledge and knowledge of new techniques from the teacher. In the process of teaching, for each teacher arise question, "How and in what ways can students will be activated in the classroom?" Of course, in the process of developing education, various methods of teaching have been developed and put into practice. Some of them are designed to train learners as a group, while others can be organized individually. But either method is based on certain principles.



The educational process follows didactic, psychological, linguistic, methodological and other principles. Some of them may be common to all disciplines. These laws are called the general didactic principle of education. Other principles may apply to the teaching of certain subjects, for example; principles of teaching English.

The concept of principle has not yet been fully explored in didactics. If one group of principles represents the laws of the educational process, the second group of principles represents the laws specific to a particular type of speech activity, and the third is the principles specific to a particular section of language material. The latest is called special principles.[6]

The term "principle" means "guiding principle." According to Y.I. Passov, "the principle is that the teaching process is the foundation of the so-called building." [5]

The right choice of principles will ensure the effectiveness of the activities organized in the classroom, increase the interest of primary school students in these activities.

Scientific sources put forward several dozen principles of teaching foreign languages in primary education [2]. For example, the basic principles of teaching foreign languages in primary education in a research project generalized based on the criterion of importance "Good Practice and Main Principles" was quoted in 2005-2006 under the European Union's Education and Culture Research Program [1].

### **Didactic principles of teaching English in primary school**

The rules and views proposed in the practice of teaching English are generalized and scientifically based on the status of lingvodidactic (language education) principles. For example, J. Jalolov, despite the differences in the name and essence, summarized the following didactic principles: elevating education, awareness, activity, demonstration, systematization (consistency), individual approach, (mastery of knowledge), compatibility with the power. [4]. N.A. Gorlova summarized the didactic principles of teaching foreign languages in



primary education as follows: activity, demonstration, adaptability to student potential, individual approach, systematic [3].

Through studying the scientific sources, the didactic principles of teaching foreign languages in primary education can be summarized as follows:

1. Considering methods, strategies and abilities of students to learn English.
2. Giving attention listening comprehension exercises.
3. Creating meaningful dialogues and topic situations in the lessons.
4. Extensive using of technical aids in training.
5. Using age-appropriate authentic materials for students.
6. Teaching English based on speech patterns.
7. Describing the topics (using talking puppets).

### **Psycholinguistic principles of teaching English in primary school**

Learning language is a mental activity so it has a psychological basis. Mental activity is scientifically tested in psychology. In this regard, there is a need to study the psychological principles of teaching English. Scientific sources have developed two psychological principles for teaching English. Psychological principles "Verbalization" (in practice, another language is learned only through oral speech) and "correlation" (a certain limit of English material is defined, first of all, a set of language units is formed to form speech skills). Although the linguistic foundations of English language teaching have been somewhat studied, less attention has been paid to the linguistic principles of English language teaching in methodological science.

The essence of the principles of methodology is based on psychological and linguistic principles, and the following psycholinguistic principles are summarized:

1. Increase students' motivation (internal motivation) to learn English.
2. Encouraging age-appropriate physical activity in the classroom.
3. Informing students about the similarities between the mother tongue and the foreign language being studied.
4. Developing students' intermediate language skills.



5. Teaching students to use the relationship between the mother tongue and the foreign language being studied.
6. Introducing students to the structure of the English language being studied.
7. Individual approach, psycho-pedagogical activities, taking into account the characteristics of students (the nature of each student, what they are capable of, interests, who they are friends with, what they are negative about).

In primary school English teaching methods include: a) general (speech orientation, boundary and holistic teaching, exercises, taking into account language experience),

b) specific (speech pattern-based English teaching, language practice and interdependence of speech practice, interdependence of types of speech activities, advancement of oral speech, approach to natural speech in a foreign language, acceleration of the elementary stage),

c) special (teaching grammar, teaching vocabulary, oral writing teaching and the use of speech writing in English teaching). In generalizing pedagogical principles, we have considered a communicative approach to the teaching of foreign languages in primary education.

1. Implement a visual approach and multisensory learning (which fully influenced all speech analyzers). That is, a lot of practice with the help of visual, auditory, and movement (speech and hand) analyzers to ensure that the learning material is mastered.
2. Holistic study (learning vocabulary, grammar, and pronunciation at the same time).
3. Speech orientation (learning lexical, grammatical and pronunciation exercises to study speech activities).
4. Teaching English based on speech patterns.
5. Taking into account the language experiences of native speakers and learners of the second language.

To conclude the pedagogical principles of teaching English in the primary grades are described in detail in scientific sources in Uzbek and Russian as didactic



principles. But in foreign literature the pedagogical principle is studied separately. We used scientific sources in three languages to generalize the pedagogical principles.

1. To bring up the younger generation in all respects. The information acquired through English and the mental and verbal skills and competencies acquired during English learning are nurtured.
2. Encouraging students to use the language they are learning.
3. Taking into account the individual characteristics of students.
4. Educating students in the spirit of tolerance for others and respect for different values.
5. Creating an optimal environment for independent learning in the classroom.
6. To develop students' skills and abilities to independently and mutually determine the indicators of mastery.
7. Providing opportunities for pupils to express their knowledge in the language being studied.
8. Organizing lessons based on an integrated competency-based approach.

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## CREATE A LEARNING ENVIRONMENT IN ESP CLASSES

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**Abstract.** A positive environment is required to be created in such courses as it is the primary step towards completion of aims and goals of the ESP. The learning environment should be pleasant for both the learner and the teacher.

**Key words.** Learning, teaching, environment, teacher's role, strategies.

The positive environment is closely related with motivation of students which is a necessary and effective part for the students and decides failure or success for the students. It encourages them to achieve the satisfactory goal of the course which is evitable in each of the activity (Anderson et al 2014).

One of the most demanding tasks is creating an effective learning environment for a learners centered program in 21<sup>st</sup> century. So there are various strategies adopted by teachers such as the designing and implementation of technology in the program of ESP (Anthony 2009). According to the researchers effective technique engage students in the real-world problems by creating high-order skills such as innovation, creativity, critical thinking, collaboration, and problem solving. A digital learning environment is the new trend in ESP education where the knowledge construction is facilitated for students'. Such an environment is one in which students are engaged with content related practical experiences using the modern technologies which supports the unique learning goals (Živković 2016).

The richness of Internet creates an environment that is more exciting and fulfills the concern of new understanding for the knowledge of language which brings innovation in the classroom and delivery of meaningful, interactive and authentic learning is developed. Students are motivated in interactive learning environment and become able enough to solve real-world problems by leading towards analytical and critical thinking (Živković 2016).

Furthermore, another learning approach is adopted by the teachers which is known as a Personal Learning Environment that promotes learner-centered learning of ESP. Personal Learning Environment (PLE) is a program which is presented as a



virtual training model which for students create an autonomous learning environment, to deliver the PLE-based knowledge the teachers are also required to learn effective skills and competencies (Xuand Sun Yilin 2018).

### ***Develop Language Skills***

Riemer (2002) states that the employer today require that “a number of new competencies, with an emphasis on an increased ability to communicate and good foreign language skills”. We all know the four basic skills of a language are reading, listening, speaking and writing. This depends upon the class that which skill is needed to be more emphasized in an ESP class. The emphasis is varied from one situation to other but it is identified that most of the times the prior skills are reading and listening skills, although all these four skills are essential as they are interrelated (Paltridge and Sue 2013; Kostadinovska-Stojchevska 2015).

Most of the time listening comprehension is neglected in teaching of English language but as a language learner it is necessary to develop listening abilities as it helps in classroom learning for other courses as well. Listening leads to well-spoken English and communication results to be more effective (KALDIRIM and Hikmet 2017). It is necessary to learn English language as a student language so as to understand the teacher’s lectures of other courses too. Also, the teachers implement the cloze exercise to evaluate their students listening abilities in which there are some missing words and the student needs to read out loud the paragraph and fill it with appropriate words. They are given numerical assessments, rhetorical questions and summary of clues which develop an emphasis on student ideas (Tarnopolsky 2013; Schleppegrell and Brenda 1986)

Reading is the second essential skill in ESP as a good reader is more skillful in the classroom and learns more with the plenty of practice exercises (Kavaliauskienė 2009). There are namely two types of skills that are simple identification skills and cognitive skills of higher level which are used for decoding, analyzing, predicting and synthesizing. Reading tasks in ESP are identified as extensive or intensive to create a higher level of fluency of subject matter by familiarizing with vocabulary and grammar (Schleppegrell and Brenda



1986). The development of vocabulary is essential in the development of listening and reading skills. Comprehension paragraphs and academic papers are used for its assessment which includes focus on the use of noun, verbs, etc. (Tarnopolsky 2013; Schleppegrell and Brenda 1986).

Writing is the most demonstrated level of ESP course as it requires a lot of expertise to make students able enough to generate an informative piece of paper with accurate grammar and language (Kavaliauskienė 2009). The explaining of grammar and structure leads to the better explanation of English Linguistics. Learning English writing skills makes students able to put extensive focus on comprehending and use language in different contexts. Understanding and communicating is greatly affected by writing skill. Students are taught subject-verb argument, adverbs, wh-clauses, and word problems, articles, passive voice with proper spelling and punctuation (Tarnopolsky 2013; Schleppegrell and Brenda 1986).

### ***Program Evaluation***

Evaluation is defined as “a matter of judging the fitness of something for particular purposes” (Khoshsima and Mahboobeh 2014). In the program evaluation three components are proposed for the ESP program. This is an updated framework that seeks to answer three questions which are; whether the needs for which a learner decided to take this course if fulfilled or not, whether the delivered materials were authentic or not, and if the course was able to successfully nurtured learner’s autonomy (Sivia 2016; Tsou 2013).

The first question depends upon the practitioners, learning tools, system for evaluation and administration. The techniques for this evaluation are discussions, test results, interviews, questionnaires, and informal means such as reviews comments at the end of the class. Authenticity is crucial in this course’s materials, the ideal documents includes lexical density, low-frequency vocabulary words, more idiomatic language and cultural references (Gilmore, 2007). The autonomous learning is delivered by an active approach and an acquisition of a foreign language depends upon the own learning of a learner and for this purpose four





forms are describe by Tassinari (2012), a motivation and affective aspect such as willingness and feelings, a cognitive approach such as awareness or beliefs, skill acquisition which requires an action oriented aspect of learning behaviours and a social aspect with teachers and other learners (Sivia 2016; Tsou 2013).

### **Training of an ESP Teacher**

The authors have argued over various strategies to deliver this course, it includes an input based approach, an output based approach or a learner based approach. It is prominent that the classroom teachers for ESP required to have trained range of expertise with professional practicing they should be emerged as competent classroom teachers (Bracaj 2014; Ahmed 2014). The trainees are provided with the range of academic and professional development programs, they are taught with such techniques that make them able to use an effective process of describing and evaluation of the ideas in order to deliver the course. One author presented that, in the training of an ESP teacher they are suggested to learn the power of self-evaluation as this power is to be transferred later to their students (Bezukladnikov and Boris 2012).

The ESP teachers have a sound grasp on the theories of ESP teaching, ability to implement the program, ability of material designing, ability to modify the strategies of learning in the social, psychological and educational context (Richards 1998). They also need to learn how to match the other course needs of the learners and plan their course delivery accordingly. The training of an ESP teacher involves professional area, pedagogic area, academic area and research method as the course of English for Specific Purposes is widely practical as well as theoretical (Bezukladnikov and Boris 2012).

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## MODERN APPROACHES IN TEACHING FOREIGN LANGUAGES

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**Annotation.** This article deals with the modern approaches and several methods in teaching foreign languages.

Today, foreign language skills are becoming an integral part of vocational education. In specialists in various fields due to the high rate of cooperation with foreign partners, they have a high demand for language learning.

By combining different methods, teachers can solve specific curriculum, teachers and students are encouraged to teach foreign languages should be familiar with modern methods. As a result, they develop the skills to choose the most effective ways to achieve their goals.

Teaching is done in small steps and is based on the student's existing knowledge system. Innovation in every field as time goes on is increasing. Today we want to improve the quality and effectiveness of education. The teacher should be creative in his / her subject during the lesson. There is a growing interest in the use of pedagogical and information technologies in the educational process. There are several types of interactive methods available today, and the learning process can use these methods. There are many types of teaching methods.

I would prefer to build lessons with some activities below which are very essential for pupils' using 4 skills during their English lessons.

Some examples of interactive methods for this theme are as follows:

### 1. The method of "Round table"

Pupils in a group sit around the table. Teacher writes a question on a sheet of paper and hand it to pupils around the table. Pupils will write their answers to the paper one by one and hand it to their partners. When all finish writing their answers, teacher will check their answers and count the total number. The wrong written or incorrect sentences are crossed out.

This game is used at the beginning of the lesson for checking pupils knowledge of the previous theme or revising the last passed theme. This method will help



pupils to develop their reading and writing skills.

## 2. The method of “The pen is in the middle of the table”

A group will be given a written question on a sheet of paper by a teacher and pupils around the table should write their answers to the question. One by one pupils write their answers and put their pens beside themselves. If a pupil can not write an answer, he will put his pen in the middle of the table. The teacher knows that who is ready or not ready for the lesson by holding this activity. This method is also used for developing learners reading and writing skills.

## 3. The method of “Three steps of interview”

The whole class will be divided into three groups: teachers, pupils and experts. The teachers group gives only questions to the pupils group and they should answer the questions. The experts group will estimate their answers and if necessary discuss the correct and incorrect answers. This method is used at any part of the lessons and it has all 4 skills to develop.

## 4. The method of “An aquarium”

This method is held by the help of 5-6 pupils who sit in the middle of class as fish in the aquarium. They will be given a question which may have many answers during the debating. These pupils will debate around the question and say their versions of answers to each other during the discussion. At the end, one leader of the group says the answer and turns to the rest of the pupils in order to listen the correct answer. If the answer is wrong but the correct answer was told by any pupils, that pupil who answered correctly during debating will be shifted by other one who is sitting with the rest of the pupils. And this process will continue like this. This method will help pupils to express their own ideas or their answers freely, without any hesitations. The group work will make them feel relaxed. The wanted skills are listening and speaking.

## 5. The method of “Brain attack”

In this method pupils should be very active and feel themselves relieved. The teacher gives a question to one of the pupils and he or she should answer the question straight away without any hesitation or deep thinking. Answers will not be denied. Pupils should express their opinions



freely. They should not discuss the questions on their mind deeply and without creative thinking they should reply. The important thing is to make the pupil speak and to create a friendly created atmosphere for speaking. The correct answer will be said and explained by the teacher after getting some answers from the pupils, but nobody's answers are neglected and criticized during this method. The wanted skills are listening and speaking.

If we teach the lessons to our pupils ,especially to our adults with this kind of methods ,they will be active , well prepared and of course well-behaved learners.

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## PROSPECTS OF MODERN APPROACH IN OVERCOMING SPEAKING FOREIGN LANGUAGE PROBLEMS OF SCHOOL STUDENTS

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**Annotation.** In today's world, teaching foreign languages, particularly English, has become an integral part of education in all of its forms. We may also locate two primary sorts of English language teaching methodologies, such as old and current methodologies. However, in recent years, teachers all around the world have tended to adopt modern approach all of the time. When we look at the outcomes obtained using these two methodologies, this becomes evident. As the results reveal, new methodology rather than the previous method, allows students to converse in genuine language.

**Keywords:** language proficiency, teaching methods, solutions, traditional and modern approaches.

**Introduction.** It is clear that one of the goals of any foreign language teaching methods is to develop the student's foreign language proficiency. Traditional technique, on the other hand, is based on separating the overall process of learning a foreign language into individual skills and areas of knowledge. As a result, traditional approaches are tightly linked to the teaching of a language that is utilized in a certain field connected to the students' lives or profession.

Modern mythology, in contrast to conventional methods, is far more student-centered. Language learning and instruction are successful when they fulfill the demands of students in specific circumstances, and acquired language abilities must serve the students in everyday life. Language teaching and learning are successful when they are viewed as a collaborative process in which one's sentiments, values, and goals are exposed on a deep level or through surface activities such as games, simulations, dramatizations, and so on. Students should actively learn the language through use, as deeds are continually transforming experience. The ability to grasp and imply messages in context is part of language control. When children see the use of the new language as an important social skill,

language control cannot be developed without creativity. Various activities are related to literary, historical, philosophical, sociological, or other language content. Students may now see and hear themselves as they attempt to solve problems using new media. Testing, on the other hand, should not be punitive; rather, it should be a part of the ongoing course, involving students in solving intriguing challenges, motivating them, and allowing them to progress. Interactive methods allow students to enter another culture while also strengthening their tolerance for difference without losing their sense of self. As the world opens up through travel, technology, and common interests, the employment of interactive methods also entails taking the language and its study outside of the classroom. Learning a second language is a process that takes time. Learners apply prior knowledge to make new material understandable, and they must actively apply the new information. During the introduction, the teacher should consider the students' chosen learning style and interactive approaches.



Figure1. Challenges of speaking English in classrooms

As a result, many experts refer to this method as the Communicative Language approach. A distinct idea is proposed by a group of authors led by Broughton. They emphasize that foreign languages are taught "not simply to enable the learner to write to a foreign pen pal," but also to broaden the learner's horizons by introducing "certain ways of thinking about time, space, and quantity, as well as attitudes toward" issues that we encounter in daily life [1]. As has been mentioned, pronunciation plays a significant role in modern methods. Language and sound are inextricably linked. It's even possible to assert that language is audible. Our throats are used to generate sounds when we speak or sing. The core of sound production



is the throat. We can't communicate in a language unless we can make and hear sounds correctly, whether it's our mother tongue or a foreign tongue. Stress, rhythm, and intonation are all factors in the pronunciation of sounds in a language. Each language has its own set of rules for pronouncing words. It is not difficult for us to learn the distinctive intonation and pronunciation of our native tongues in early childhood. We don't require any formal training. It's a different story when it comes to learning a foreign language. The challenge begins when the learner of a second language transitions to the new language. Because some sounds are similar in both languages, they will be learned quickly. Other sounds will require more focus, therefore they will need to be repeatedly performed until they become second nature. The foundation for continued success in studying English is good pronunciation. Pronunciation instruction necessitates various examinations and analyses on the side of the teacher. To begin with, not everyone can learn to pronounce words by just imitating others. There are some extraordinarily gifted students who can learn proper pronunciation simply by listening to the English language. However, not everyone is gifted in this way. The vast majority of pupils require more assistance [2]. They must be taught how to introduce sounds. In this way, the constructive power of positioning the vocal organs in specific locations to make specific sounds is added to the ear's checking power. The movement of the tongue is almost always hidden from view, and it cannot be observed. Speech sounds are made up of complicated and challenging utterances. Expensive theoretical explanations should not be utilized frequently. Instead, some quick tips on how to place your lips, tongue, and jawline, among other things. Comparing English sounds to those of the mother tongue will help students understand what is comparable, what is different, and what is peculiar in the English sounds. English pronunciation dictionaries are extremely useful for both teachers and students in learning the sounds. In such dictionaries, you'll find pronunciation explanations with diagrams and phonetic transcriptions. Daniel Jones' English Pronouncing Dictionary is one of the best, as it accurately reflects the pronunciation. However, the pronunciation in this dictionary is that which is heard in Southern England.



Daniel Jones' "An Outline of English Phonetics" is also the most thorough and exhaustive work on pronunciation from the perspective of a foreign learner [3]. This comprehensive text covers every aspect of pronunciation, speech organs, experimental methodologies, breath and voice, stress, and intonation in great detail. It includes a brief explanation of how to learn vowels and consonants, as well as a list of illustrations of the vocal organs, tongue position, and lip posture. The phonetic symbols will be a precious aid for the pupils in the correct pronunciation of the words. The students should acquire the phonetic transcription to the extent that it helps them to use dictionaries. In class when the students are able to utter the sound and know its phonetic representation the sound, the teacher then arranges and presents the sounds in simple monosyllabic words and uttered repeatedly in unison and also individually. First, the teacher teaches the phonetic transcription and practices the sounds. Then, he dictates meaningless words with sounds he wants to train. The pupil writes what they think they hear by means of phonetic system. When they make a mistake the teacher repeats the word as he originally pronounced it and then in the way written by the pupils. He repeats the two pronunciations a number of times until the pupils hear clearly the nature of the mistake [3]. These ear-training workshops were designed to assist pupils in hearing the language and, through repetition, to have an impact on the acoustic impression in their memory. We focus on a comparison of time-tested (or "conventional") classroom practices and modern techniques for teaching pronunciation. The repertoire of teachers of second language pronunciation by offering an overview of newer strategies and resources available to them. We highlighted numerous strategies, including the use of fluency-building activities as well as accuracy-oriented exercises, multimodal learning appeals, modification of real materials, and the use of instructional technology in the teaching of pronunciation.

**Conclusion.** As a conclusion we can say that improving pronunciation in English is a vital part of achieving fluency and mastery of a language. Include it in English lessons regardless of age or proficiency. English pronunciation activities can be a good way to engage students in a more interactive lesson while improving the





clarity of their speech. These materials can be easily adapted to the teacher's specific teaching purpose of English pronunciation.

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## INNOVATIVE ROLE OF THE TEACHER IN ORGANIZING EFFECTIVE LESSONS

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**Annotation.** This article deals with Innovative role of the teacher in organizing effective lessons.

**Keywords:** modern educational technology, psychological aspect, individual psychological feature

In order to work on the basis of methods, forms, requirements for the organization of foreign language lessons, each teacher organizes and conducts non-traditional lessons, ensuring the effectiveness of individual abilities of students, good pedagogical cooperation. It is advisable to take measures such as accounting. The work of a teacher is so multifunctional and responsible that it requires a lot of effort and time. Today, armed with in-depth knowledge, only a teacher who can demonstrate the basics of the science, he teaches and the role of teaching in development can give and educate young people thoroughly. The organization of lessons based on modern technology is one of the important factors in the development of students' oral speech, the development of independent thinking skills, listening comprehension and written speech. The effectiveness of reforms in the education system depends on the level of knowledge, skills and ability of teachers working in educational institutions. The opportunities are created for them to update their knowledge and skills and Uzbekistan pays increasing attention to the education of young people and the values that are formed in them, the development of foreign learning, worldviews and etiquette. Our youth are able to solve any problems and free from any negative thinking and express their attitude to any fields. Family members, classmates, friends who can influence, have intellectual power, and they are diligent, knowledgeable, courageous and polite. Resolution of the President of the Republic of Uzbekistan on April 19, 2019 # 5712 "On measures to improve the study of foreign systems" to improve the



personal and pedagogical skills of foreign language teachers and The use of modern approaches in teaching is defined as the main.

The study of advanced foreign experience in educational institutions aims to improve educational skills and skills in the use of technology in modern teaching of foreign languages, the program also pays special attention to the coverage of modern requirements for improving the quality and process of improving the quality of foreign language teaching in Uzbekistan. Especially, the created literature in the framework of cooperation in accordance with the modern requirements of psychological approaches, is developed with the help of methodological manuals. Pedagogy in the study of foreign languages in primary education and it is an important task of every teacher and the public to form modern methods of psychology on the basis of imparting perfect knowledge and applying free thinking in them, to prepare them for independent living. It is an important task of every teacher and public to impart perfect knowledge based on modern methods of psychology and form them in the preparation for independent living. Every teacher must know the psychological aspects of learning a foreign language in education, modern approaches to teaching a foreign language and aspects of communicative language. Therefore, foreign language teachers need to improve their knowledge, skills and abilities to effectively organize and manage the process of teaching foreign languages on the basis of increasing their pedagogical skills, professional competence. Primary school students will know the effective ways to implement innovations in pedagogical activities, know the technology of creating didactic and electronic learning materials and use them in the educational process will further improve the quality of foreign language learning. It turns out that in order to learn a language, you need to have a live language environment. Without an environment, language cannot be learned. Unfortunately, not only in a foreign language, but even in the native language classes, pure grammar is taught - a living language is taught as a whole, not as a living thing. That is, a rhyme is a form, a determiner, a case, a kind of compound sentence that follows ... but not a speech at all. Live speech is the most important



thing that is not taught in mother tongue classes. Of course, you need grammar, but it would be better to teach him to express himself freely and to write on a piece of paper without error. A student may not be able to write a nice letter to his parents, he may not be able to express his opinion in front of 4 people - right? The same can be said about teaching a foreign language. That's why we have a lot of foreign language teachers, but there are very few real foreign language specialists. Knowledge of a language is, of course, a virtue, but it should not be made an obligation. Learning a foreign language should be considered a tool, not a goal. By studying it, one should first of all strive to benefit more or less for his country and people. In fact, language learning has always been considered important. The difference is that in ancient times the study of the languages of the surrounding peoples was widespread, but now it has become a tradition to study the languages of the most economically developed nations. Now there is a wide way to learn foreign languages. In the past, English, German or French were taught mainly in the faculties of the institutes, but now several language universities have opened and dozens of foreign languages are being studied. The best part is that in the past, it would be useless not to learn these languages at school: Let's say a child who has mastered English goes to a language faculty of an institute, and when he graduates, he goes to school and teaches it to children again. Teaches the language ... that's learning a foreign language was a futile exercise, as if standing in one place. To Knowledge of the laws of the process of teaching foreign languages in general, as well as modern concepts and technologies of teaching, education, development of the individual, motivates teachers to self-development in the process of improving professional competence. There is a psychological specificity of language learning, it is necessary to determine the individual psychological characteristics of the language learner.

In conclusion because perception in a foreign language is appropriate, it is advisable to use psychological gymnastic exercises designed to memorize words in a foreign language.

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## OBSERVING POTENTIAL BENEFITS OF MULTIMEDIA ON THE BASIS OF EFFECTIVE WAYS OF TEACHING LISTENING

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**Annotation:** For recent pedagogical instruction of listening, multi-media materials surely present a significant resource of input. One of the reasons why EFL teachers shouldn't avoid them in listening activities lies in their ability to suppress some of the unnatural elements of traditional ear training. Agreeing we should admit that multimedia, similarly to real life communication and opposing to old-fashioned listening practice, allows multisensory processing of new information, so learners can pick up knowledge via different modes of perception.

**Key words:** Listening, multimedia, EFL, micro skills, audiovisual, input, phonetic, facility, consonant, word boundary, transmit, hook, acquisition, utterance, sitcom.

Multimedia-supported listening activities, if properly executed, evolve the concept of traditional EFL classroom ear practice and bring a number of potential benefits for development of one's listening (and overall) competence in the target language. Positive implications of such perception training are summarized below. In our summary, items i – videal with the potential of multimedia in the development of Richards' "micro skills", and the rest is based on conclusions and previously mentioned knowledge. Meskill's comments are marked by the index throughout the following list.

**i. Assistance in linking new information to old.** Contemporary audiovisual listening sources can assist in the process of remembering and recall of information, since they enable at least some control over the rate of language input on the side of students (they can play, pause, or move back to review chunks of speech for better understanding).

**ii. Assistance in discrimination of phonetic groupings and boundaries.** Addition of verbatim into aural input (audio books with transcripts) or audiovisuals



(subtitled videos) facilitates distinguishing individual sounds, consonant clusters, or word boundaries, and allows learners to study sound-letter correspondences.

**iii. Assistance in problem-solving at word and sentence level.** Multimedia resources contain visual and contextual clues which can assist learners in decoding central vocabulary and sentence structures of the audibly transmitted message.

**iv. Assistance in comprehension of communicative implications of utterances according to context.** A multimedia format like video allows learners to study the foreign language communication in a richly developed visual environment; therefore, listeners can come to understand the tight relation between utterances and their functions within a visual context.

**v. Assistance in processing of different speech errors, styles, and rates.** There exist numerous multimedia materials expressing different rates or styles of audio; e.g., sitcoms usually use slow and deliberate speech to help the listener in comprehension of the joke, while in talk shows, interlocutors tend to use fast-paced speech that is difficult for a non-native listener to process.

**vi. Motivational aspect of video as an advantage.** Video-supported aural stream, compared to simple aural input, provides a better “hook” for catching listeners’ interest and attention.

**Conclusion.** At the end of the article I can say that subtitled videos employed in listening enrich comprehension and stimulate more learner output. I conclude that multimedia-supported listening makes it possible for learners to combine sounds and images in a way similar to the one they would use in the EFL class.

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## TEACHING ENGLISH LANGUAGE TO YOUNG LEARNERS IN PRIMARY SCHOOLS.

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**Annotation.** This article is aimed to how to teach English in primary classes to young learners. It shows benefits and challenges of teaching foreign languages in primary schools.

**Keywords:** young learners, foreign language, benefit, demanding, challenge, emotional, productive language, lively, creative, encourage.

I have been working at school for 35 years. I clearly remember that the pupils began to learn English in the 5<sup>th</sup> grade. Nowadays we teach English in the 1<sup>st</sup> grade. At the end of each year they must be assessed according to the competencies mentioned in the national program, such as reading writing, listening and speaking. By the end of high school the pupils must reach the B2 level.

Teaching English in primary schools relates to the readiness of the schools and the learners proficiency levels.

Young learners aged 7-12 years and this period is believed as the best moment to gain knowledge. Teaching English in primary schools provides both benefits and challenges. Young learners challenges namely lack of motivation, discipline problems, speaking problems, cognitive development, limited teaching resources, a large number of learners in the class.

The younger the children the less likely they have any reason or need for learning the foreign language. They may not even understand what it means to learn a language or why they are. I want to write this article with my own 35 years experience.

There are many advantages of starting teaching English at an early age.





Since the young learner is different from an adult or a teenager class in the terms of language learning needs and interests. Young children differ from other pupils, their needs and interests are unique and teacher must be aware of this:

- Young learners are fond of games, through games teachers can teach them very easily
- They have a lively imagination
- By nature they are not shy, but creative in different communication situations.
- Children have the ability for direct learning
- They can easily get the gist of a message.

Typically they can achieve fluency easily and more often than teenagers. We think it is easy to teach young learners through songs, music, stories, games. Using this aspect we can easily teach them numbers, colours and so on. Playful nature of young learners help them motivate and experience learning English as pleasant as possible.

Teaching speaking to young learners has its own rules:

- Short practice activities can help young learners build productive language to use in discourse. Speaking starts with practicing drills.
- Teachers must take into consideration the developmental stages in L1 and in L2 to design the speaking activities. Total physical response plays an important role to learn new words and use in speaking.

Correctly each mistake is discouraging and they need help to acquire fluency. Before the speaking we may teach them the necessary language and the vocabulary prepare them for the tasks.

Speaking is not an individual skills, they need to be encouraged to practice in pairs and groups.



A good speaking activity should involve all learners not some of them. Teachers should be aware of the problems young learners, it is important not to ignore their pronunciation, intonation and stress.

Children have a strong instinct from birth to explore their environment. Young children like to touch and play with things: pressing buttons, switches. In this way they learn different things both analytically and also experimentally.

Teaching children is different because they are still developing cognitively, physically and emotionally. So to teach English to children successfully we need to take into account of condition which will lead to successful outcomes.

**Conclusion.** Learning a language is never an individual work, neither is teaching. Teachers should feel confidence in teaching young learners and enrich their teaching. In short teaching young learners is demanding but enjoyable.

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## USING NEW AND MODERN APPROACHES TO LANGUAGE TEACHING

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**Annotation:** This article provides brief information about modern and useful approaches and methods and how to use them effectively and efficiently in teaching students.

**Key words:** foreign language teaching, communicative approach, traditional method, grammar structure, communicative competence, interactive training, natural language environment, foreign language proficiency.

With the advent of advanced technologies, the prominence of education is surged so as to effectively consolidate the teaching process. Furthermore, modern ways of educating English have enhanced in the last twenty years. Nowadays everything alters, obviously in teaching the English language. As a matter of fact, there is an enormous variability of strategies of teaching foreign languages to language learners. It is universally known that each of this educational method is principally based on a particular vision of comprehension the language or the learning process, frequently using specific materials and techniques used in a set sequence. For this reason, we can see the following rules:

Language teaching methods: (teacher -focused)

- \* Audio lingual method
- \* Communicative language teaching
- \* Competency –based language teaching
- \* Direct method
- \* Grammar –translation method
- \* Natural approach
- \* Oral and situational language teaching
- \* Lexical approach
- \* Silent way
- \* Suggestopedia



- \* Task –based language teaching
- \* Total physical response

According to the above instruction, we can perceive overall strategies or approaches of language teaching styles for language teachers. On the one hand, today the process of English communicative learning will be more student – centered, but less time consuming. Therefore, it is promised that the educating quality will be improved and student`s applied English communication can be successfully cultivated, meaning that students` conversational capabilities will be further developed. Language in education would ordinarily create such naturally acquired language skill, enriching it through the improvement of literacy into a tool for abstract thought along with the acquisition of academic knowledge. Language teachers use a wide range of local stories, texts or English translation of literature in the classroom. The use of language as well as the use of various accents in listening activities or tests is widely inspired in the English language classroom. With the procreation of means of communication, such as smart phones, tablets and computers, it is inclined that textbooks will disappear in a few years. Additionally, the access to knowledge in terms of adjustment and movement has dramatically changed. Teaching in language classes concentrates on encouraging the learners thinking and language content, outcomes within learning techniques or approaches. There is significant and complicated student –teacher interactions inside and outside the classroom. In a knowledge based society as well as to below remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the starting to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and capabilities. Having realized the need of the hour: the English teachers convene distinctive kinds of conferences along with seminars to flourish or create a platform and to get to find out the upcoming ideologies in the English language teaching and also to upgrade themselves professionally. It is undoubtedly true that the fifth capacities, namely



reading, writing, speaking, listening and grammar of language possibilities the efficiency to use grammatical structures with accuracy. Academic qualification merely may not assist teachers to grow professionally, on the other hand, they need to be equipped themselves with the up-to-date practices. What is more, the educating materials are being used in our country are nearly made available around the world. There had been so several methodologies of teaching English language. In addition to the aspect of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology [2]. New directions in English language educating like interactive approach or strategy of teaching English is increased as a consequence of sustain research by the central board of secondary education (CBSE New Delhi). This approach is also advocated by the Indian Council of School education(ICSE New Delhi). It is known that “to interact” means to communicate which each other during the interaction. Its means give the information, thoughts unfamiliar to receiver. In this case, we ought to focused on the below statement: “Interacting approach it related to the actual use of language”. We can also look through the following instruction: Interactive methods: Brainstorming, chain drills, Think pair and share, Discussion, Debates, Role playing, Project work, Group work, Aquarium, Microphone It is universally accepted that below (interactive) teaching styles are “Brainstorming”, “Think pair and share” and so on. In interactive method some point of views are followed the leader, Test Tournaments, YouTube, Videos Quizzes, One word, Opposite Arguments, Total Physical Response (TPR), Electronic Role Playing, Puzzle pieces. It is undeniably true that such types of methods are extremely helpful to arrange teaching and learning processes successfully.

For example, “Brainstorming” as well as “Think pair or share” are very crucial for both language learner and teacher. Hence, such kinds of methods can persuade both of them to reckon logically, to analyze the thought appropriately, to express the ideas clearly, to assist to criticize or judge various views autonomously or to adapt the new atmosphere in any conditions, or else to strengthen language learners’ ability.



**Conclusion.** Taking into everything consideration it is concluded that above factor the utilizing interactive ways or methods into educating and learning foreign languages process is one of the most pivotal solutions to overcome the issue. Besides that, it is undeniably true that teacher should be skillful and experienced at not only educating foreign languages, but also organizing the connection between the lessons and innovative technologies nearly professionally. The reason for this is that modern approaches and methods are efficient in teaching English language comprehensively.

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## USE OF INTERACTIVE METHODS AND MULTIMEDIA TOOLS IN ENGLISH LESSONS

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**Annotation.** This article is about using ICT in a classroom which is as a tool for language learning has a lot more benefit. It gives stimulus us to undertake the tasks that the students may otherwise avoid. In an ICT enabled language learning class, the students would conduct the activities on the computers of aware platform and they will not have any sorts of hesitations or inhibitions. It would make repetitive tasks more interesting and would have content which could be in multimedia formats.

**Keywords:** ICT, role, tool, multimedia, computer, use, learning, motivation.

We are used to the standard teaching of foreign languages: the teacher explains, speaks and shows, the student listens, writes, memorizes. Surveys, quizzes, and tests are conducted to find out what the child has learned. This is a passive teaching method, but it is not the only one. There is another approach-active. It consists in the fact that the student interacts with the teacher. We use ICT and interactive methods in our work. They are focused on a wider interaction of students not only with the teacher, but also with each other and the dominance of student activity in the learning process. In interactive lessons, children work in pairs, in mini-groups, create projects, prove theories, and act as teachers. If we begin to study a new topic, it is not necessary for the teacher to explain it. We can go from the opposite: we give an example, and the children put forward theories, which rule is used here. It turns out that the children themselves "invent" a rule, and, while playing, learn. We plan all classes with teachers, conduct weekly planning meetings, and think about how to build a lessons that it is interesting.



The use of information and communication technologies in teaching English plays a very important role. They help to implement a person-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, and aptitudes. At English lessons, you can use a computer to solve a number of didactic tasks: to form reading skills and skills, to improve the writing skills of students; to replenish the vocabulary of students; to for mutable motivation for students to learn English. The world of the latest information technologies is taking an increasing place in our lives. Using them in the classroom increases the motivation and cognitive activity of students of all ages, expands their horizons.

Modern pedagogical technologies such as collaborative learning, project methodology, the use of new information and communication technologies , Internet resources help to implement a person-oriented approach to learning, provide individualization and differentiation of learning based on the abilities of children, their level of learning, and aptitudes. The modern computer is an effective tool for optimizing the conditions of intellectual labor in General, in any of its manifestations. Forms of working with computer training programs in foreign language lessons include: learning vocabulary; practice pronunciation; teaching Dialogic and monological speech; learning to write; working out grammatical phenomena.

At English lessons, you can use a computer to solve a number of didactic tasks: to form reading skills and skills, to improve the writing skills of students; to replenish the vocabulary of students; to for mutable motivation for students to learn English. The world of the latest information technologies is taking an increasing place in our lives. Using them in the classroom and/or increases the motivation and cognitive activity of students of all ages, expands their horizons. Information and communication technologies contribute to the strengthening of educational





motivation for learning and improving students' knowledge. ICTs are aimed at intensifying the learning process, improving the forms and methods of organizing the educational process. The use of computers in English lessons significantly increases the intensity of the educational process. In computer-based learning, a much larger amount of material is learned than was done at the same time in traditional learning. In addition, the material is absorbed more strongly when using a computer. Another advantage of the computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (number of errors, correct/ incorrect responses, requests for help, time spent on individual tasks.), the teacher judges the degree and quality of students' knowledge formation. When teaching phonetics, you can use presentations with audio and video materials, dictionary articles voiced by native speakers. It is also very important to take into account age characteristics and language proficiency.

The use of multimedia presentations makes it possible to control the attention of students due to animation effects; increase the motivation of teaching; systematization of the studied material; formation of computer multimedia competence, both for the teacher and the student. Training with the help of modern computer technologies has a huge motivational potential, allows you to make classes more emotional and informative. However, it should be remembered that communicative tasks in the classroom must first be solved through live communication with the teacher and classmates in a foreign language.

The term "multimedia" means: many environments. Such information media are: text, sound, and video. The use of information and communication technologies (ICT) in foreign language lessons is quite relevant for the development of the student's personality and the formation of the following competencies in students: the ability to compare the advantages and disadvantages of various sources of information, choose



appropriates ear technologies, create and use adequate models and procedures for studying and processing information, etc.

**Conclusion.** the use of ICT in the process of teaching foreign languages allows us to speak about positive results in the development of foreign languages and increase the motivation and interest of students.

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## INTERACTIVE WAYS OF TEACHING IN ENGLISH LESSONS.

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**Annotation.** Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. The word «interactive» (from the English «inter» – mutual and «act» – act) is defined as «interaction». Therefore, the interactive learning means the interaction between the teacher and the student in the communication and learning processes.

**Key words:** interaction, interoperability, demonstrations, create an involvement, certain topic, play scrabble.

Accordingly, the interactive learning defines the ability to interoperability, training in the mode of conversation, dialogue and the activity itself. In this case, the student is not only a listener or a passive observer, but he is an active participant in the process, who has the right to actively express his/her points of view. According to the results of the research of the National Training Center (USA), aimed at defining the role of the interactive learning, «the highest level of learning can be achieved by using interactive teaching methods (50% – discussions, 75% – the practice through action, about 90% – while teaching others or direct application of the learned information), the lowest results of the research are given in the process of delivering a lecture (5%) and reading (10%)». There are different ways to create an involvement like this. Most of the time it's through teacher-student interaction, student-student interaction, the use of audio, visuals, video hands-on demonstrations and exercises. The following interactive student activities are three of the most effective ways to encourage more speech in your classroom.

**1. Think, pair and share.** Set a problem or a question around a certain topic, and pair up your students. Give each pair of students enough time so they can reach a proper conclusion, and permit the kids to share their conclusion in their voice. This



way your students will be engaged, communicating, and remember more of the class than ever before.

### **Scrabble**

Use the chapter (or course) title as the pool of letters from which to make words, and allow teams to brainstorm as many words relevant to the topic as possible. You can also actually play scrabble and ask students to form words from the newly learned vocabulary.

### **Movie Application**

In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie makers got it right, and one way they got it wrong. Think about movies showing historical facts, geographical facts, biographies of famous people, ...

Role play method. Role-playing is an active method of learning, a means of developing a student's communication skills. Role-playing game is associated with the interests of students, it is a means of emotional interest, motivation of learning activities. Role-playing is an active way of learning practical knowledge of a foreign language. Roleplaying game helps to overcome the language barriers of students, significantly increases the amount of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. For example, you can use the role-playing game "At the interview", where students take on the role of employer and employee. From all the above, it should be concluded that for the teacher today it is important to constantly improve their knowledge of foreign language teaching methods, introduce the latest educational concepts into their teaching practice, and keep up with the times.

The new teaching method which we called the modern teaching method is more activity-based and centers the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.



Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment. Today in the whole world teaching foreign languages, especially English has become an essential part of education in all its' branches. We can even find two main types of English using traditional and modern methodology. But at the latest period in the whole world teachers tend to use modern methodology all the time. This becomes clear when we look at the results achieved using these two methods.

As results show today modern methodology allows learners to communicate the real language rather than the traditional method. Taking into consideration this factor the government of our country is doing a lot in order to develop foreign language teaching in Uzbekistan using modern methodology. The important of this issue is emphasized by the fact that many teachers throughout the world teach English through using their mother tongues. They may be the only source of English as the learned language.

**Conclusion.** To achieve a better result, they must provide sound and structure patterns from the target language. The more the target language is used, the more such opportunities will arise. The ultimate goal is to make the classroom a more feasible place for students to acquire the language more effectively. In working with students who are acquiring English, it is important to encourage their participation and to provide a stress-free, trusting environment for learning.

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## TEACHING VOCABULARY THROUGH COMMUNICATIVE APPROACH

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**Annotation.** The following article discusses the issue of teaching vocabulary through communicative approach as well as gives some practical recommendations.

**Keywords:** grammar, vocabulary, English word, contextualization, communicative task, role play, give feedback.

A long period of time grammar was viewed as the main task in foreign language teaching. Mastery of grammatical structures was the main goal in a foreign language acquisition. The Grammar--Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were of relatively minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing decontextualised word lists.

There are a growing number of studies researching what second language teachers do about vocabulary in second language classrooms. Among them, some strategies relevant to the study are listed as follows:

Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed. There are several ways to show the meanings of an English word, through such aids as :

(1) objects that can easily be brought to class(umbrellas, scissors, tools, buttons of many colors and sizes, etc);

(2) drawings by the teacher and drawings by the students;

(3) demonstrations to show actions(Allen, 1983:41).

Allen recommends teachers using the real object whenever possible when showing the meaning of an English noun. Real objects are better than pictures.



Body language is another useful way in vocabulary teaching. It is easy to demonstrate in class. The meanings of words can be shown through simple dramatic presentations. Even teachers can mime certain actions and gestures well enough to know the meanings of words. Defining words by means of other words is a technique needed by the teacher. The students' dictionary is a good source helper. An example sentence for drown might be, "the dead boy's mother was very sad after her son drowned in the river." Often an example sentence can help the student more than a definition.

Well-known dictionaries, such as the Oxford Student's Dictionary of American English, the Longman Dictionary of Contemporary English, give helpful example sentences in addition to definitions.

2. Contextualization every word has its own usage context. It is ineffective for students to master words from the concrete situation if the teacher explains them monotonously and abstractly. Lack of context makes vocabulary learning difficult. Words taught in isolation are generally not remembered. Therefore, the background knowledge of words is very important in vocabulary teaching. Coady suggests that background knowledge may serve as compensation for certain syntactic deficiencies. Students pay attention to the content and show much interest in background knowledge. Some related words are remembered effectively and firmly. While reading, the communicative approach needs to inform and guide classroom practice. As for the communicative tasks, David Nunan describes it as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on standing alone as a communicative act in its own right".

2.2.3.3 Role-Play 14 There are varieties of activities in a classroom to help students learn target language effectively, such as games, music, dramatic stories, amusing anecdotes etc. Role-play is one of them. Role-play helps students learn effectively and use target language as freely and communicatively as they can. Role-play aims at fostering the ability of students and is characterized as mutual teaching and learning. It can realize the teaching model of "students play a



principle role and the teacher plays a leading role” (Littlewood, 1981:56). According to De Neve and Heppner, the main steps of designing role-play are summarized as follows:

- Firstly, teachers should choose a situation for a role play, keeping in mind students' needs and interests. Teachers should select role-plays that will give the students an opportunity to practice what they have learned.
- The next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration.
- After finishing selecting a suitable role play, teachers should predict the language needed for it. It is recommended to introduce any new vocabulary before the role play.
- This step implies providing students with concrete information and clear role descriptions so that they could play their roles with confidence. Teachers should describe each role in a manner that will let the students identify with the characters.
- Teachers ask for some volunteers to act out role-play in front of the class in this step. It is recommended that teachers avoid intervening in a role play with error corrections not to discourage the students.
- Once the role play is finished, teachers should give feedback to students. This means pointing out students' advantages and disadvantages.

**Conclusion.** The relatively minor importance attached to lexical knowledge and context was visible in the scant attention paid to it by second language researchers and teachers in the last decade. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

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## HOW TO APPROACH ON DISTANCE TEACHING AND LEARNING FOREIGN LANGUAGE EFFICIENTLY

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**Annotation.** Because of the recent pandemic situation, the globe has far more suffered from strict restrictions in all fields and the educational system as well. As a result all study institutes and schools conducted online working schedule and organized language learning remotely. Although the large audience of students and teachers regard this change as an ineffective way, it will absolutely turn into fruitful technique if they approach comprehensively. This article will illustrate some positive points.

While the job market can be challenging, a career opportunity that is often overlooked is teaching English online. There is a growing need for native English speakers in other countries where English is not the main language to teach English. Perhaps best of all, this is work that can be done both at home and in person. In most cases, a person will need to complete a training program that certifies work in the field in order to be employed. Although some job opportunities do not require certification, those with a certificate will have additional advantages over other applicants.

When working as an online English teacher, a person has the opportunity to work flexible hours from home. One can choose a part-time job that teaches English online to earn extra income, or choose to work full time and get paid to live comfortably in their own home. As with other careers, people can expect to earn more over time with more skills and experience.

Teachers who are certified to teach English as a foreign language have the opportunity to work abroad in addition to working online. These job opportunities are available in a number of countries in Asia, Latin America or Europe, allowing you to teach English. Paying for these job opportunities usually brings in more revenue than online study assignments. Of course, traveling to other countries and



working and living with locals are additional work privileges of these positions. Schools that hire these teachers will usually help you find a place to live and organize your trip. These schools usually offer other help to English teachers in adapting to the new country. Prospective educators should keep in mind that the cost of living in many countries is much lower than in the USA and Western Europe.

There are a variety of study opportunities available for those interested in teaching English online. The international organization of teacher training offers a variety of online programs with the help of tutors, which will take from 100 to 140 hours to complete. These programs also include extensive job search assistance to help students find jobs quickly. All programs, including self-paced programs, include live chat assistance and are designed to help students succeed in teaching English to those who do not speak English as their mother tongue. These courses are much cheaper than other job training programs offered by colleges and other schools.

As an English teacher, it has many advantages for education professionals working on the Internet. This type of work allows teachers to plan their lessons according to their daily agenda. Educators can grow professionally, earn money, and change students' lives. School teachers who teach English online find this to be an effective way of imparting knowledge.

In the online guide you can enjoy:

**Flexible work schedule:** Those who teach English online can schedule their own class hours instead of attending campus class. It is definitely possible to have a flexible work schedule thanks to the extensive internet and training resources available 24/7.

**Work from home:** The opportunity to work from home is a great benefit for parents. Mothers and fathers of young children can schedule lessons while their children are asleep or at school and check on student achievement. This saves on kindergarten costs and the hassle of finding the perfect seat.



**Freedom to travel:** Teachers can access their virtual tutoring classes from anywhere in the world via computer; this gives them the freedom to travel. All they need is Wi-Fi or some kind of internet connection and meeting students from almost anywhere.

**Having a second job:** Having a flexible internet job can be a great way to earn extra income. It's much harder to do multiple personal tasks, but if one of them is online, a lot of work can be done easily.

Coaches who decide to work online by teaching English open up a path to freedom, extra income, and a fun career. Virtual education is also popular because it is an effective way of learning and teaching.

To conclude The Teaching English as a Foreign Language program continues to develop new teaching methods. Whether it's bringing technology into the classroom or creating a virtual classroom through an e-learning platform, English is being taught in a very effective way to meet the needs of international students.

Join this wonderful world where education is evolving!

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## IMPLEMENTATION OF NON-TRADITIONAL WAYS OF ASSESSMENT IN THE EFL LESSONS

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**Annotation:** The present paper is an attempt to enlighten the effectiveness of assessment and types of evaluation in both traditional and non-traditional ways of assessment in teaching English as a foreign language. Teachers are mostly required to assess their students' progress and achievement as part of an educational system and that's why assessment is also part of a teacher's job. Generally, assessment is concerned with the efficiency of learning system.

**Key words:** Assessment, non-traditional types of evaluation, journal entries, project work, dialogue journals, conferencing, formative assessment, error detection, portfolio, self-directed process, reflection, learning objective.

**Assessment as a term.** There might not be a very clear cut explanation as to which assessments are traditional or alternative. Actually, both can serve different purposes of assessment. However, there are some features that can be used to identify traditional assessment tools. First, a traditional assessment tool is likely to be considered a standardized test with decontextualized test items. Second, the focus is on discrete answers.

**Features of non-traditional assessment.** Non-traditional assessment can be continuous long-term assessment with contextualized communicative tasks. In addition, it encourages open-ended, creative answers. It is considered a formative assessment which is oriented towards the process. These categories are similar to the types of assessment mentioned by Brown & Hudson. The two important features of performance assessments are performance and authenticity. Brown & Hudson summarize five characteristics of alternative assessments as follows:

1. Require students to perform, create, produce, or do something;
2. Use real-world contexts or stimulations;
3. Are nonintrusive in that they extend the day-to-day classroom activities;



4. Allow students to be assessed on what they normally do in class every day;
5. Use tasks that represent meaningful instructional activities;

**Types of non-traditional assessment.** There are some types of non-traditional types of assessment. Such as journal entries, dialogue journals, project works.

**Journal entries** may be used as an informal means of assessment, again, especially in the written classes. The researchers consider that it has some advantages: “it can be enjoyable, since it gives students free rein to write on any topic at the spur of the moment and it offers students the privacy, freedom and the safety to experiment and develop as a writer.”

**Dialogue journals** are, again, alternative forms of assessment and consist of written conversation between the student and the teacher over a period of time having as a goal communicating in writing. It has the advantage that it leads to interaction between the teacher and the student and it could be applied as an assessment form to other skills rather than writing; the skills of speaking, listening, reading.

**Project work** such as involving project work such activities have students working on some project theme in doing research on certain subject. Since it is a project, it takes a larger amount of time and it sends students to the library to search for information. This type of assessment could assess the student's ability in writing and reading, and has been used quite commonly lately.

**Conclusion.** Accordingly, a combination of traditional and alternative types of assessment would be the most effective method for teachers who wish to balance their teaching and assessment as well as to create a learning atmosphere which will enhance students' learning in class. Most importantly teachers are obligatory to select any assessment tool with careful consideration to ensure the appropriateness of each assessment tool for the learning objectives.

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# THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IMPROVING SPEAKING SKILLS OF LEARNERS ELEMENTARY LEVEL

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**Annotation :** In this article we can observe the importance of pedagogical technologies improving speaking skills of young learners.

**Key words:** EFL,SLA,TEYL,4C`s,age characteristics, communication, collaboration

The number of children learning English as a Foreign Language (EFL) at younger ages is increasing around the world. Lowering the starting age of English education stems from the increasing demand for learning EFL because of globalization and increasing economy of countries and governments.

Process has proved that starting language learning at early ages produces better speakers of English .But it is not considered that the age is the most important factor for successful second language acquisition (SLA).However, starting earlier can increase the length of the time for learning and exposure to English which can have a positive effect on communication skill .Communication skill is among the 4Cs (Creativity, Critical thinking ,Communication and Collaboration skills) that highlighted as the life skills needed to success .These are considered to be crucial competencies for children to develop ,skills necessary for working and living in a multimodal world.

Teaching English to Young Learners (TEYL) requires us –teachers to have a balance between addressing children`s developmental growth and the needs and demands of our complex ,rapidly changing world and curriculum also should meet the needs and interests of young learners .

First of all, we as a teacher in primary schools should know our learners closely and gather information about each pupil`s background ,particularly aspects that are consequential for their language development.



Secondly, we should create condition- friendly atmosphere for language learning ,where our learners are motivated to learn ,practice and use the language in real life .An English teacher Dian (Sweden) said: “ As a teacher of children , we have to understand ,who they are and how they learn .We listen to children what they are interested in, what they are focusing on at the moment ,and it is the teacher who has to learn from them”.(The 6 principles for exemplary teaching of English learners. TESOL press 2021)

If we can put ourselves in the shoes of children ,understand a bit more about their world and see learning from their perspective , we can create an inviting learning environment and set the stage for developmentally appropriate English language learning .

From my teaching experience ,I witnessed that my young learners are happy and excited when they use the language and engaged in active games ,when they communicate and collaborate with each other .

We know that in different age groups children have some specific characteristics .Young learners (7-10 years old) are physically active ,love running ,jumping ,throwing and dancing ,they love to play physical games . They enjoy engaging in art and music . They are more social than ever before and open diversity . Children at these ages prefer playing games rather than sit one place .Age characteristics of children helps us design appropriate activities to optimize learning .For example ,if we know that very young children like to move a lot ,we can select songs with movement .

We can teach children well if we have a deep understanding of the special characteristics of childhood and its stages of development .It also provides us with clear directions for choosing activities and materials using modern pedagogical technologies .For most of us modern pedagogical technologies are computers ,smart boards or so on...As for me pedagogical technology is everything that leads to success in our teaching process .They may be just a sheet of paper with markers or flashcards ,board and chalk.



Now I am going to give instructions for some games( I have been using in my classes) as an example which can help to improve speaking skills of young learners .

For the 1<sup>st</sup> grades. Game “Chinese whisper”

A word or word phrase is whispered around the circle of pupils .The last pupil to receive the message either says it aloud or writes it on the board

A variation of this is to get the pupils into two lines(team A and team B)in front of the board ,so the first pupil in both lines is really near to the board other team members are lined up behind him/her .Teacher whisper a word or a sentence to the two pupils at the end of the line and they pass it down the line until it reaches the pupils nearest the board who then have to write the sentences on the board .

Since 1<sup>st</sup> grade learners cannot write you may play it with upper classes.

This game is helpful for pronunciation and revising vocabulary

For the 2<sup>nd</sup> grade . A game “Have you got a ruler?”

Distribute different items of classroom things to pupils or simply write them on little cards and hand them out .

Ask pupils to make a circle , choose one pupil and whisper him or her to find for example “ a ruler “. The pupil asks one by one using the structure “Have you got a ruler ?” .Others will answer “No, I haven` t got a ruler .I have got....”until the pupil with the ruler say, ”Yes I have got “.You may use another topic words or different structure to revise .It is also a good way to check pronunciation

For the 3<sup>rd</sup> grade game “Find someone who....”or “Great wind blows who...”

Form a circle with chairs .Number of chairs equal to pupils number .

All the pupils sit except the teacher .The teacher writes sentence on the blackboard For example:”Yesterday I watched TV ”.He explains the children to listen to the sentence . If they watched TV yesterday they must change their chair .If not ,they must not move .





The teacher plays with the children and then after the teacher's turn the pupils begin to tell their examples what did they do yesterday . A good way of practicing Past Simple

While playing this game your pupils have fun .Whenever I ask my pupils what play they want to they choose this one .

For the 4<sup>th</sup> grade game "Picture dictation "

Choose a picture and ask two pupils to sit back to back .

They take a sheet of paper and colored pencils .You describe the picture ,they will draw it .After finishing you stick two drawn and the original picture on the board Pupils tell the differences and similarities among these three pictures You may choose funny pictures in order to be more interesting and fun.

Playing games with young children in English classes has irreplaceable role in improving their speaking skills .

Our children find success in foreign language learning if we

- engage them in different activities and games
- maintain their interest and attention
- tap to the children's sense of fun
- relate learning to children and their live
- design high quality lessons
- encourage them to work with peers
- create friendly atmosphere
- keep the daily routine to reduce anxiety
- scaffold the language and instructions
- engage them more communication and collaboration .

We teach children effectively when we use developmentally appropriate instruction of children's age stages .Keep in mind that each children is unique and does not necessarily follow those stages in the same way or at the same pace as other children. Be patient ,love your work and your learners ,you will see miracle



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## IMPLEMENTATION SAMPLES OF INNOVATIVE WAYS IN TEACHING VOCABULARY

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**Annotation:** The present paper is an attempt to enrich vocabulary of the students at the intermediate level. After knowing the students' problem, they were given special training by using new techniques. The analysis proved that the students were largely benefited from this innovative model of teaching vocabulary. It also makes an in-depth analysis of the traditional methods, techniques and approaches adopted by the teachers and suggest innovative techniques of teaching vocabulary.

**Key words:** Vocabulary, communication, wide range, express, L2, approach, method, lexical, collocation, non-native speakers, idioms, individual words.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. Therefore, the study of vocabulary is at the center while learning a new language. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues: "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

**Collocation.** It's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to



speak or write fluently. Carter and Mac McCarthy (1987), “It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something” The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that *we make* or *come to a decision*, but *we don't do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that heavy collocates with *rain*

**Idioms.** Teaching idioms by topic can make easier for students to remember. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old.

### **By drawing pictures**

It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

“faithfulness”, low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

### **Word formation**



Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in colleges have paid much more attention to the teaching of the morphological rules of English word formation in their classes. But still we have a lot of work to do. The expansion of vocabulary in modern English depends chiefly on word-formation. According to Pyles and Algeo, words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word-formation, we can infer word-meanings and learn more new English words.

### **Role play**

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations. Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words.

### **Use video to produce of target vocabulary.**

Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best



done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. Teacher can also show a short film without sound and asking pupils to discuss what dialogue they would expect to hear. Showing a scene from a film without sound and asking pupils to use the facial expression to determine emotion.

### **Crossword puzzle**

Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a “Word Puzzle,” which is also called a “Word Cross”, asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

**Conclusion.** At the end of the article, I can say that there is no sure fire remedy or method to enhance vocabulary in a day or two. A student’s vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

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## TEACHING IDIOMS IN ENGLISH AND IN UZBEK LANGUAGES (PROBLEMS AND SOLUTIONS)

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**Annotation:** This article describes the analysis of idioms in Uzbek and in English languages. The article deals with the specificity of literary translation of English idiom expressions into Uzbek and Uzbek into English is revealed from the point of view of the maximum possible preservation of their semantic, and then lexical, and linguistic content. In this article it is aimed that providing students and teachers with necessary information so that they can benefit in their learning and teaching process, particularly in the field of translation and cross-cultural communication.

**Keywords:** idiom, speech unit, cliches, feature, polysemantics, ambiguous, stability

All languages have phrases or sentences that cannot be understood literally. Even if you know the meaning of all the words in a phrase and understand the grammatical structure of it, the meaning of the phrase may still be confusing. Many proverbs, informal phrases, and common sayings offer this kind of problem. A phrase or sentence of this type is said to be idiomatic. **Idioms** are informal expressions used in everyday speech. Often referred to as catch phrases, colloquialisms or cliches, they are group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own. They serve as a colorful way to sum up an idea. However, idioms can be one of the most difficult areas to learn in a foreign language, especially English. Students often try to translate them literally from their point of view of their native tongues, which can lead to confusion.

Idioms are words based on common situations that reflect people's accumulated experiences and reflect people's behavior, social characteristics, certain habits or customs in the country. They almost reflect the lessons of life and



are the legacy of the accumulated events that make up the consciousness of the nation as a whole or of humanity as a whole.

Phraseological units are interesting both because they are colorful and vibrant, and because of their linguistic curiosity. However, they are difficult because they have unpredictable meaning and grammar and often have a special meaning. Analyzing the origin of phraseological units can help to better understand the meaning of phraseological units. U. Hoshimov and I. Yokubov in the book “Methods of Teaching English” emphasized that the difficulties, encountering during the assimilation of words arise, based on its form, semantics and applications<sup>31</sup>. D. Nurmuratova classifies the difficulties in the study of idioms of the English language into four groups<sup>32</sup>:

1. The first group includes international combinations that do not cause difficulties in their study. They are familiar to students or meet in their native language.

2. A characteristic feature of the second group is their belonging in their form and semantics only to that or another language

3. Idioms of the third group are found in both languages. From some side they are similar, but on the other hand they differ from each other.

4. The basis of the fourth group is polysemantics, when a idiom has many meanings.

It should be emphasized that the translation of idioms from English into other language presents significant difficulties. This is due to the fact that many of them are bright, imaginative, laconic, ambiguous. When translating, it is necessary not only to convey the meaning of the idioms, but also to display its figurativeness, while not missing its stylistic function. When translating idioms, the translator must convey its meaning and reflect its imagery, finding a similar expression in the native language and without losing sight of stylistic

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<sup>31</sup> Hoshimov, O., Yoqubov I. The methodology of teaching English language. - Tashkent, 2003.117-p.

<sup>32</sup> Madrakhimov, O'zbek tilida so'zning serqirraligi va uni tasniflash asoslari: author. dis. ... Cand. philol. sciences. Tashkent, 1994.25 p. 45





function of the idioms. Here some examples of idioms in English and Uzbek with their definitions.

**1. Able to breathe easily again (able to breathe freely again)** ma'lum biror qizg'in jarayon yoki holatdan keyin yana erkin nafas olmoq yoki nafasni rostlamoq, yengil nafas olmoq. For example: *The lesson is over now you are able to breathe freely again.*

**2. Achilles heel (fig)** biror insonning yoki narsa ning zaif, nozik joyi, nuqtasi. For example: *John seems to be well-educated man but everyone has his Achilles heel.*

**3. A little frog in big pond (fig)** o'zga yoki begona davrada o'zini noqulay yoki ojiz, g'alati his qilganda qo'llaniladi, kichkina baqa katta ko'lda. For example: *When John transferred to another group he found himself a little frog in a big pond.*

**1. Ko'z ochib yumguncha** in a moment. The given phraseological unit belongs to the literary and colloquial style. It is used to strengthen the meaning and to draw attention to the speed of the fulfillment of an action. It also has a synonym "hash-pash deguncha" which is more older one of the phrase. Example: *Umr degan narsa ko'z ochib yumguncha otib ketar ekan.*

**2. Ochiq qo'l** - very generous. Example: *Umidaning turmush o'rtog'I ochiq qo'l inson.*

**3. Vaqt o'z ishini qildi** - time has done its job, one cannot control the time. Example: *Ular har qancha shoshilmasin vaqt o'z ishini qildi.*

As we analyze idioms above it can be said English and Uzbek are two different languages with different cultural backgrounds but human beings have similar process of thought. Talking about language and idioms in particular, we can recognize a great deal of equivalence between the two languages' idioms, namely in images and implied messages. An idiom is defined as an expression that does not mean what it literally means. The meaning of idioms is not compositional. This means that you cannot understand the meaning of the whole phrase that unites the meaning of each word. It may not even make sense grammatically if you look at individual words. The idiom only makes sense as a



unit. Professor Koonin described the idiom "as a stable combination of words with full or partial figurative meaning." This definition emphasizes two distinctive and very important features of idiomatic expressions. Idioms have lexical and grammatical stability. This means that they are set in their own forms, so any substitutions and restructuring in their structure can lead to a complete loss of their basic meaning.

Thus, when translating English idioms into another language, in particular into Uzbek, a literal translation of English idioms into Uzbek is impossible, only a translation is possible that conveys the content of the idiom by means of another language should be considered. So it is necessary to try to find an adequate or equivalent stable phrase, idioms (proverbs, sayings, phraseological units, winged words, etc.) in the target language that conveys the content of the original. It is not possible to fully convey the content of the original idiom when translate into the Uzbek language, therefore, a meaningful perspective is used, which can convey one semantic direction.

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## THE INTEGRATION OF TECHNOLOGY INTO LANGUAGE TEACHING

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**Annotation.** This article deals with the issue of the integration of technology into language teaching and its role in improving speaking and listening skills in EFL classes.

It is known that new tendency of teaching English as a foreign language mainly relies on integrating technological tools in teaching language skills. As the conventional teaching method seems to be outdated, the modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. New technologies in language learning by multiple intelligence and mixed abilities replace with old methods of teaching. It is used to support teaching and learning. It also has the power to transform teaching by ushering in a new model of connected teaching.

Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to teachers. Over the years, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Not long ago a language laboratory was widely used in learning listening as it was tied to the belief that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief.



Modern, computer-based technology fosters listening skills by providing a multitude of opportunities for listening to spoken language. As an example of such technology, we can give example of using podcasts. Essentially, a podcast is simply an audio or video transcription of information that can be downloaded and played anywhere and anytime. It is kind of like satellite radio, but in pre-packaged, time-limited formats.

Podcasts are recorded using software or online recording programs, exported to a digital warehouse (such as iTunes), and then downloaded by anyone who searches for that topic or anyone who has a direct link to the podcast itself. The term “podcasting” is an amalgamate of “iPod” and “Broadcasting” and has been defined by Wikipedia as a type of digital media consisting of an episodic series of audio, video, PDF or EPUB files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Simply put, podcasting is a type of radio show which allows access to periodic information through downloads on portable devices. It is easy to create and view a podcast and all an individual requires is a computer, internet connection and a recording device.

Podcasts for educators go beyond just passive listening. You can use this communication tool in your own classroom. Podcasts can be used as part of your classroom listening activities. Here are some ideas for how you can use them in your classroom. Podcasts can be used to:

- provide information in a fun and entertaining way (thus, increasing student engagement)
- extend student learning with critical links between content areas
- synthesize student learning through podcast creation
- communicate with parents and the community

*Listening comprehension quiz. Here, you are interested in having students focus on listening for understanding and meaning.*

*Listening comprehension discussion. Again, in this activity you want your students to practice listening for general meaning. However, here, you are using the*



*podcast as an opening for discussion. There are some ideas for creating lesson plans using podcast.*

Sketch noting. 1) Hand out large pieces of paper and lots of colorful markers. 2) Play an engaging podcast and instruct students to draw, write keywords, link ideas, make connections etc.

Flipped classroom. 1) Instruct students to listen to a podcast for homework and to come to class with questions for discussion. 2) In the next class, facilitate a discussion / complete a comprehension exercise / have students write an essay as a response.

Socratic seminars. 1) Instruct students to listen to a podcast and take notes. 2) Hold a Socratic discussion in response to the podcast: this hits both listening and speaking goals.

Outside time. 1) Instruct students to find the podcast on their phones (if allowed). 2) Go outside on a beautiful day to have them listen and breathe in some fresh air.

Write poetry. 1) Have students listen to a podcast and just write down words and phrases, lots and lots of them that they pick up on. This could be a list, or sketch note. 2) Then have students write found poetry from these words noted: a great way to turn non-fiction into poetry, and scaffold the process of writing poetry.

In conclusion, we should note that podcasting is a powerful way to assist you in using technology within your classroom to weave the content areas and the fine arts together.

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## THE USE OF MULTIMEDIA TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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*Romitan tuman 1-IDUM*

**Annotation.** A foreign language is an academic subject, which is very useful for our future and success. Therefore, it is not surprising that in the teaching of a foreign language new opportunities opened up by multimedia have found the most diverse use.

**Keywords:** information technologies, multimedia technologies, interactive system, teaching foreign language, linear, non-linear, animation, digitized still images, video, sound, speech.

In the process of learning foreign languages in modern secondary schools, lighting and sound engineering devices are traditionally used. But now new information technologies have come to school: a computer, a multimedia textbook, the Internet, an electronic educational resource.

The use of these new information technologies makes it possible to single out the following main points: - the use of multimedia technologies in teaching foreign languages is designed to significantly improve the effectiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers and mediated through the Internet, the press and etc.); - means of new information technologies act as an instrument of education and upbringing of students, development of their communication, cognitive, creative abilities and information culture; - the use of multimedia teaching tools allows, in the absence of a natural language environment, to create conditions as close as possible to real-life communication in foreign languages.

In modern methods of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is an interactive system that provides simultaneous work with sound, animated



computer graphics, video frames, static images and text. This term refers to the simultaneous impact on a user through several information channels. In this case, the user, as a rule, plays an active role. In other words, multimedia is the sum of technologies that allow a computer to enter, process, store, transmit and display (display) data types such as text, graphics, animation, digitized still images, video, sound, speech. Multimedia can be divided into linear (e.g. an e-book) or non-linear (e.g. a video game or a self-paced eLearning course). The users of linear media usually have no control of the multimedia content. They are only passive receivers. However, the users of non-linear multimedia are able to interact with the content. It is a two-way communication then.

In addition, multimedia promotes deeper learning. Thus, multimedia should be an inseparable part of FLT in order to facilitate FLT and help with the acquisition of second language (L2) learning. At present multimedia is a common teaching resource, aid or tool in foreign language (FL) classes since it is:

- modern/fashionable;
- up-to-date as it can be usually easily modified;
- user-friendly;
- relatively inexpensive;
- eye-catching/appealing to students;
- stimulating; and simply, a natural means of student's everyday use .

Moreover, the exploitation of multimedia in FLT changes the traditional form of teaching.

Teachers become rather facilitators and mediators and learning focuses more on students themselves. On the one hand, it increases their autonomy, but on the other hand, it imposes greater demands on them and makes them responsible for their own learning.

Previously, the lesson conducted by the teacher was called multimedia, if it was attended by the teacher's story, the tape recording, the cinema, the slides, and any technical teaching aids. Today, a "multimedia" lesson means a lesson using a multimedia tutorial, a computer or laptop, a projector, a webcam.



In addition, under the presentation you can “put” the text that most closely matches the topic of the lesson from informative and lexical points of view. When you re-view the presentation, the text can be turned off, and students are given the task to voice the slides on their own. Thus, the teacher gets rid of the need to adapt the finished text for students and to spend precious lesson time on “noise” information, which is almost inevitable when using ready-made presentations; in addition, the presentation material is clearly timed.

Multimedia presentations can be held in any place where there is a computer and a projector or a local playback device.

The form and place of use of a multimedia presentation (or even its individual slide) in a lesson depend, of course, on the content of this lesson and on the goal set by the teacher. Nevertheless, the practice allows us to identify some common, the most effective techniques for the use of such benefits:

1. When studying a new material. Allows you to illustrate a variety of visual means. The application is especially beneficial in cases where it is necessary to show the dynamics of the development of a process.
2. When fixing a new topic.
3. To test knowledge. Computer testing is a self-test and self-realization, it is a good stimulus for learning, it is a way of working and expressing yourself. For the teacher, it is a means of quality control of knowledge, a programmed way to accumulate grades.
4. To deepen knowledge, as an additional material to the lessons.
5. When checking frontal independent work. 6. When solving educational problems. Helps to perform and monitor intermediate and final results of independent work.

The most accessible of the multimedia tools should recognize the so-called electronic textbook. According to the type of organization and delivery method, multimedia textbooks are of three types:

1. on CD-ROM with or without a printed application;
2. on Internet sites with or without a printed application;





3. on CD-ROM, but with reference to some Internet sites, with or without a print application.

What is so attracted to multimedia (electronic) textbooks of teachers and students? The fact is that knowledge that provides a high level of professional qualification is always subject to rapid changes. Electronic textbooks allow you to track these changes and, thus, provide a high level of training.

In conclusion I want to say that multimedia technologies are very useful in teaching foreign language and getting a good results. I think nowadays every teacher uses this kind of multimedia technologies .

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# USE OF MODERN TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING METHODS

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**Annotation.** It is no secret that today a number of reforms are being carried out by our President to study foreign languages, especially English. For this reason, in this article, the author discusses in detail the importance of learning foreign languages and methodology of learning English, as well as the ability to use modern technologies in the process of language teaching.

**Keywords:** Foreign language, game, innovative technology, technological tools, methods, techniques and etc.

After the independence of our country, the interest in teaching foreign languages has grown and lots of opportunities are created for children. As the first President Islam Karimov said, "At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our countries, which today are striving to take their rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners". As a logical continuation of these ideas, the Presidential Decree of December 10, 2012 "On measures to further improve the system of teaching foreign languages" expanded the opportunities for learning foreign languages. According to that, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. Today, foreign language skills are getting an integral a part of vocational training. Specialists in various fields have a high level of cooperation with foreign partners, in order that they have a high demand for learning. In modern society, foreign languages are getting a crucial a part of vocational training. Such knowledge is first acquired by people in schools, colleges, lyceums,



and later in institutes, training courses, or by familiarizing themselves with basic information sets that help them learn a foreign language independently. Today, there is a large collection of teaching materials for people with different levels of language skills. Success in achieving this goal depends on the sensible methods and skills of teachers.

The ability to use information technology and modern teaching methods helps to quickly grasp new materials. By combining different methods, a teacher is able to solve specific curricula. In this regard, teachers and students got to become conversant in modern methods of teaching foreign languages. As a result, you will be able to choose the most effective way to achieve your goals. Using a variety of teaching and learning methods can be effective. Teaching takes place in small steps and is predicated on the student's existing knowledge system. At the initial stage, the stress is on pronunciation. According to Harmer, the first requirement of a native speaker is pronunciation. At the start of the training process, the teacher should specialise in the student's pronunciation. Although grammar and vocabulary are important, it's useless if the speaker mispronounces them. Native speakers also can understand speech with grammatical errors if the speaker pronounces the words correctly. Therefore, in teaching, the most focus is on pronunciation. In this case, the utilization of various audios of native speakers gives good results. The teacher should teach the right pronunciation of letters and words during the lesson. There is also a robust emphasis on oral and reading skills within the early stages. If we look at the types of speech activities in foreign language teaching, the following tasks should be performed in their teaching:

- Create a reading mechanism;
- Improving oral reading techniques;
- Teach them to know what they're reading.

At the elementary level, the emphasis is on reading aloud. Reading texts are also going from simple to simple. However, it should be noted that although the add the first stages is especially focused on the event of oral skills, it doesn't solve the matter of developing oral communication in English. She is only in the process of



preparing to work on a real speech. In addition, reading words beautifully and fluently increases a student's love of learning the language. In addition, students are going to be introduced to this indefinite Tense, The Past indefinite Tense. , Are required to be familiar with verb tenses such as The Future indefinite Tense and to be able to use verb forms vividly in these tenses. Students learn that nouns are used in the singular and plural, that suffixes "s" or "es" are added to the third person singular form of a verb in the present indefinite tense, which interrogative, negative, and imperative sorts of sentences also are introduced at an early stage. during the study period. Question-answer exercises are not to strengthen the student's speech, improve memory, and revision. New words from the text are memorized. Questioning and answering will assist you to memorize the words and use them in your speech. In addition, a spread of games within the classroom can increase a student's interest in learning and speed up learning. In the Hot Ball game, students form a circle and say one among the new words throwing each other the ball. Participants do not repeat each other's words, they are expelled from the game if they repeat or stop speaking. That's the way to go.

In the middle stage, grammar is taught in additional depth than within the first stage, and students are given exercises and tests supported the principles of grammar. Computer and phone learning programs also are great for elementary and secondary school learning . Examples include Talk (English speaking practice), Daily English, Learn English (English master), the way to speak real English. These programs are designed to incorporate all sections of reading, listening, and testing. Recording new words on a phone dictaphone is another good way to concentrate in your spare time. Also, showing more English subtitles and cartoons is an efficient way to teach the language.

At the higher level, independent work plays a special part, especially in foreign languages. Of course, the requirements for this course are different from those of the previous stages. And now the lesson is no longer based on oral speech, because of this at this stage most of the language material is studied passively (receptively). That means, reading comprehension plays a key part. Texts are also



large in size and language materials are complicated. Reading, speaking, listening exercises are held regularly. When organizing a lesson, a separate day is set for Reading, a separate day for Speaking, and an another separate day for Listening. Homework is also more complex than previous steps. Speaking lessons involve a topic and a two-minute talk. Alternatively, text cards will be distributed to students. Each student gives their opinion on the topic on the card of their choice. The speech requires the use of previously used phrases, introductory words, new words as well as synonyms. Homework can be used to prepare additional text topics using the press, periodicals, media, and also online materials. Students will be interested to learn about interesting research and scientific discoveries.

The demand for learning a foreign language is growing day by day and step by step. Foreign language, as it was mentioned above, is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective tool of modern information technology in the educational process. It is also going to aim to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to use such information and communication technologies in learning foreign languages. The important role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CD. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the



fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the process of playing games, the student is more interested in this activity than in a normal lesson and works more comfortably. Use of computer at foreign language lessons helps in solution of different didactic problems such as:

- improving pronunciation;
- formulating and developing skills and abilities of reading;
- improving abilities of writing;
- enriching the lexicon of learners;
- training grammar;
- forming steady motivation of studying foreign language

Possibilities of usage the Internet resources are huge. The Internet creates conditions for receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc.

It should be supposed that the game is, first of all, a way of teaching. Students are willing to be interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he can play, speak, listen, understand and write in English. We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, based on the experience of educators in the United States and the United Kingdom: - To use this method, the beginning of the story is read. students are referred to the judgment of the students; - Merry Riddles is an important part of teaching English to students, where they learn words they are unfamiliar with and find the answer to a riddle; - Quick answers help to increase the effectiveness of the lesson; - The use of



"Warm-up exercises" in the classroom to engage students in the lesson; - "Pantomime" (pantomime) is a method that can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises; - A chain story method helps to develop students' oral skills; - Acting characters This method can be used in all types of lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we, future teachers, will contribute to the more effective development of innovative technologies.

In conclusion, modern language teaching is aimed at shaping a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

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## THE ROLE OF INFORMATIONAL TECHNOLOGIES FOR LEARNING FOREIGN LANGUAGES.

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**Annotation.** This article discusses the use of technologies in the educational process. The introduction of information and communication technologies in the educational process is becoming increasingly important, especially in teaching and learning foreign languages. New information technologies open up great opportunities in teaching languages, play an important role in obtaining high-quality knowledge in science and increase the effectiveness of education.

In the context of the rapid development of information and communication technologies, which is one of the features of our time, especially attention is paid to a new approach to the educational process and its organization<sup>33</sup>, the use of its potential. The 21st century is the century of high technologies, and our modern youth is not only in the spirit of the time, but also in step with the development of the electronic world. Therefore, a different approach to the process of educating the younger generation is required. The role of the teacher in the classroom is also changing. The teacher is now basically a facilitator. The time has come for teachers who want to keep up with the times, be ready to bring any part of the lesson to life with the help of information and communication technologies.

The introduction of information and communication technologies in the educational process is becoming increasingly important, especially in teaching and learning foreign languages. New information technologies open up great opportunities in teaching languages, play an important role in obtaining high-quality knowledge in science and increase the effectiveness of education. It is well known that, in accordance with the requirements of the time, no lesson in this subject should be held without the presentation of a teacher or students.

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<sup>33</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000139195>





By introducing advanced teaching methods using modern pedagogical and information and communication technologies, radically improving the system of teaching the younger generation in foreign languages, training specialists who are fluent in these languages, and on this basis. It is necessary to work to create conditions and opportunities for their achievements in global development and the wider use of world information resources, the development of international cooperation and dialogue, and to carry out a number of important tasks.

Information and communication technologies like computers, tape recorders, books, video equipments, electronic whiteboards - save time and provide more and more information. Today, young people do not have to spend time searching and browsing for more information, but go online to save it.

As a result of the use of the Internet and its great potential in foreign language teaching, the prospects for the introduction of multimedia technologies in educational and pedagogical processes are becoming more and more promising. As you know, the Internet as a main means of communication is divided into four areas:

- Internet as a means of obtaining information;
- Internet as a means of communication;
- Internet as a learning tool;
- The Internet means of entertainment.

At the same time, a great deal of attention is paid to training to work with the main means of communication (e-mail, chat) in the search for information on the network. Initially, the exchange of information is limited to written text, but gradually graphic and audio documents are added.

In the process of education, information and communication technologies are widely used by the Internet. For example, over the years, most school teachers have improved their knowledge and skills in information technology, and today they can easily work in Word, Excel, Power Point. The Internet is available to all our foreign language teachers and students.



As a school example, our information resource center has free Internet access. In it, teachers and students spend their free time after school in the Ziyonet network [www.booksshouldbefree.com](http://www.booksshouldbefree.com), [www.cooltoolsforschools.wikispaces.com](http://www.cooltoolsforschools.wikispaces.com), [www.flashkids.com](http://www.flashkids.com), [www.frog.com](http://www.frog.com), [www.simplyfun.com](http://www.simplyfun.com) and you tube, blogs and many other sites. This information shows that there is a more effective way to use the Internet in a foreign language class.

Several didactic problems can be solved in foreign language classes through the use of information and communication technologies and, in particular, the Internet. Of these, when testing students' knowledge:

- various online tests;
- offline tests, the use of electronic versions of tests;
- There are many tests on the Internet for students from elementary to advanced level, such as TOEFL and IELTS.

The advantages of such tests for the students are an objective and quick response. Simultaneous testing of students with different levels of knowledge in explaining a new topic: improving the quality of lessons through photos, clips, movies, videos, for example: students not only get simple information about different foreign countries from the text of the book, but also virtual tours, videos, spoons, clips about the traditions and customs of foreign countries.

To reinforce the topic:

- students create projects;
- search for additional information in interdisciplinary classes;
- Significantly increases students' interest in learning by preparing presentations or chatting with foreign friends via email.

When using information and communication technologies, the teacher should prepare and plan for the lesson in accordance with state standards. In the classroom, information and communication technology can never replace the teacher, but rather help them. Depending on the content of the lesson, information and communication technologies and other pedagogical technologies should be used wisely. The purpose of the application of information and communication



technologies in the teaching process is to enrich the lesson, to provide information that can not be given by ordinary books, didactic exhibitions.

**Conclusion.** By teaching a foreign language using the Internet, both teachers and students will have better opportunities in their work, so the introduction of information and communication technologies in the teaching process is a topical issue. The effectiveness of modern lessons is achieved through educational programs, the search for information on the Internet, as a result, the growth of interest in learning foreign languages, understanding of the relevance of international and intercultural communication, expanding the scope of the educational environment.

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## APPLICATION OF COMPUTER TECHNOLOGIES IN ENGLISH LESSONS

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**Annotation:** The article reveals the role of information technology. The purpose of the work of a modern teacher in teaching children is named.

**Key words:** learning process, teaching methods, modern technologies, information technology, computer.

Currently, all advanced pedagogical ideas, approaches; concepts are aimed at the formation of a creative personality, the development of personal mechanisms, adaptation to the conditions of a rapidly changing world, the ability to constantly improve, to master new areas of professional activity. Modern man today has ample opportunities to take into account and use the huge intellectual and cultural potential of all mankind. A person of the era of the scientific and technological revolution and scientific and information technologies should be creatively active, able to independently navigate in the developing flow of information.

As you know, knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, as well as work with information and communication technologies and multimedia teaching aids.

The computer, in our time, is a very important and independent thing. And also, a computer can help in learning a foreign language. After all, there are a lot of disks, electronic textbooks, multimedia training programs that lead to good results in learning English. At present, the introduction of a personal computer, multimedia technology and the global information computer network Internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The modern teacher faces the problem of finding a new pedagogical tool. The computer allows you to qualitatively change



the control of the student's activities, while providing flexibility in managing the educational process. The role of the teacher is equally important here. He selects computer programs for the lesson, didactic material and individual tasks, helps students in the process of work, evaluates their knowledge and development.

In recent years, the question of the use of new information technologies in the learning process has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. If the goal of teaching foreign languages is the formation and development of a communicative culture of students, teaching practical mastery of a foreign language, then the task of the teacher is to create conditions for practical language acquisition for each student and choose such teaching methods that would allow each student to show their activity. and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages.

Modern pedagogical technologies such as collaborative learning, project methodology help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of education, inclinations, etc. Everyone knows that until recently, teaching a foreign language was based on the traditional approach, which consists in the communication by the teacher of the amount of theoretical knowledge and the development of students' skills in the discipline being studied.

In the conditions of the classroom form of education, the teacher does not always have the opportunity to pay due attention to each student, so many of them lose their motivation to learn, which leads to a significant decrease in the level of their knowledge, skills and abilities. Therefore, one of the main tasks of the teacher is to activate the activity of each student in the learning process, to create a situation for their creative activity. The use of a computer helps to implement a student-centered approach to learning, provides individualization and differentiation, taking into account the characteristics of students, their level of knowledge. Currently, there is a change in the role of the teacher in the educational



process. The nature of the interaction "teacher-student" is also qualitatively changing. Gradually, the main function of the teacher, as a source of knowledge, is reduced. The modern task of the teacher is to direct the educational process in the right direction, provide links to high-quality resources and monitor the understanding of the material by the audience, to help everyone in its development. Learning a foreign language with the help of computer programs is of great interest to students. With the use of the latest developments in the field of teaching foreign languages, based on the use of multimedia technology, the learning process has moved to a qualitatively different level. Based on this, we can say with confidence that even in conditions of artificial communication, it is possible to simulate situations of real, natural communication.

Several advantages of computer-aided learning of a foreign language should be highlighted: creating a favorable psychological climate, increasing the motivation for learning a foreign language; technical advantages of teaching a foreign language using a computer: the ability to carry out technical translation; use grammar and spelling checkers; the use of multimedia, interactive video in teaching oral speech.

The graphic capabilities of the computer distinguish this teaching method from the background of traditional ones and make it possible to implement the principle of visualization of training. The educational value of computer networks, both local and global, is almost invaluable. Also, computer-assisted learning makes it possible to organize independent work of each student. Integrating a regular lesson with a computer allows the teacher to transfer part of his work to the computer, while making the learning process more interesting and intense. At the same time, the computer does not replace the teacher, but only complements it. The selection of training programs depends on the training material, the level of training of the trainees and their abilities. Forms of work with computer training programs in the classroom include learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching writing, and practicing grammatical phenomena.



**Conclusion.** the scope of the computer in teaching foreign languages is unusually wide, since the use of a computer provides students with the opportunity to work in an interactive learning environment.

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## THE EFFECTIVENESS OF COMMUNICATIVE APPROACH TO TEACHING AND LEARNING THE FOREIGN LANGUAGE

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**Annotation.** The article represents the major concepts of the communicative approach to teaching and learning the foreign language. It describes the principles of CLT in the light of their significance for maintaining the language proficiency.

Presently, communicative approach to teaching and learning the foreign language is undoubtedly the most effective way. In TFL context, it appeared in about the 60s and 70s of the last century replacing the traditional methods. Communicative approach, method, or technique is focused on enabling the learners to communicate in different language settings and situation. Communication is manifested in learning functionality. Functionality assumes that both words and grammatical forms are absorbed immediately in activities, based on its implementation.

The major purpose of learning a foreign language is supposed to be acquiring the language proficiency, and mastering language skills. In M.Anderson's opinion, the goal of the teachers who use CLT is to enable students to communicate in the target language as well as to expose the learners to the linguistic forms, meanings, and functions. Communication is a process; knowledge of the forms of language is insufficient [1, 56]. However, there are some experiences that even prominent learners are unable to spontaneously produce a fluent and well-formed speech due to the huge undesirable effect of the traditional or non-communicative techniques applied to FLT.

The main task of a communicative approach is to support and help the learner get rid of the notorious language barrier. Thus, the majority of activities intended and designed for teaching the foreign language in a communicative way are based on colloquial practices on various topics. But it would be unfair to assume that the communicative approach is strictly about speaking, conversations





and listening. The concept of communicativeness is widely accepted to be encourage the learner to develop his or her both oral, and written speech, as well as reading strategies, vocabulary range, register, style, grammatical competence, phonology, and etc. As for the phases of teaching the foreign language the teacher passes with the student three stages of training: Engagement (Involving), Study (Learning) and Applying (Use). At the engagement level, the teacher involves the student in the learning process initiating a conversation, proposing to discuss the picture, a problem, a film, etc. At the study stage, the student explains the grammatical theme and the use of new words and expressions they work on the expansion of the vocabulary stock and mastering the grammatical structures. At the stage of applying the knowledge, the student does various exercises to consolidate the new grammar and words.

The communicative technique proved to be innovative one due to its advantages and benefits in teaching and learning the foreign language. It is obvious that people learn a language best when using it to do things rather than through studying how language works and practicing rules. As R.Johnson states, CLT aims broadly to apply the theoretical perspectives of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language (areas) and Communication.

Reflecting the role of the teacher, P.Sreehari claims that the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on at a later time during more accuracy-based activities. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning [4, 6].

Most of the scholars agree upon the principles of communicative competence including such aspects of maintaining the foreign language as



knowing how to use language for a range of different purposes and functions; knowing how to vary the use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

**Conclusion.** Successful foreign language teachers are supposed to provide opportunities for learners to practice and try out the target language as they know. This process requires the teacher to be tolerant of a learner's errors. Providing opportunities for learners to develop both accuracy and fluency through linking different language skills as they occur in real-life settings.

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## OVERCOMING THE PROBLEMS OF LEARNING FOREIGN LANGUAGE SKILLS IN THE CLASSROOM

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“If you want to be creative, stay in part a child, with the creativity and invention that characterizes children before they are deformed by adult society”

Jean Piaget

Teaching a language has many different features. A teacher does not only teach and pay attention to student`s language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future. Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.

However, teaching English becomes a crucial issue when it is taught as a foreign is demanding task when it comes to the places where English serves limited exposure. There are times during the life cycle when certain kinds of things are learned best or most efficiently, and there are teaching methods that are more appropriate at certain times in the developmental sequence than at others.

Given that developmental change is a basic fact of human existence but that each person is developmentally unique and that there are optimal times for particular kinds of learning, developmentally appropriate education can be defined by three criteria. An educational experience, procedure, or method whether adult or child initiated is developmentally appropriate if it...

1. Exercises and challenges the learners` capacities as they emerge at a given developmental level.
2. Encourages and helps the learner to develop a unique pattern of interests, talents and goals.



3. Presents learning experiences when learners are best able to master, generalize and retain what they learn and can relate it to previous experiences and future expectations.

As American philosopher John Dewey says “Only knowledge of the order and connection of the stages in the development of the psychological functions can... insure the full meaning and free, yet orderly or law abiding, exercise of the psychological powers. In a word, education itself is precisely the work of supplying the conditions which will enable the psychological functions, as they successively arise, to mature and pass into higher functions in the freest and fullest manner”.

There are some tips for overcoming problems of learning foreign languages and organizing effective and interesting classroom management. The main goal of this step is to take pupils attention to the lesson.

As we know the most interesting time of childhood is the time when they listen to the stories of fairy tales. Using drama in the language lessons not only motivate the children to learn the language but read the books also.

Teacher brings story of fairytale according to the theme and brings the picture of their heroes. Under the silent music the teacher tells the story illustrating with the pictures.

The main advantage of this method is that pupils can understand the main idea of the story even they do not know the translation of each words.

Naturally children are playful and energetic. It is challenging to sit at the desk for an hour. So that reason teachers should use activities in their classes. For example, teacher divides pupils into groups and gives bags for each group. In the bag there can be anything. Things should be chosen according to the level of pupils. The task is groups should make a story or text using the things which are in the bag and present it to the class. It is very funny and interesting for children. Consequently, it increases pupils` critical thinking and imagination; it helps pupils to increase speaking skills; it creates language atmosphere.



The next tip is using songs effectively during the lessons. It is clear that, music and songs go to pupils` mind and soul very easily. The words which are put in rhythm help pupils to remember the words easily and it seems very delightful.

In the effective classes, teachers always teach their pupils with the help of different methods. So that, if teachers have enough knowledge about teaching methods and techniques there will not be any difficulty to organize their lessons interesting and successful.

To sum up, the problems in learning foreign languages require more attention from the students. In each skill has its variety and level of difficulty. This makes challenge for students to receive foreign language lessons in the classroom. Starting from technical problems to the motivations both students and instructors. Therefore, a strategy must always be provided to overcome or at least reduce the learning obstacles experienced by students to develop patterns of language skills.

By understanding the existing problems in this study, the teacher who either teaches English or other foreign languages must be more aware to select the way of their teaching to the students. Especially the language skill, each skill has its challenges and difficulties for students, consequently the teacher is very demanded to provide a suitable teaching strategy to overcome the existing problems in a foreign language class.

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## THE PRAGMATIC ANALYSIS OF THE SOMATISM “HEAD” IN “JANE EYRE” AND “ANNA KARENINA”

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**Annotation:** This article discusses the pragmatic analysis of the somatism “head” in two famous literary works “Jane Eyre” by Charlotte Bronte and “Anna Karenina” by Leo Tolstoy. The somatism “head” is explained thoroughly in different utterances.

**Key words:** phraseological units, somatism, head, pragmatics, utterance.

Phraseology is one of the tools for expanding and enriching your vocabulary. It is the most colorful part of the vocabulary system, and it symbolizes the community's unique perspective on the world. It reflects the nation's history, as well as the habits traditions of the people who speak it. Phraseology is a subsystem of the vocabulary system in which linguists refer to units in different ways. Phraseological units, phraseologisms, set expressions, and idioms are examples of terminology that can be encountered. As a result, terms are interchangeable.

In modern linguistics new terms are related to different. One of the newest terms is somatic phraseological units. Linguists began to study somatic (from Greek soma - body) vocabulary in more detail only at the end of XX - beginning of XXI century. The breadth of somatism links with the surrounding world is explained by ontogenetic functional properties of human body parts. Somatizms denote organs, vocabulary of the human body, and take an active part in the formation of phraseological units.

Somatic phraseology is characterized by the presence of numerous analogues in the languages, which is explained not only by borrowing, but also by general regularities that lead to the appearance of similar in meaning phraseological units, "demonstrating the universal nature of the transfer of somatic lexemes, their functional and semantic dynamics in the composition of phraseological units" [1]. Somatic phraseologisms, in their main mass, represent metaphorical or metonymic



turns of speech based on observations of human or animal behavior: step on smb's toes - hitting the senses [2, 56-59].

This article discusses the pragmatic analysis of the common somatism “head” in the famous works of literature “Jane Eyre” by Charlotte Bronte and “Anna Karenina” by Leo Tolstoy. Here emerges a question: what is pragmatic analysis? The study of how context affects meaning, such as how phrases are interpreted in different settings, is known as pragmatics (or the interpretation of linguistic meaning in context). Situational context is knowledge about the world, while linguistic context is language that precedes a statement to be interpreted. The term *pragmatics* was coined in the 1930s by psychologist and philosopher Charles Morris. Pragmatics was developed as a subfield of linguistics in the 1970s. Morris explained that pragmatics is different from *semantics*, which concerns the relations between signs and the objects they signify.

Semantics refers to the specific meaning of language; pragmatics involves all the social cues that accompany language. Pragmatics focuses not on what people say but how they say it and how others interpret their utterances in social contexts, says Geoffrey Finch in "Linguistic Terms and Concepts". Utterances are literally the units of sound you make when you talk, but the signs that accompany those utterances give the sounds their true meaning [3].

The work explores the phenomena of somatizms through pragmatics.

According to Cambridge dictionary [4] the word “head” means “the part of the body above the neck where the eyes, nose, mouth, ears and brain are:

- Put this hat on to keep your head warm
- He banged his head on the car as he was getting in
- She nodded/shook her head

However, the somatism “head” can mean various portable meanings in different utterances. You can see additional colorful meanings of the word below:

**1. *Someone in charge of or leading an organization or group etc.:*** The head of that church militant of whose humblest members he is one, shall give the word. [Jane Eyre, page 539]. She knew their relations with one another and with the head



authorities [Anna Karenina, page 278]. ...that's the affair of her conscience, and falls under head of religion.. [Anna Karenina, page 315]. As the head of the family, I'm a person bound in duty to guide her. [Anna Karenina, page 315]. ...he had not time to write it down for the head peasants had come round. [Anna Karenina, page 755]. A handsome head waiter with thick pomaded hair.. [Anna Karenina, page 997].

**2. *The top part or beginning of something:*** Scarcely less prominent was an ample cushioned easy-chair near head of the bed, also white with a footstool like a pale throne. [Jane Eyre, page 17]. Already I had made visible progress: that very morning I had reached the head of my class. [Jane Eyre, page 102]. A great cabinet opposite whose front divided into twelve panels, bore in grim design the heads of the twelve apostles each enclosed in its separate panel as in a frame. [Jane Eyre, page 319] ..he crushed the snowy heads of the closed flowers with his foot. [Jane Eyre, page 553]. Vronsky was at the head of the race, just as he wanted to be. [Anna Karenina, page 435]...the grass and flower heads slowly and rhythmically falling...[Anna Karenina, page 547].

**3. *The mind (brain) and mental abilities:*** It never even entered his head that there could be any harm in his relations with kitty. [Jane Eyre, page 124]. If only she doesn't take it into her head to console me! [Jane Eyre, page 145]. "His head wasn't strong: the knaves he lived amongst fooled him beyond anything I ever heard. [Jane Eyre, page 337]. He began again with a bit of a heaviness in his head [Jane Eyre, page 475]. Though it was difficult to keep in one's head and not mix up all the stockings [Anna Karenina, page 577]. It could never enter her head that Vronsky could mean [Anna Karenina, page 647].

**4. *The meaning of part of the whole (hair)*** ..shaking her beautiful curled head [Jane Eyre, page 556]...middle-aged and grey-headed man, at whose side his lovely daughter looked like a bright flour. [Jane Eyre, page 562]. When he thought of her, he could call up a vivid picture of her to himself, especially the charm of that little fair head, so freely set on the shapely girlish shoulders. [Anna Karenina, page 64]. "Your excellency won't be disturbed here, said a particularly





pertinacious, white-headed old Tatar with immense hips and cattails [Anna Karenina, page 74] ..and I see a peacock, like this feather-head, who is only amusing himself [Anna Karenina, page 122]. A fat, red-faced, flaxon-headed lady [Anna Karenina, page 292]. Her clean-cut head with prominent, bright, spirited eyes..[Anna Karenina, page 399]. Bending her curly black head she pressed her forehead [Anna Karenina, page 408].

**5. Quantity of animals when considered as a unit**...one of his neighbors had lost a hundred and twelve heads of cattle in three days [Anna Karenina, page 704].

**6. A measure of length or height**...and accompanied by Sundry side-glances that measured me from head to foot. [Jane Eyre, page 348].

**7. Completely** I can see he's over head and ears in love with Kitty [Anna Karenina, page 87].

<ul style="list-style-type: none"> <li>• <i>Someone in charge of or leading an organization or group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The mind (brain) and mental abilities</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>The top part or beginning of something</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quantity of animals when considered as a unit</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>A measure of length or height</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Affecting and influencing</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Acting, being or existing together</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beyond someone's ability to understand</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>The meaning of part of the whole (hair)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To take responsibility</i></li> </ul>



**8. Beyond someone's ability to understand** ...that article's too deep for many people – that's to say it's over their heads. [Anna Karenina, page 194].

**9. Affecting and influencing** It makes me sick, sick to see it and you've gone on til you've turned the poor wench's head. [Jane Eyre, page 196].

**10. Acting, being or existing together** The divining party again laid their heads together. [Jane Eyre, page 279].

**11. To take responsibility** “Yes”, she said, “it is a pretty place but I fear it will be getting out of order unless Mr. Rochester should take it into his head to come and reside here permanently or, at least, visit it rather oftener” [Jane Eyre, page 152].

The words expressing the parts of the body can be used effectively in literary works so as to enhance the style of the reading. Above the most common somatism “head” is explained pragmatically (in the context) in both famous literary works of all time. To sum up, “Jane Eyre” and “Anna Karenina” hold the following additional meanings of the concept “head”:

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# “MODERN ENGLISH TEACHERS AS INNOVATORS IN FLT”

**COLLECTION of ARTICLES of THE  
SCIENTIFIC-PRACTICAL  
CONFERENCE**

