



TEACHING METHODOLOGY IN ENGLISH LANGUAGE LESSONS

Galiakberova Albina Rinatovna

Senior teacher

Department of Teaching languages,
Fergana Polytechnic Institute, UZBEKISTAN

albina.galiakberova@ferpi.uz

Article history:	Abstract:
Received: November 10 th 2021 Accepted: December 11 th 2021 Published: January 30 th 2022	This article is devoted to the problem of the use of methods, methods, technologies that a modern teacher uses in his lessons. The author presents the forms and types of performance of foreign language lessons. Also described in the article are four groups of educational activities.
Keywords: Teaching Practice, Methodology, English Language Lessons, Skills And Qualifications, Listening, Speaking, Reading And Writing.	

The fundamental difference between the modern approach is that the standards are oriented towards the results of mastering the basic training programs. The results are understood not only the knowledge of the subject, but also the ability to apply this knowledge in practice.

Modern society needs educated, moral, enterprising people:

- analyze your actions;
- independently make decisions, predicting the possible consequences of their occurrence;
- characterized by mobility;
- to be able to cooperate;
- to feel responsibility for the fate of the country, its social and economic prosperity.

The new requirements for the results of educational activities determine the new requirements for the course as the main form of Organization of the educational process.

Hence, the new standard of Education assumes that the main content of education is the development of the individual. Personal development in the general education system primarily promotes the formation of universal educational actions.

The changes that are taking place in modern society have been reflected in the modern standard of Education, which places great emphasis on the educational outcomes of the students. The results mean not only the knowledge of the subject, but also the ability to apply this knowledge in practice. This means that the formation of a system of universal educational action of students becomes an important task of the teacher. The logic of the development of universal educational actions that will help the student to understand Infinity almost literally, is built according to the following formula: from action to thought.

Mastering educational actions by students creates the opportunity to independently successfully master new knowledge, skills and abilities, including the organization of assimilation, i.e., the development of a new educational system. ability to learn.

Scientists divide 4 group of educational actions universal:

- personal (the ability to independently make your choice and be responsible for this choice in the world of thoughts, feelings and values)
- regulatory (ability to organize your activities)
- cognitive (ability to think and process information effectively in the modern world)
- communicative (communication, the ability to communicate with people)

The formation of UUD with the help of information technology is a powerful factor that enriches the child's mental, moral, aesthetic development and, therefore, introduces him to the world of Information Culture. The formation of ICT competence of students occurs within the framework of a system-activity approach. The goal is to formulate and subsequently develop students' educational actions. The teacher can use digital learning resources in learning the new material, strengthening it and controlling the knowledge. For the student, they are additional sources of knowledge that allow them to form creative tasks, and can also perform the task of simulators.

Listening, speaking, reading and writing in foreign language lessons:

- in real communication, we often encounter with listening, but in the lesson it is impossible to formulate only one speech skill, and therefore teaching listening is one of the practical tasks of teaching a foreign language.

- when teaching reading, it is necessary to teach different technologies for obtaining information from the text (to learn, to see, to search, to read the introduction). There are similar types or reading skills in foreign methodology (Skimming, scanning, reading data).
- foreign language plays a key role in teaching oral speech, speaking. Speaking skills are not formed by themselves, because for their development, special exercises and assignments are required.
- having studied all his life, everyone begins to search for his information. The letter helps to analyze and synthesize individual information. At this time, there is a great demand for writing skills, since the formation of speech skills is impossible without the use of writing skills.

There is a method of teaching foreign languages - the process of interaction between teachers and students, as a result of which there is the transfer and mastering of knowledge, skills and qualifications provided by the content of Education.

According to the tradition established in the local pedagogy, the teaching methods are divided into two groups:

Methods of organization and implementation of educational-cognitive activities:

1. Oral, visual, practical (according to the source of the teaching material presentation).
2. Reproductive, explanatory and illustrations, search, research, problematic, etc. (by the nature of educational-cognitive activity).

3. Inductive and deductive (according to the logic of presentation and perception of the training material);

Management methods for the effectiveness of educational and cognitive activities: examination and self-examination of the effectiveness of oral, written knowledge, skills and competency acquisition;

Methods of motivation training and cognitive activity: a certain incentive in the formation of interest in the assimilation of motivation, a sense of responsibility, obligations, knowledge, skills and skills.

In teaching practice, there are other approaches to determining teaching styles, which are based on the level of perception of the teaching material: passive, active, interactive, eristic, etc. These definitions require additional clarification, since the learning process can not be passive and is not always an opening (Eureka) for students.

REFERENCES:

1. Almira N. Etymological Specificity of English-language Ecology Terms //Бюллетень науки и практики. – 2021. – Т. 7. – №. 4. – С. 530-535.
2. Shamsunovna N. A. COMPARATIVE ANALYSIS OF ECOLOGICAL TERMINOLOGY IN THE ENGLISH, UZBEK AND RUSSIAN LANGUAGES.
3. Галиакберова А. Р., Нигматуллина А. Ш. РОЛЬ ОБУЧЕНИЯ, АКЦЕНТИРОВАННОГО НА УЧАЩИХСЯ, В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ //ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ РАЗВИТИЯ НАУКИ И ОБРАЗОВАНИЯ. – 2020. – С. 67-77.
4. Akramova N. M., Nigmatullina A. S., Galiakberova A. R. Fostering the process of learner autonomy in foreign languages classrooms //Проблемы современной науки и образования. – 2019. – №. 11-2. – С. 53-55.
5. Muzaffarova A. N., Shamsunovna N. A., Rinatovna G. A. Fostering the process of learner autonomy in foreign languages classrooms //Проблемы современной науки и образования. – 2019. – №. 11-2 (144).
6. Nigmatullina A. S. The benefits of listening to podcasts //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 8. – С. 364-367.
7. Shamsunovna A. N. THE BENEFITS OF LISTENING TO PODCASTS //ФИЗИКА-МАТЕМАТИКА ФАНЛАРИ ФИЗИКО-МАТЕМАТИЧЕСКИЕ НАУКИ PHYSICAL AND MATHEMATICAL SCIENCES. – Т. 1. – С. 364.
8. Rinatovna G. A., Shamsunovna N. A., Muzaffarova A. N. Using information and communication technologies to develop writing competence of students at the lessons of the English language //Вестник науки и образования. – 2019. – №. 20-3 (74).
9. Shamsunovna N. A. Integration of the modern pedagogical technologies into the assessment process of students' knowledge //Проблемы современной науки и образования. – 2019. – №. 11-2 (144).
10. Sh N. A. EFFECTIVE METHODS AND TECHNIQUES OF TEACHING READING IN A FOREIGN LANGUAGE //Учёный XXI века. – 2016. – №. 9 (22). – С. 92-95.
11. Муминова Э. А., Нигматуллина А. Ш. АНАЛИЗ ЭФФЕКТИВНОСТИ ПРЕДПРИЯТИЙ В УСЛОВИЯХ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ //Ученый XXI века. – 2016. – С. 75.
12. Нигматуллина А. Ш. ПРОБЛЕМА ПОВЫШЕНИЯ И РАЗВИТИЯ ЭФФЕКТИВНОСТИ КАЧЕСТВА ЧТЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ //Ученый XXI века. – 2016. – С. 95.
13. Кучкарова Д. Т. ЭНЕРГОСБЕРЕГАЮЩИЕ СИСТЕМЫ УПРАВЛЕНИЯ МАШИН И АГРЕГАТОВ ШЕЛКОМОТАНИЯ //ББК 1 Р76. – 2021. – С. 92.
14. Кучкарова Д. Т. Анализ энергосберегающих режимов перекачивающих машин и агрегатов на промышленных предприятиях //Проблемы современной науки и образования. – 2020. – №. 1 (146).
15. Nabievna K. B. The study of quantitatively in linguistics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 1848-1854.
16. Зулайпоева Г. O'zbek badiiy matnida "bog'lovchisizlik" poetik figurasi qo'llanilishi //Общество и инновации. – 2021. – Т. 2. – №. 5/S. – С. 234-238.
17. Zulaipoyeva G. METHODS OF FORMATION AND IMPROVEMENT OF LITERARY ANALYSIS SKILLS IN PRIMARY SCHOOL STUDENTS //Archive of Conferences. – 2021. – Т. 15. – №. 1. – С. 70-72.

18. Ubaydulloyevna Z. G. Antithesis-contradiction of meanings //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 6. – С. 693-697.
19. Muminjon N., Dilshodjonugli N. S. Improvement of transformer protection elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 6. – С. 394-398.
20. Nosirovna N. N. et al. Energy saving technologies and problems of their implementation //Проблемы современной науки и образования. – 2019. – №. 12-2 (145).
21. Ugli N. S. D. Types of transformer overload protection //ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH. – 2021. – Т. 10. – №. 4. – С. 552-556.
22. Башарова Г. Г. Использование интерактивных методов обучения на уроках русского языка и литературы //Вопросы науки и образования. – 2019. – №. 18 (65).
23. Башарова Г. Г., Абдуллаева М. Х., Эргашов Ш. З. Интерактивная доска в обучении иностранному языку студентов неязыковых специальностей //Science and Education. – 2021. – Т. 2. – №. 6. – С. 581-586.
24. Башарова Г. Г., Абдуллаева М. Х. Влияние демократичного стиля на повышение качества образования //Science and Education. – 2021. – Т. 2. – №. 6. – С. 560-563.
25. Usmonova D. S., Orunbaeva U. S. Conceptual problems of simultaneous interpretation //Проблемы современной науки и образования. – 2020. – №. 2. – С. 36-38.
26. Satvoldievna U. D., Sharabidinovna O. U. Conceptual problems of simultaneous interpretation //Проблемы современной науки и образования. – 2020. – №. 2 (147).
27. Nigmatullina A. S. Effective methods and techniques of teaching reading in a foreign language //Ученый XXI века. – 2016. – С. 92.
28. Нигматуллина А. Ш., Галиакберова А. Р. Некоторые особенности обучения иностранному языку студентов неязыковых факультетов вузов //Вопросы науки и образования. – 2018. – №. 1 (13).
29. Galiakberova A. R. Error correction in foreign languages teaching process //Вопросы науки и образования. – 2019. – №. 4. – С. 98-101.
30. Rinatovna G. A. Error correction in foreign languages teaching process //Вопросы науки и образования. – 2019. – №. 4 (49).
31. Галиакберова А. Р. ИНСТРУМЕНТАРИЙ РАЗВИТИЯ НАВЫКОВ ПИСЬМА //Ученый XXI века. – 2016. – С. 88.