INGLIZ TILINI O'QITISHNING INTERFAOL USULLARIDAN FOYDALANISH

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ANNOTATSIYA

Bugungi kunda yosh avlodning xorijiy tillarni o'rganishga qiziqishi ortib bormoqda. Shu bois, oliy va umum ta'lim maktablarida xorijiy tilni, jumladan ingliz tilini o'qitish darslarda interfaol metodlardan foydalanishni talab etadi. Ushbu maqola umumta'lim maktablarining ingliz tili darslarida interfaol metodlardan foydalanib darslarni tashkil qilishning samaralariga bag'ishlangan.

Kalit so'zlar: ta'lim , qonuniyat, o'qituvchi, Internet, metod, interfaol metod, axborot-kommunikatsiya texnologiyalari, interfaollik, intellektual.

ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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АННОТАЦИЯ

Сегодня интерес молодого поколения к изучению иностранных языков возрастает. Поэтому преподавание иностранного языка, в том числе английского, в высшей и общеобразовательной школе требует использования на уроках интерактивных методов. Данная статья посвящена эффектам организации уроков с использованием интерактивных методов на уроках английского языка общеобразовательных школ.

Ключевые слова: образование, законность, педагог, Интернет, метод, интерактивный метод, информационно-коммуникационные технологии, интерактивность, интеллектуальный.

INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE

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ANNOTATION

Today, the interest of the young generation in learning foreign languages is increasing. Therefore, teaching a foreign language, including English, in higher and general education schools requires the use of interactive methods in lessons. This article is devoted to the effects of organizing lessons using interactive methods in English language classes of general education schools.

Key words: education, legality, teacher, Internet, method, interactive method, information and communication technologies, interactivity, intellectual.

INTRODUCTION

Foreign language teaching methodology as a science has more than 200 years of history. During this period, it can be observed that different attitudes towards foreign language teaching methodology were expressed. One of these views belongs to academician L.V. Shcherba. In his opinion, although the methodology of teaching any subject is a science, it is not considered a theoretical science. It solves practical issues. In particular, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. If linguistics deals with the origin and laws of movement of language phenomena, the methodology answers the question of what should be done in order to use the necessary language phenomena in practice based on these laws. The most valuable books on methodology are also written by linguists. These include G. Suit, one of the 19th century phoneticians and a great English linguist, O. Yesperson, who was considered the most original phonetist and theoretical linguist in England in the late 19th and early 20th centuries, F. .Bryuns and Brealya, prominent anglicist and well-known phonetician V. Fyotor and others. Academician L.V. Shcherba and his teacher, great linguist scientist I.A. Baudouin-de-Courtone and their students dealt with the issue of language teaching methodology in Russia. Psychologists had a different attitude to the methodology of foreign language teaching. Professor V.A. Artemov expressed a valuable opinion about the interrelationship of methodology and psychology. In his opinion, psychology provides material for methodology. In our country, significant work is being done on the formation of the information society and the introduction of the most advanced information and communication technologies in all fields. In

English classes, learning situations are created that help students acquire knowledge, skills and competences in various types of speech activities. To form and improve language competence, we use various methods and methods of interactive education.

The game "analysis of situations from practice" is used to study the topic "Modal verbs". Students participate in a group discussion and find a solution together. Discussing real-life situations creates great interest and a desire to share one's thoughts. Tasks can be very diverse: "your friend is sick, advise how he can get better faster", "develop a new school charter. Discuss what can and cannot be done at school", "healthy to your friend" make dietary recommendations.

The group game "election campaign" is used to teach the use of future passive constructions. Students in groups prepare for the election campaign by deciding what they can promise voters to get the most votes in the election.

The "Media ABC" technique allows students to actively expand their vocabulary on the subject of the lesson. Media ABC is a comprehensive collection of key concepts and issues organized alphabetically by topic and presented in a multimedia format. Groups of 3-4 people prepare their own multimedia presentations, work with different vocabulary and learn research skills. By explaining a particular word choice, students learn to think logically, defend their point of view, and argue.

Today, the main attention is focused on the student, his personality and unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organization of students whose educational activities are optimally compatible with the set goal of personal development. In recent years, the issue of using new information technologies in schools has been raised more and more. This is not only new technical tools, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to learn a foreign language in practice. It is possible to solve a number of didactic problems using the Internet in English classes: formation of reading skills and qualifications using global network materials; improving the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of school students, establish and maintain business relationships and contacts with peers in English-speaking countries. Students can take part in online tests, quizzes, contests, Olympiads, correspond with their peers in other countries, chat, videoconference, etc. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are implemented in the process of realizing this main goal. Communicative approach includes communication training and formation of intercultural influence, which is the basis of Internet activity. Without communication, the Internet has no meaning - it is

an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - it is the number and size of the participants that happened. the biggest conversation on. Attending a foreign language class for him, we create a real communication model. Working on a project is a creative process. The student searches for a solution to the problem independently or under the guidance of the teacher, which requires not only knowledge of the language, but also a large amount of subject knowledge, creative, communicative and intellectual skills. In the course of foreign languages, the project method can be used within the program materials on almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

TO modern technologies cooperation technology is also applicable. The main idea is to create conditions for active joint activity of students in various educational conditions. Children join groups of 3-4 people, they are given one task, while everyone's role is discussed. Each student is responsible not only for the result of his work, but also for the result of the whole group. Therefore, weak students try to find out what they do not understand from weak ones, and strong students try to give the weak students a thorough understanding of the task. And the whole class benefits because the gaps are closed together.

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