SWOT ANALYSIS IN TEACHING ENGLISH

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Abstract

This article provides information on the use of modern technologies in English language teaching and SWOT analysis of teaching.

Keywords: SWOT analysis, strategic planning, C's strengths, Weaknesses, Opportunities, Threats, adaptive method.

The acronym SWOT was first introduced by Professor Kenneth Andrews at the Harvard Business Policy Conference in 1963. English: Kenneth Andrews. In 1965, four Harvard University professors - Leraned (English: Leraned), Christensen (English: Christensen), Andrews (English : Andrews) and Guth (English: Guth) - proposed the technology of using the SWOT model to develop a company's behavior strategy. The LCAG scheme (based on the initials of the authors' names) was proposed, which is based on a sequence of steps leading to the choice of a strategy[2].

SWOT analysis is a strategic planning method, which consists in determining the factors of the internal and external environment of the organization and dividing them into four categories:

S forces (forces),

Weaknesses (weaknesses),

About opportunities (opportunities),

Threats (threats).

Strong (S) and weak (W) sides are factors of the internal environment of the object being analyzed (that is, what the object itself can affect); Opportunities (O) and threats (T) are environmental factors (that is, those that can affect the object from the outside and are not controlled by the object). For example, the company controls its sales assortment - this is an internal environmental factor, but the sales laws are not controlled by the company - this is an external environmental factor[1].

The object of the SWOT analysis can be not only the organization, but also other socio-economic objects: economic sectors, cities, state institutions, scientific fields, political parties, non-profit organizations (NPO), individual specialists, individuals, etc. [1].

A SWOT analysis is effective in the initial assessment of the current situation, but it is not a substitute for strategy development or a qualitative analysis of dynamics.

Strengths of SWOT analysis:

It is a universal method and is used in various fields of economy and management.

It can be adapted to the object of study at any level (product, enterprise, region, country, etc.).).

It is a flexible method with a free choice of elements to be analyzed depending on the objectives (for example, you can analyze the city only from the point of view of tourism or only from the point of view of transport, etc.). d.).

It can be used for both operational evaluation and long-term strategic planning.

Using the method, as a rule, does not require the presence of special knowledge and narrow-profile training.

Disadvantages:

SWOT analysis only shows common factors. Specific measures should be developed to achieve the goals.

Often, the SWOT analysis only lists the factors without identifying the primary and secondary factors and without analyzing the relationships between them in detail.

Analysis gives a more static picture than seeing development in dynamics.

The results of the SWOT analysis are usually presented in the form of a qualitative description, quantitative parameters are often required to assess the situation.

SWOT analysis is subjective and highly dependent on the position and knowledge of the person conducting it.

To conduct a high-quality SWOT analysis, it is necessary to attract a large amount of information from various fields, which requires a lot of effort and costs.

The task of the SWOT analysis is to provide a structured description of the situation in which a decision must be made. The conclusions based on it are descriptive without recommendations and priorities[3].

To return the method more fully, the construction of action options based on the intersection of fields is also used. For this, various combinations of environmental

factors and internal characteristics of the company are constantly taken into account. All possible pair combinations are considered and those that should be taken into account when developing a strategy are distinguished[4] .

The SIV area shows what strengths should be used to take advantage of opportunities in the external environment.

The SLS area shows how the organization is able to overcome existing weaknesses thanks to the opportunities of the external environment.

The SIS field indicates what forces should be used to eliminate threats.

The SLN field indicates what vulnerabilities should be eliminated to try to prevent the threat.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error. Communicative approach is a strategy that simulates communication aimed at conscious understanding of the material and methods of working with it, creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. One of the main requirements for teaching foreign languages using Internet resources is interaction in the lesson. is to create a mystery, which is usually

Proceedings of International Scientific Conference on Multidisciplinary Studies
Hosted online from Moscow, Russia
Date: 11ᵗʰ April, 2023
ISSN: 2835-5733   **Website:** econferenceseries.com

called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to respond appropriately to them in a foreign language. One of the technologies that provides student-oriented education is the project method as a method of developing creativity, knowledge activity and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students.

In general, the inseparability of teaching and education is observed in the project teaching process. The project method develops students' communication skills, culture of behavior, the ability to form ideas concisely and easily, to tolerate the opinions of communication partners, the ability to receive information from various sources, processes using modern computer technologies, creates a language environment that contributes to the emergence of natural needs. in communication in a foreign language. The project form of work is one of the most relevant technologies that allows students to apply the accumulated knowledge on the subject. Students expand their horizons, the limits of knowledge of the language, gain experience in its practical use, learn to listen and hear speech in a foreign language, understand each other when defending projects. Children work with reference books, dictionaries, computers, and thus create the possibility of direct contact with the real language, which does not provide language learning in the classroom only with the help of textbooks. 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

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also a large amount of subject knowledge, creative, communicative and intellectual skills. In the process of foreign languages, the project method is almost can be used as part of program materials on any topic. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

Conclusion: SWOT modern technology cooperation technology is also applicable. The main idea is to create conditions for active joint activity of students in different educational conditions. Children are united in 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 make the weak ones understand the task thoroughly. And the whole class benefits because the gaps are closed together.

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