THE ROLE OF METHODS AND TECHNOLOGIES IN THE MODERN TEACHING SYSTEM IN UZBEKISTAN

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ABSTRACT

English as the language of the computer, international conferences, tourism, where people of all nationalities participate and use English as a means of communication, for academic purposes, on business and leisure purposes is extremely widespread. Knowledge of English and computer literacy increase opportunities for professional growth in the modern world, as well as in Uzbekistan.

Keywords*: English, innovative methods, education system, modern technologies and methods, Uzbekistan, students.*

АННОТАЦИЯ

Чрезвычайно широко распространен английский как язык компьютера, международных конференций, туризма, где люди всех национальностей участвуют и используют английский как средство общения, в академических целях, в деловых и развлекательных целях. Знание английского языка и компьютерная грамотность увеличивают возможности профессионального роста в современном мире, в том числе и в Узбекистане.

Ключевые слова: *английский язык, инновационные методы, система образования, современные технологии и методы, Узбекистан, студенты.*

INTRODUCTION

Uzbekistan is actively integrating into the global education system. The tumultuous changes sweeping over the CIS countries have been reflected in all spheres of life and have affected the higher education system in Uzbekistan, which has entered the global arena. One of the strategic goals of the country is to join the ranks of developed, democratic states, provide its people with favorable conditions for life and prosperity and take a worthy place in the world community. To implement these tasks it is necessary to prepare competitive, creative thinking freely fluent in foreign languages.

In recent decades, great attention has been paid to the education system in the Republic of Uzbekistan. The "Law on Education", which defines the legal basis for education, upbringing and professional training of citizens. And the "National Program for Personnel Training", the purpose of which is to "Training of highly

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qualified personnel at the level of developed democratic states that meet the requirements of high spirituality and morality" [1] are focused on the formation of a new generation of personnel with a high general and professional culture. Creative and social activity, the ability independently navigate in social and political life, people capable set and solve problems for the future.

DISCUSSION AND RESULTS

The main condition for the emergence and development of a professional orientation, and then the formation of a good specialist, is manifested by an interest in academic subjects of a special cycle. The ability to arouse interest in learning English is a great merit of the teacher [4-13].

One of the most accessible and practice-proven ways of studying a foreign language among students is the development of language competence based on innovative methods, modern technologies and methods.

Game methods are a group of methods that characterize the game form of interaction between the subjects of the educational process. Educational tasks are included in the content of the game (role-playing games, business games, professional fights, discussions). This means the interaction of co-creation between the teacher and students in especially situationally organized conditions with the use of the necessary mechanisms, forms and methods of organizing classes. Role-playing games are a kind of creatively active method of training qualified personnel, since this training includes, in a certain form, personal research, training and education. At the same time, the influence on the need-motivational sphere of the personality of each student is carried out, reflexive abilities are developed, an integral professional consciousness is formed, the level of self-confidence rises. The proposed system of game assignments will help students to more successfully master the terms used in their legal world [14-25].

For example, in English or Russian classes, you can conduct several role-playing games of competitions between mini-groups:

A game-competition: "Be able to ask the right questions".

The course of the game. a) Show a photograph, portrait, painting depicting a face known to all members of the group. Ask questions about the appearance (clothing, character traits) of the person depicted. (Participants answer questions). b) Then group B must find out which of the well-known faces the members of group A have asked for. For this, group A formulates and asks 10 questions about the appearance (clothing, character) of this person. Only questions that can be answered "yes" or "no" are allowed. Implemented material. Questions and answers about the

characteristic features of appearance, clothing, personality of a person. Then the groups swapped.

A comment. The winner is the one who manages to identify the hidden person with the minimum number of questions. Game options. The game can be repeated several times with changing conditions (first, questions are asked only about appearance, then only about character, then only about features of behavior). It is advisable to include speech characteristics, for example, the rate of speech: Does he speak quickly? Alternatively, who were you with yesterday? (role-playing game). A few days ago you were at a stadium (in a park, in a theater, in a circus, etc.) and it seemed to you that there you saw your classmate and with him (her) an unfamiliar woman (man). Ask who it could be, briefly describe the companion (companion) of your classmate.

Game-competition: "What to ask?"

The course of the game. It is necessary to collect comprehensive information about the person. Try to come up with as many questions as possible to ask the person. Do not ask repetitive or questions that people prefer not to answer. The one who asks the last question wins. Material implemented the formulation of questions of a biographical nature [26-40].

A comment. The game is played at a fast pace. In order to avoid delays, after the next question the teacher can count to three, for example: How old are you, once, how old are you, two...

The weaker the group, the slower the score. In a strong group, the teacher can ask create additional difficulties associated with the formulation of questions, for example, ask additional questions.

In a weak group, the teacher can suggest the desired answer by giving remarks like: "What about age? Have you forgotten your age?". At the end of the game, the teacher should repeat all the questions himself, as if checking if something significant is missing.

Additionally (Continue sentences)

1. For service in the internal affairs bodies accept ....

2. The position of an employee of the internal affairs bodies is incompatible with….

3. An employee of the internal affairs bodies should not be a member of….

4. The legal requirements of an employee of the internal affairs bodies are obligatory ....

5. Employees of the internal affairs bodies, when fulfilling the duties assigned to them, obey ...

Project method

One of the most effective methods used in practice and implementing the system-activity approach in teaching English or another foreign language is the project method. A project is a work independently planned and implemented by students, in which verbal communication woven into the intellectual and emotional context of other activities. The project method allows you to solve the problem of motivation, to create a positive attitude in the study of a foreign language. This achieved by moving the center of learning from teacher to student, creating conditions for cooperation and interaction between students, which is a motivating factor, and positive motivation is the key to successfully learning a foreign language.

Completing project assignments allows students to see the practical benefits of learning a foreign language, resulting in increased interest in this subject. In the English language course, the project method can be used within the framework of the program material on almost any topic, since the selection of topics is carried out taking into account the practical significance for students (a person and his environment). The main thing is to form a problem on which students will work in the process of work. The textbooks structured so that there are no ready-made answers to complex questions, but there are interesting and exciting tasks, by completing which, with our help, students can formulate the main question (problem) of the lesson section and independently discover new knowledge. (Projects like "Our City", "City Sightseeing", "Youth Life" and many others).

A good deal of preparatory work is required properly use the project method. It is necessary clearly define the theme and purpose of the project, their significance and relevance. Work on a project should take several lessons (work takes place in groups, sources discussed, information selected, a teacher consulted, and provisions on paper design discussed). Students then present their research projects. An expert group is necessarily created (one of the students from the group), assessment criteria are determined together with the children, after each presentation the experts speak out on the work of the group.

Thus, the system-activity approach within the lesson using the project method is based on the following principles:

1) Teacher's position: to the class not with an answer (ready knowledge, skills, abilities), but with a question;

2) The position of the student: for the knowledge of the world (in conditions specially organized for this);

3) Learning task – a task by solving which the child fulfills the goals of the teacher;

4) Educational activity – a controlled educational process;

5) Educational action – an action to create an image;

6) Image – a word, drawing, diagram, plan;

7) Evaluative action – I can! I can do it!

8) Emotional-value assessment – I think ... (formation of a worldview).

Case method

To implement the system-activity approach in the lessons of English or another foreign language, you can use the case method. The organizational basis of case methods is active learning, and the content basis is problem learning. Case method, analysis of specific educational situations – a teaching method designed to improve skills and gain experience in the following areas: identification, selection and solution of problems; working with information – comprehending the meaning of the details described in the situation. Analysis and synthesis of information and arguments; work with proposals and conclusions; assessment of alternatives; making decisions; listening and understanding other people – skills in-group work. The purpose of this method, through the joint efforts of a group of students, is to analyze the situation that has arisen in a specific state of affairs and to develop a practical solution; the end of the process – the evaluation of the proposed algorithms and the choice of the best in the context of the problem posed.

The case method is not just a methodological innovation; the spread of the method directly related to changes in the current situation in education. We can say that the method aimed not so much at mastering specific knowledge or skills as at developing the general intellectual and communicative potential of the student and teacher.

CONCLUSION

The use of interactive methods and techniques in the classroom forms in students a positive motivation for learning the German language, the ability to set tasks for themselves, analyze them and look for solutions using various methods. When conducting German lessons using these interactive methods, a more stable, effective assimilation of the material is observed.

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