

INNOVATIVE METHODS OF MASTERING ENGLISH LANGUAGE MATERIAL IN CLASS IN UZBEK UNIVERSITIES

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ABSTRACT

This article highlights the role and importance of effective technologies in foreign language teaching.

Keywords: Education, pedagogical technology, student, teacher, jigsaw method, small groups, activity.

INTRODUCTION

There is a growing interest in increasing the effectiveness of education through the use of innovative methods (pedagogical and information communication technology) in the educational process. Classes using modern technology are designed so that the students (or learners) can find, independently study and analyze the knowledge they have acquired, and even draw their own conclusions on the material. In this process, the teacher creates learning environment for the improvisation, formation, acquisition and upbringing of the individual and the team, as well as acts as a manager or a guide.

The teacher should pay special attention to the formation of objective activity (object activity) - performance, flexibility skills of students when they acquire the teaching material in English. At the same time, subjective activity (subject activity) or the internal state of the subject at the time of the action, his/her purposeful, planned action, creativity, without deviation from the original goal, the organization of goal-oriented independent, sustainable activity are required.

It is observed that, the students learn effectively in the following circumstances when they acquire the language material in English:

- explanation of terms and lesson procedure in English independently
- be able to hold and approve own opinion;
- participation in discussions and debates;
- ask questions to teachers and peers;
- be able to analyse the actions of peers;
- evaluation of peers' answers and written paper;
- choose and express a sample situation from own experience independently;
- offer several ways to solve the given problem;
- analysis of personal actions aimed at self-control, perception and practice;

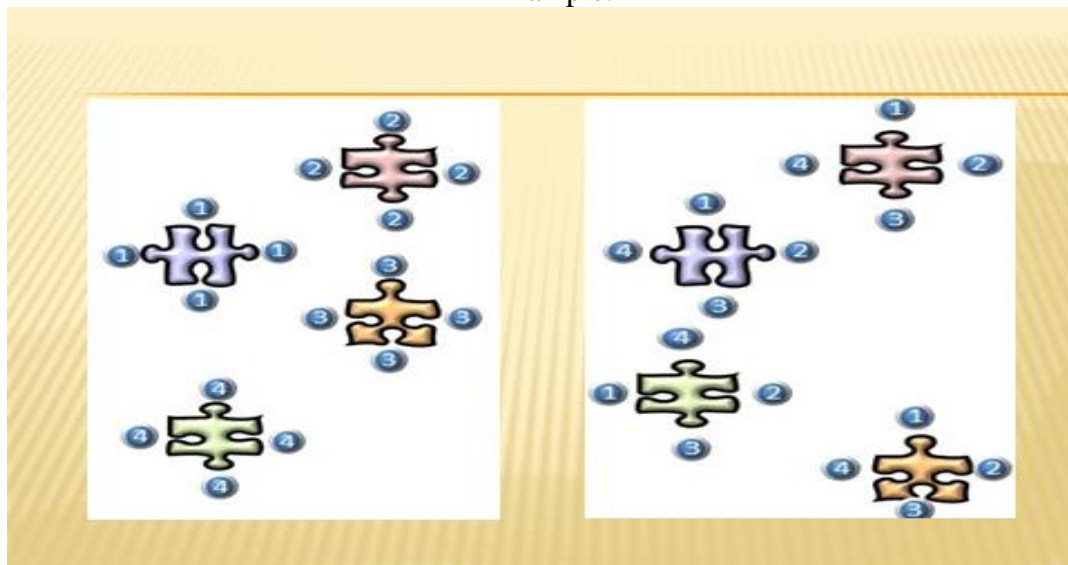
Materials and methods

One of the most important supplies for mastering the taught English language material is to arouse motivation and activeness of students. This can be achieved primarily by accurately and skillfully describing the new material. As a result of the presentation of the provided new material, the purpose of the topic, its main content, and the ways in which the questions posed by the teacher can be addressed should be clear to the students. Only the presentation

of a new topic carried out with the active participation of all students will increase the interest to the topic being studied.

For example, the teacher can use the Jigsaw technique to teach the topic "Family is the nucleus of the country". In this case, the group is divided into small groups depending on the type of 'child is support of family relationships', and the teacher distributes to each group pre-prepared description of each relationship, ways to check compliance with the definition of a given relationship, and the attitude to the task. After receiving the required information for a certain period of time, the subgroups are to split to the other groups one by one, so that each new subgroup must have information about the general topic 'Family is nucleus of the country', ie one representative from each of the previous subgroups must be in the newly formed subgroups. Representatives of the newly formed small groups share their information within the group: explain the ways of learned task submission and have to fulfill, comment on the examples given, write answers to questions and learn new words, define the words they have struck, and prepare a small written presentation.

Example:



Family

1.The nuclear family is the traditional family structure in the West. This term, originating in the 1950s, describes families consisting of a father, a mother, and their **offspring**. Under this **conventional** structure, the family is seen as the basic unit in society; the father functions as the **breadwinner** and the mother as the **homemaker**.

2.Nowadays, alternative family types are becoming more common, such as single-parent families, families headed by same-sex parents, and extended families where families live with their **kin**, which may include several generations. Extended families are less common in North America, where it is not uncommon to place grandparents in retirement homes.

3.A Social Trends survey in 2009 reported radical changes in child **rearing** and marriage practices in the United Kingdom. Figures showed that while 30 percent of women under thirty had given birth by the age of 25, only 24 percent had married. This marked the first time childbirth had become the first major **milestone** in adult life, ahead of marriage. In 1971 in the U.K, 3/4 of women were married by the age of 25 and half were mothers.

4.Judging by the high rates of divorce and the increasing number of children born out of **wedlock**, it would appear that the family as an **institution is in decline**. American sociologist Stephanie Coontz believes so too, but for different reasons. Coontz points out that marriages are no longer arranged for political or economic reasons, and children are no longer

required to contribute to the family income. Marriages nowadays are founded on love. She believes this shift towards love, emotional fulfillment, and free choice has actually weakened the family by making it optional and **fragile**. (276 words)

1st task . Answer the questions.

- 1) What is a nuclear family?
- 2) **True or False**: extended families are replacing nuclear families in North America.
- 3) How has marriage and raising children changed in the U.K. since 1971?
- 4) Why does Stephanie Coontz believe the institution of the family has weakened?
- 5) Do you agree or disagree with the ideas in the article?

Answers

1 – The nuclear family is a traditional family that has a father, mother, and children.

2–False.

3 – Fewer women are getting married, and those who have children are not always getting married.

4 – She believes the fact that marriages are now, in theory, based on love, has made the idea of the family optional and the family itself weaker.

5 – ...

2nd task. Match the words with their meaning

1. Offspring

- a) children
- b) a person who takes care of the family and house

2. conventional

- a) traditional
- b) bringing up and care of the child

3. breadwinner

- a) income earner of a family
- b) breakable

4. homemaker

- a) a person who takes care of the family and house
- b) your family or relative

5. kin

- a) your family or relative
- b) bringing up and take care of a child until it is fully

6. rear (V)

- a) bringing up and take care of a child until it is fully
- b) a person who takes care of the family and house

7. milestone

- a) a very important event development of something
- b) bringing up and take care of a child until it is fully

8. wedlock

- a) the state of being married
- b) your family or relative

3rd task. Write short essay about Family

Once the material has been discussed, it is checked for what other conditions each specific example meets: As a result, in a small presentation, students will be able to write variety forms of a group essay.

It is clear from the short essay texts written in this way that the students demonstrate their level of English proficiency. The teacher who observes the task submission of each group

asks them instructive questions. After a thorough analysis of the examples given on the cards by the teacher, the students go and take their seat. Then each of them checks the new cards distributed by the teacher about the task completion on the given text.

RESULT AND DISCUSSION

The teacher supervises each student to complete the task independently, giving referrals to individual students as needed. The independent performance of this task and the active participation of each student in the performance of the task are monitored. Most students analyze the stages of completing their assignments once they have submitted the task. It is desirable to hear the views of as many categories as possible - the most active and the most passive. In this way, advanced students are further encouraged, the reasons for the second student's passivity are identified, and correct advice is given depending on the situation (lack of knowledge, laziness, etc.) without affecting his or her personality. At the end of the lesson, the teacher summarizes the obtained information, fills in the gaps left by the students, makes a general conclusion on the topic.

If a teacher conducts an English lesson using analytical methods, he or she will have definite success in arousing students' activeness. To achieve this goal, the teacher must overview in advance, the system of all the questions to be asked during the lesson.

Depending on the situation in the education process, the following types of questions can be asked in:

- I. Specific questions - such questions can be answered "yes" or "no", or briefly (Is English grammar followed?).
 1. Descriptive questions are questions that are asked by substituting words to better understand the information received (Which verbs did you use?).
 2. Questions with choice - questions that allow you to answer in different ways (How do you want to compare two texts? Or Do both words mean exactly the same thing?)
 3. Evaluating questions - the question evaluates the result, the situation, an object (Don't you know this rule?).
 4. Directive questions - action-provoking questions (Can you write this exercise?).
 5. Highlighting questions - questions emphasizing the result, problem, evidence (Did we come to practice together?).
- II. Open-ended questions are questions that cannot be answered briefly, encouraging the conversation to continue (what if the exercise cannot be done this way?).
 1. Enhancing questions - questions that help to better understand the situation, the feelings of the interlocutor (What are the rules of the exercise? Or which English words in the text can mean two or more?).
 2. Questions of approach are questions that involve others in the conversation (what do you think about this?).
 3. Choice questions - questions that allow the interviewer to answer in a variety of ways (When will you take the test? Monday? Or...).

CONCLUSION

Thus, the use of various innovative methods in teaching language materials in English serves to improve the quality of the learning process and teaches students to independently research, analyze, compare, modify, apply knowledge in the communication process, constantly update and supplement their understanding. The organization of learning process in pairs and groups

ensures high activity of students, in the process of which the independent activity of students in predicting the results, planning and organization of learning activities is supported.

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