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FRUITFUL METHODS IN THE INSTRUCTING OF THE SECOND LANGUAGE

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Abstract: We all know that the demand for learning a foreign language is increasing every year. This increases the need for modern methods of foreign language teaching in today's competitive process. This article talks about interactive methods of teaching a foreign language.

Keywords: Interactive, technology, intensive, global, reflection, interactive, pedagogical, profitability, integration, individual.



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Annotation

Life in modern society requires students to develop important cognitive skills such as developing their own thoughts, understanding experience, building a chain of evidence, and expressing their thoughts clearly and convincingly. The technique of developing critical thinking involves students asking students questions and understanding the problem to be solved. Critical thinking has an individual independent character, everyone creates their own ideas, forms their own assessments and beliefs independently of others, finds a solution to the problem itself and supports it with rational, reasonable and reliable arguments. Confirms. Critical thinking is social because each idea is tested and shared with others. The student's active life position is especially evident when comparing previously existing knowledge and concepts with newly acquired knowledge. There are various forms of work that ensure the development of students' critical thinking: essay, essay-reflection, discussion, dialogue, role-playing, etc.

The main model generalized in the framework of research is the model of learning as a creative search: starting from vision and problem statement - hypothesis, their verification, results and cognitive reflection on the cognitive process. Options for the research model are game modeling, discussion, conversation, problem solving, etc.

Using elements of intensive education, but not at the expense of additional hours in the subject, but by choosing methods and techniques, they allow students to "immerse" in a foreign language environment where they can not only speak, but also think in English. will give. In order to develop intercultural communication skills, it is important to give students a thorough knowledge of the culture, customs and traditions of the English-speaking country, so that students can have an objective view and consciously choose their own communication style. they get Modeling situations of communication between cultures in English classes allows students to compare the lifestyle characteristics of people in our country and in the countries of the studied language, helps them better understand the culture of our country and develops the ability to express it. Such an approach is possible only when using real teaching tools.

"Language portfolio" is a means of self-evaluation of the student's own knowledge, creative

work, and reflection of his own activity. This is a set of documents, an independent work of the student. The set of documents is developed by the teacher and includes: tasks for schoolchildren to choose material for the portfolio; questionnaires for parents, filling them out involves a thorough study of the student's work. The experimental technology of creating a portfolio is a way to visually present the achievements of a certain period of study, to demonstrate abilities and to apply the acquired knowledge and skills in practice. The portfolio allows to take into account the results achieved by the student in various types of activities: educational, social, communicative, etc., and is an important element of a practice-oriented, educational approach. Students see their own growth, not only deliberately filling the knowledge base, but also forming a data bank about their achievements (projects, certificates, reviews, reviews of individual creative activity) throughout the entire period of study, which will undoubtedly be in demand at the time of entry. Information and communication technologies are increasingly used in the organization of the educational process, to allow effective consideration of all possible aspects (from linguistics to cultural studies), to improve the speech activity of a foreign language. Their use improves students' linguistic and intercultural competencies. helps to improve, to form a culture of communication in the electronic environment, to increase the information culture in general, as well as to develop computer skills: search, processing, transfer, systematization. presentation of data and results of research activities by students.

Interactive exercises and tasks performed by students form the basis of interactive approaches. The main difference of interactive exercises from ordinary exercises is that they are aimed not only at strengthening the learned material, but also at learning new ones.

Under the discussion of complex and controversial issues and problems, creative assignments we understand such educational tasks that require students not to simply repeat information, but creativity, since the tasks contain a more or less element of uncertainty and, as a rule, a has several approaches. The creative task is the content, the basis of any interactive. A creative task (especially practical and close to the student's life) gives meaning to learning, stimulates. The uncertainty of the answer and the ability to find your own "correct" solution based on your personal experience and the experience of your colleague, friend will allow you to create a basis for cooperation, joint education, communication of all participants. Choosing a creative task is a creative task for the teacher. If students are not used to creative work, then simple exercises should be introduced first, and then more and more complex tasks step by step.

Small group work is one of the most popular. Because it gives all students (including the shy ones) the opportunity to participate in work, cooperate, and practice interpersonal skills (in particular, active listening, the ability to develop a common opinion, and the ability to resolve emerging disagreements). All this is often not possible in a large team. Working in small groups is an integral part of many interactives.

When it comes to the practical application of technologies, it is not necessary to use one technology at all. The best way was to combine several educational technologies, combining their best aspects. As we are engaged in the integration of modern educational technologies in the process of teaching a foreign language in order to form a student's communicative competence, we have been carefully studying, testing and adapting the innovative ideas of modern foreign teachers for several years. we shook hands. We came to the conclusion that it is this pedagogical system that helps to reveal the subjective experience of the student, to form educational work methods that are personally important for him, to educate moral ideals, to develop critical thinking, adequate assessment and self-management.

Social changes put new demands on the state education system. The essence of these changes is the emergence of new information and communication technologies, new approaches to organization and management. A specialist who does not wait for instructions, but comes to life with an already established creative, design-constructive and spiritual-personal experience, is in demand. The 21st century is called the age of technology. This also applies to the field of education, where technology should ensure the quality of the pedagogical process. The teacher should be focused on the mastery of technologies for the development of students' competences. Designing a lesson using a particular technology is not always easy for a teacher. It is necessary to find the best options for using technologies in the educational process in accordance with the subject of the lesson and the available material. A lesson conducted with the use of technology allows to achieve a better mastery of the educational material.

Under the guidance of the teacher, it is understood the organization of the educational process, which includes the organization of active independent activities of students by creating problem situations in the minds of students and solving them, as a result of which creative mastery is achieved.

Problem-based learning technology consists of three stages:

1. Setting a strategic goal. Three factors influence the formation of a strategic goal:

First, the strategic goal is derived from the conceptual goal.

Secondly, the strategic goal depends on the characteristics of the class and group.

Third, the definition of the strategic goal should correspond to the content of the activity, for example, the teaching or learning material that can be defined by the term "tasks".

2. Problem formulation. Consider the rules for working with the problem:

Identifying the problems necessary to achieve the goal;

Prioritize problems;

Forming the problem in the form of a problem;

Look for solution options, there should be at least three of them.

Exercises aimed at solving the problems of speech thinking in teaching a foreign language help to increase the motivation of students in the process of thinking and discussing problems and stimulate speech activity. The use of speech and cognitive tasks of different levels of difficulty and complexity at all levels of education helps to develop thinking mechanisms.

As the economy, socio-political and cultural life develops, intellectual work is considered as the skill of identifying, observing, distinguishing, evaluating, critically analyzing, drawing conclusions, and making well - thought- out decisions. Undoubtedly, these skills should be formed in the educational environment, including through *technology for the development of critical thinking*.

in the 21st century and the cultural diversity of our planet determine the need to educate and educate a generation with a new way of thinking and a new attitude to life.

Researchers propose the following algorithm for working on the project:

1. Development of the project assignment (choosing the project topic, setting goals and objectives, forming working groups, distributing responsibilities for achieving the expected results).
2. Implementation of the project (formulating the main problems and finding ways to solve them).
3. Formalization of results.
4. Presentation.
5. Reflection.

The technologies described above give an idea of how to form the necessary intellectual skills, independent critical and creative thinking skills in students. At the same time, in the process of cognitive activity, children learn to debate and argue for their actions. However, the ability to adequately assess one's own achievements and capabilities should also be taught to children, because we teach them knowledge, skills and abilities, independent thinking.

Student portfolio technology It is a means of self-evaluation of the student's own knowledge, creative work, and reflection of his own activity. The portfolio should fully reflect the student's foreign language course and work at a certain stage of study. The portfolio demonstrates the student's ability to express his thoughts, work with grammatical and lexical material to solve problem tasks, has communication skills, as well as the ability to advance in the field of intercultural communication.

The principles of this technology:

1. Self-assessment of the results of mastering some types of communication activities (intermediate, final).
2. Systematic and regular self-control. If a student decides to analyze his success in the field of a foreign language, he regularly monitors the results of his activities in this field, selects the most interesting from his point of view from his "file", organizes them. provided structure.
3. Structure of portfolio materials, consistency and conciseness of all written explanations.
4. Clean and aesthetically pleasing portfolio design.
5. Integrity, thematic completeness of the materials presented in the portfolio.
6. Accuracy and validity of student portfolio presentation.

Students learn to analyze their work and successes using the "Student's Language Portfolio"

technology ; to learn to objectively assess one's capabilities and to see ways to overcome difficulties, to achieve good results.

Recently, another term has become widespread - "interactive education". *Interactive technology* is a type of information exchange between students and the surrounding information environment.

The target directions of interactive technology are as follows:

1. Excitement of the student's internal dialogue.
2. Ensure understanding of the information being shared.
3. The student's conclusion to the position of the subject.

exchange) between student and student .

The most common task of a facilitator in interactive technology is to support, direct and facilitate the process of information exchange:

Revealing diversity of views;

Refer to the personal experience of the participants;

Ensuring the activity of participants;

Mutual enrichment of the participants' experience;

Stimulate the creativity of the participants.

Modern educational technologies have common and specific characteristics. The use of various modern educational technologies in foreign language classes is a reserve for improving the teacher's pedagogical skills and developing the student's creative ability.

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