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# EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES (IN UZBEK AND ENGLISH LANGUAGES)

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## ABSTRACT

The article illustrates and analyzes in detail the effective means of using interactive methods of teaching foreign languages.

## KEYWORDS

CD player, Pantomime, Warm-up training, Interactive methods, Effective teaching, Cluster, Modeling, Creative work, Problem-based education, Brainstorming, Boomerang, Film.

## INTRODUCTION

In self-study, first of all, it is necessary to form the need for independent work, free, creative activity and, most importantly, independent thinking in students. In the educational process, interest and attention to the use of innovative technologies of interactive methods in the educational process is growing day by day, one of the reasons for this is that, until now, traditional students were taught to acquire only ready-made knowledge, while modern and in technology, it teaches them to search for the acquired knowledge by themselves, to study and analyze independently, to make wrong conclusions by themselves.

The teacher performs this guiding function. In the process of education, the student becomes the main figure. Therefore, modern teaching methods -

interactive methods, innovative technologies, and their role in the training of qualified professionals of higher educational institutions are extremely important. Innovation technology is the introduction of innovations and changes to the pedagogical process and teacher's and student's activities. Interactive methods are considered to be collective thinking, that is, methods of pedagogical influence, which are considered a component of the educational content. The peculiarity of these methods is that they are implemented only through the cooperation of the teacher and students. Here, let's dwell on the problematic teaching technology.

## DISCUSSION AND RESULTS

Problem-based learning is an advanced and effective teaching techniques by the teacher, it organizes the management of students' cognitive activities in order to acquire new knowledge by creating a problem situation in their educational work and solving educational tasks, problems and questions. Proper organization of the lesson, the use of various games and riddles also have a good effect. If we give the example of Uzbek and English language lessons, for example; "Seasons" is being taught in Uzbek, and "Seasons" is being taught in English. First of all, as soon as the students enter the room, we need to create a science environment for them. After greetings, news, asking for homework, without mentioning the name of the topic, it is necessary to give examples: What

seasons are there in Uzbek? What season are there in a year? Which season do you like? Students start to learn new words about the topic. In Uzbek and English, it is cold in summer it is poor. In the process of translating the riddle, the reader will easily remember it, while the names of the seasons are in English (Winter, Spring, Summer, Autumn) and antonyms (cold, warm). -warm, rich-rich, poor-poor), also learns words. While finding the answer, the student reads the riddle several times and involuntarily remembers it, he also learns to think independently and make other sentences with the words given in the riddle. So, the translation of the riddle: It is cold in the summer. It's hot in winter. Rich in autumn. What is poor in spring? A thoughtful student will easily find that the answer to this riddle is "The earth is full". This method requires creativity from both the teacher and the student. To find the translation of the word "The earth is full", the student uses vocabulary. We think this method will work well. Of course, it is difficult to find such riddles and quick sayings in all subjects. But it all depends on the skill and creativity of the pedagogue.

Innovative methods in teaching English. By Avezov Elyor Erkinboyevich, Sultanova Mekhruza Shonazar qizi, Qilicheva Maqsuda Qurbanovna Khorezm region Bogot district English teachers of school No. 49 https://doi.org/10.5281/zenodo.7249230.
At the initial stage, important attention is paid to pronunciation. At the beginning of the learning process, the teacher

should focus on the student's pronunciation. While grammar and vocabulary are key, it's all for naught if the speaker's pronunciation is incorrect. Native speakers can understand speech even with grammatical errors if the speaker pronounces the words correctly. Therefore, the main focus of teaching is on pronunciation. In this case, using different audios of native speakers gives good results. The teacher should teach the correct pronunciation of letters and words during the lesson. Also, at the initial stage, much attention is paid to oral speech and the development of reading techniques. If we consider the types of speech activities of teaching a foreign language, it is necessary to perform the following tasks when teaching them: a) Creating a reading mechanism; b) Developing oral reading techniques; c) Teaching to understand what he has read. For example, in order to listen and understand, of course, this process cannot be carried out without a computer, player, CD discs. Listening comprehension is one of the most important parts of language learning. At the same time, the reader is required to pay attention to the speaker's pronunciation, compliance with grammatical rules, vocabulary and its meanings. Teaching and learning a foreign language using modern technologies is one of the most effective ways. In this process, including: - using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - it is possible to listen and watch foreign language radio broadcasts and television

programs; - CD players can be used. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students.

To use this method of "Creative Problem Solving", the beginning of the story is read and the end of the story is referred to the judgment of the students; - "Merry Riddles" teaching riddles to students is important in teaching English, they learn unfamiliar words and find the answer to a riddle; - "Quick answers" helps to improve the effectiveness of the lesson; - "Chigil yozdi" ("Warm-up exercises") using various games in the classroom to make students interested in the lesson - "Pantomime" (mimic gestures) this method is used in a lesson where very difficult topics need to be explained or in writing #4 2022 128 exercises can be used when students are tired; - "A chain story" method helps students to develop oral speech; By using question-answer exercises, the student's speech can be strengthened, his memory improved, and repetition results are achieved. New words from the texts are memorized. As a result of question-answering, the repetition of those words in memory and the ability to use them in speech are formed. In the middle stage, grammar is taught in depth compared to the first stage, students are given exercises and tests to test their knowledge based on the learned grammar rules.

In many literatures, the most popular interactive educational methods today are "Case-study" (or "Educational cases"), "Blist-survey", "Modeling",

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"Creative work", "Problem-based learning". " is noted. According to the data, the interactive educational strategies include "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Zinamazina", "Muzyorar", "Rotastia", "Snowball". When separating interactive educational strategies from the composition of interactive educational methods, the approach to organizing group work is based on the fact that in a certain sense it is compared to strategic planning. In fact, these strategies are more related to interactive educational methods, and there are no other differences between them. Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and b. The separation of interactive graphic organizers is based on the fact that the main ideas in such classes are expressed in written form in various graphic forms.

"6x6x6" METHOD Using the "6x6x6" method, it is possible to solve a certain task or issue by involving 36 students in a certain activity at the same time, as well as to determine the capabilities of each member of the group, to learn their views. In the training organized on the basis of this method, 6 groups with 6 participants in each discuss the problem raised by the teacher. At the end of the specified time, the teacher will reorganize 6 groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group report to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together. The advantages of the "6x6x6" method are as follows: - it encourages each member of the group to be active; -ensures the expression of personal views by them; Oriental Renaissance: Innovative, educational, natural and social sciences VOLUME 1 | ISSUE 9 ISSN 2181-1784 Scientific Journal Impact Factor SJIF 2021: 5.423 681 w October 2021 www.oriens.uz —develops the skills of listening to the opinions of other members of the group; - being able to summarize several ideas being advanced, and also teaches to defend one's opinion. The most important thing is that during each short time (20 minutes) the participants of the training will act as participants, listeners, and speakers. This method can be used in several groups consisting of 5, 6, 7 and 8 students. However, when the "6x6x6" method is used among large groups, it is necessary to increase the time. Because in such training, a lot of time is required for discussion and information. When the method in question is used, there is an opportunity to do one or more subjects in the training. The use of the "6x6x6" method in the educational process requires the teacher to have activity, pedagogical skills, as well as the ability to form groups according to the purpose. Improper formation of groups can cause tasks or tasks not to be solved correctly. Using this method, training is organized in the following order: 1. Before the lesson, the teacher places 6 chairs around 6 tables. 2. Students

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are divided into 6 groups by the teacher. When dividing the students into groups, each seat is named, and those who received the name sheets take their seats. 3. After the students have settled down, the teacher announces the topic of the lesson and gives certain tasks to the groups. A certain time is set and the discussion process is organized. 4. The teacher monitors the activity of the groups, gives advice and guidance to the group members in the necessary places, and after making sure that the tasks assigned by the groups are solved correctly, the teacher asks them to finish the discussions. 5. When the time for the discussion ends, the teacher re-forms the groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group present to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together. The information given by the group (the solution of the assignment or creative task) is discussed and evaluated by the teacher and other group members. At the end of the lesson, the teacher will announce the best and most unique answers among the solutions of the given assignment or creative tasks. During the training, the activities of the group members are evaluated according to the level of their participation.

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