

ENGLISH LANGUAGE TEACHING METHODOLOGY

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Abstract

In this article "English Language teaching methods and modern education are considered.

Keywords: Game, lexicon, technology, grammar, communicative phonetics.

In the modern world, the need to learn foreign languages, especially English, has increased significantly. English is used in almost all spheres of modern human activity. At school, this interesting journey to the country of a foreign language begins, which will later become an integral part of it. professional activity modern man.

The main task of the teacher is to improve and maintain a high level, encourage students to better master basic knowledge and develop communication skills more successfully. Modern teaching standards allow the teacher to independently choose technologies for better learning of science by students. A teacher should choose from many modern methods of teaching a foreign language the one that suits his temperament, inner needs, intelligence and desires. At the same time, he should take into account the individual characteristics of each student, his interests, abilities, hobbies in each class. One of the components of solving this problem is game technology.

The reason for the increased interest in modern games in modern education is, first of all, the abandonment of traditional forms and methods of teaching. The use of game methods in the foreign language lesson is justified by the great importance of the game for the mental development of children of any age.

Mental processes are formed in the play activity of elementary school students: the transition from visual-effective thinking to figurative thinking is realized is increased, the ability to abstract and generalize develops, arbitrary memorization develops. Game forms of teaching a foreign language are also relevant at the higher level of school education. The content of educational material for an older student,

its connection with life and practice, problematic and emotional nature of presentations, organization of research, cognitive activities that allow students to feel the joy of independent discoveries. should do so that students' cognitive processes are activated in them.

The game creates mental tension, without which the active learning process in high school is impossible. The game is possible for almost every student, even those who do not have a strong enough knowledge of the language. Competence in solving game problems increases the motivation to learn the language. A sense of equality, enthusiasm environment, the sense of purposefulness of tasks, all this allows the student to overcome the shyness that prevents the use of foreign language words in speech. Gradually, anxiety and stiffness decrease, a positive self-image appears.

The place of the game in the lesson and the time allocated to the game depends on a number of factors: the readiness of the students, the material being studied, the specific purpose and conditions of the lesson, etc.

For example, if the game is used as an educational exercise in the initial consolidation of the material, it can be taught for 15-20 minutes. In the future, the same game can be played for 3-5 minutes and will serve as a repetition of the material already passed, as well as a break in the lesson. The same game can be used at different stages of the lesson. But it all depends on the specific working conditions of the teacher, his temperament and creative abilities. At the same time, games should be time-efficient and focused on solving specific problems. The game should relieve tension and stimulate the activity of students, but should not break the given rhythm of educational work, should not leave any participant passive or indifferent. The game is shared by each student requires active participation in activities. Participants must be satisfied that they can communicate in a foreign language. There are different approaches to classifying educational games, but them conditionally can be divided into:

- Language - development of language material at the level of vocabulary and grammar;
- Communicative - role-playing games on a given topic.

M.F. Stronin in his book "Educational Games in English Classes" divides games into:



- Lexicon
- Grammar
- Phonetic
- Spelling
- Creative

Students should not be interrupted during the game, as this breaks the atmosphere of communication. Corrections should be made silently without interrupting the student's speech or done at the end of the lesson.

Among the principles of foreign language teaching, the principle of appearance, which is important in game learning, has a special place. Let's look at the possibility of using visualization to organize the learning of the game, using the example of the formation of lexical skills. According to Rogova, along with the objective meaning, visualization helps to perceive the image of the word, "visualization strengthens the associative base of assimilation. I.A. states:

- Create a speech sample
- Build support

It should be noted that when teaching foreign language vocabulary using game learning, it is desirable to use visualization at all stages of learning. At the same time, visual clarity is of great importance here, unlike auditory and motor, it is mainly used to limit the range of discussed events and create visual support in constructing a logical sequence of statements. Various reference, reference-semantic schemas, maps, and graphs have become widespread in connection with these visualization functions.

Undoubtedly, one of the important problems in the methodology of teaching foreign languages is the problem of organizing lessons using the game methodology. The use of games in foreign language lessons is important for learning new ideas or forming new skills and competencies. The game is of great importance for the development of the student's motivational needs. Thus, the pedagogical potential of any game is to arouse interest in schoolchildren, stimulate mental and speech activities aimed at combining new lexical units, and create an atmosphere of competition and cooperation in performing a specific exercise. The use of different game methods in the lesson helps to form a friendly team in the class, because each



student in the game has the opportunity to look at himself and his friends from the outside.

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