

NEW METHODS OF TEACHING ENGLISH IN TECHNICAL DIRECTIONS

Azizova Muharram Rashitovna

Andijan Machine Building Institute Senior Teacher

Abstract

The development of a didactically organized set of games is necessary, since the effectiveness of solving dissertation research problems depends on it. Selecting a set of games will make it possible to solve problems such as correcting errors and overcoming difficulties in the process of forming a communicative culture for students in grades 2-4.

Keywords: Pedagogical, certain game, culture, demonstration, explanatory-illustrative, training, gaming, communicative.

Introduction

For the most optimal implementation of the game method, it is necessary to select the teaching aid, teaching methods and forms of organizational work that contributes to the formation and development of a communicative culture among junior schoolchildren.

In our dissertation research, we will rely on the definition proposed by Tambieva S.O., who by didactic game understands “a unique form of learning that “I make it possible to make the learning process interesting and exciting and contributes to the development of communication skills” [Tambieva S.O 131: 2007].

The game is a way for children to interact between themselves and the teacher. The teacher performs various roles during the game. On the one hand, he directs the educational process, organizes the education of schoolchildren, and on the other hand, he acts as a participant in the game, a partner, directs the student to complete the games new tasks, and if necessary, shows a pattern of behavior in the game. Taking part in the game, he at the same time monitors compliance with the rules.

The gaming method provides great opportunities for increasing communicative activity in foreign language lessons. Gaming activity is characterized by convention, a certain departure from reality. Game activity and the results of the game can be of a symbolic nature; there is an element of uncertainty and unpredictability in it. Through the game, the communication process is modeled.

Didactic games include games with a certain set of rules, specially developed in pedagogy for the purpose of teaching and raising children. They are aimed at developing cognitive processes, such as memory, logic, thinking, attention.

The socio-psychological impact of the game manifests itself in overcoming the language barrier and in the formation of a culture of communication, in particular the culture of dialogue, the ability to correctly ask a question and answer the question asked.

In the process of developing the communicative culture of students in grades 2-4, we rely on the following approaches:



1. Didactic-game approach, which involves mastering knowledge, abilities and skills that are components of communicative culture in the process of game learning. This approach is aimed at solving certain learning problems, and it also reveals the educational and developmental capabilities of gaming technologies. Reliance on gaming technologies and gaming forms of learning seems to us the most optimal way to include schoolchildren in educational activities. The didactic-game approach to teaching a foreign language at the initial stage represents one of the approaches to student-oriented learning. This approach contributes to the formation of a “person of culture” [Tambieva: 2007]. “A person of culture is oriented towards the interlocutor, inclined towards dialogue, since the fundamental culture is the culture of relationships. The culture of communication is a means of personal development and ensures maximum realization of the student’s internal potential.

2. Communicative-activity approach, which assumes that in the process of learning, schoolchildren will have to solve real and fictitious problems through speech activities (I.L. Beam). The means of forming a communicative culture among schoolchildren are games with certain plots and distribution of roles between students. Also, problem situations using speech tasks are introduced in the lessons. In the learning process, real communication arises between the participants in the learning process.

This approach meets the basic requirements for the educational process: communicative-oriented behavior of the teacher during foreign language lessons, implementation of cottages that imitate situations of real communication, the use of situationally in the learning process.

Stativity is both a way to stimulate speech activity and a necessary condition for the development of communicative skills. The methodological content of this approach is the methods organization of educational work aimed at applying forms of group activity. This approach makes it possible to focus on speech development and communicative activities of students. A distinctive feature of communicative-oriented education is that priority is given to a practical goal - the formation of communicative skills. It should be noted that this goal is also a means of learning.

2.Training in collaboration with the aim of increasing the activity of schoolchildren. Students are divided into groups to complete a joint task. In this situation, an incorrect/correct answer or a completed task affects the entire group. This approach allows you to significantly increase communicative practice during an English lesson.

2. 4. Cognitive approach. This approach includes a combination of cognitive and linguistic-verbal actions with text materials in combination with foreign language speech behaviors of students [Godynov 2007: 8]. This is the optimal organization of cognitive actions of schoolchildren in accordance with the natural cognitive behavior of a person. Before learning communicative information, it must be analyzed and made available for use. Education should be developmental, enrich the child with knowledge and methods of mental activity, form cognitive interests and abilities.

3. The specificity of the cognitive approach is that learning a foreign language and the development of cognitive abilities in schoolchildren occur simultaneously. During learning, the game is a source of subject-specific and linguistic information. Using games as an example, students acquire the skills to solve a variety of communicative tasks.



The cognitive approach corresponds to the strategy for the development of a linguistic personality. This approach is aimed at using gaming materials, gradually erasing the boundaries and motivating students to create their own communicative acts. The ultimate goal of this approach is the creation of original speech acts.

When developing a didactically organized set of games in English, aimed at developing a communicative culture, both didactic and methods were used Czech principles (power, accessibility, activation, visibility). In our dissertation research, we also rely on the principles of gaming activity developed by P.I. Pidkasisty and Zh.S. Khaidarov. We have selected and clarified the most significant and relevant principles for implementing game methods in primary classes.

- activity, includes the active manifestation of acquired lexical, phonetic and grammatical skills, starting with preparation for gaming activities, in the process and during discussion game results;

- openness, which implies the free participation of schoolchildren, any game must be made simple and understandable;

- dynamism reflects the importance of the time factor in the game.

The duration of the game seems important for schoolchildren, taking into account their level of preparedness;

- entertainment and emotionality include exciting and interesting manifestations, since emotions enhance cognitive interest;

- competitiveness and coping in the game. Without a competitive element, the game does not seem possible. The didactic value of this principle lies in the fact that it is a stimulus to active, independent activity, mobilizes intellectual forces;

- the problem principle reflects the logical patterns of thinking in intellectual-emotional struggle, reflects the player's emotional excitement in the process of waiting for success or failure niya [Filthy 140: 1996].

We have supplemented this classification with the following principles:

surprise and creativity. The permits of what is the same, which is what is the same and the nye-it is clear (language fast, the vision of the games, the capabilities of the game. In the process of surprise, interest appears and mental activity is activated. The principle of creativity is based on the fact that there is no single way of performing creative tasks. Each student can complete it in his own way, relying on his own inclinations and realizing his own potential.

The principles we have identified are implemented in the following techniques. By technique we understand an elementary methodological action aimed at solving a specific problem. A technique is an element of a method, a specific action in the implementation of a method. In our lessons we use the following techniques:

1. Field communication. A foreign language lesson is viewed as an environment where students enter into certain social relationships.

Field communication refers to an active way of learning communication skills. Field communication has become methodologically generally accepted and the fundamental principle of a foreign language lesson. Children of primary school age love to act out fairy-tale characters.



2. Reception of discussion communication. This technique is considered how to solve educational and educational tasks and provide additional motivation for learning a foreign language. Since the discussion and solution of game problems occurs in the process of controlled group communication, students acquire the skills to act in the interests of a group or team. Creative use of what has been learned material in a situation of emotional tension stimulates communicative activity. Students get used to finding optimal solutions to a given problem in a discussion environment, learn to persuade and make compromises.

3. Method of teaching communicative cooperation. To perform joint actions, students need to cooperate with each other. During the game, the participants exchange opinions and suggest solutions, make a group decision, and coordinate joint actions to effectively complete the table. The proposed set of games makes it possible to follow a clear system of specific actions to achieve the goals, in particular the development of the communicative culture of students 2 -4 classes. This complex is presented in the appendix and is intended for classroom use.

As part of our dissertation research, we use the following methods: demonstration, explanatory-illustrative, training, gaming, communicative.

The demonstration method is used by the teacher to introduce new game material. For this purpose, a blackboard, projector, and visual aids (game cards, tables, playing field) are used. This method is accompanied by familiarization with the game material. Explanatory and illustrative. The essence of this method is that the teacher communicates ready-made information using various means. Schoolchildren perceive this information, perceive, recognize and record in memory. The transmission of information can be carried out through oral speech (story, explanation), printed word (card, table), practical demonstration of the method of activity (on a board, piece of paper). Training takes place in the form of participation in a certain game complex with the aim of creating a communicative culture.

The game method is expressed in the fact that the presentation of phonetic, lexical, grammatical, and regional studies material occurs in the form of a game. In the game method there is a clearly defined learning goal and is aimed at a specific pedagogical result. The gaming method acts as a means of inducing and stimulating educational and cognitive activity.

The communicative method proposed by E.I. Passov, is based on the ideas of communicative linguistics and psychological theory of activity. The communicative method determines the final goal learning – mastering a communicative culture. This method is used in the classroom to bring the process of learning a foreign language as close as possible to the process of real communication. This goal is reflected in the selection of communicative games and communication situations. These games are based on the practical interests and needs of students.

An important role in the process of developing a communicative culture is played by technical teaching aids: projector, Internet, special computer programs. During classroom lessons, they are used for the purpose of transmitting and storing information, controlling the quality of mastering certain skills, forming and consolidating acquired knowledge.

A didactically organized set of games aimed at developing a communicative culture has a clear structure.



First, we highlighted phonetic games, since they are the easiest, and in the process of teaching we are guided by the principle from simple to complex presentation of the material. Then we used simulation games. Next.

The games were divided into: lexical, grammatical and lexical-grammatical. We also used role-playing games and performances. We apply those proposed by M.F. Stronin. linguistic games aimed at studying the behavior of native speakers, their traditions, familiarity with cultural products, familiarity with the cultural values of representatives of a English-speaking community [Stronin 1994: 112].

At the last stage, we suggest using dramatization games. Throughout the entire learning period, we use communicative games (guessing games, pair matching, search games, matching games, information collection, combined games).

Phonetic games involve sound devices (sounds, sound combinations, stress, rhythm, melodies, pauses). In primary school it is necessary to lay the foundations of correct pronunciation. Correct pronunciation of sounds forms the basis of language. Phonetic games promote the ability to listen and hear different pronunciations and intonations of a foreign language. The games used in the learning process make it easier to memorize English words and teach children to speak at different rates.

Children of primary school age can be offered the following games.

1. Wizard.

This game will allow children to use the magic of sounds to transform one object into another. For example: "Who can turn a hat into a cat? hat-cat. And then we'll turn the cat into a bat, cat-bat. Now let's turn the box into a fox – box-fox. As we move to a new level of learning, the nouns become more complex: pay-may, cow-bow, lag.

2. Game of attention

The teacher calls words, from time to time there are mistakes in pronunciation, when children hear the wrong word, you need to clap your hands. The most attentive student wins.

3. Guess the sound

The teacher distributes cards with words with the same sound and one of the students reads it. For example: cat, fat, sad, dad, cab. Or: plate, place, gate, date. Students must guess what sound unites all the words.

4. Catch the word

The students are divided into teams, and the teacher reads a set of words. cup-cup-cap-cup, ship-sheep-ship-ship, bed-bad-bad-bad. Students must find the different word.

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