

FORMATION OF CONVERSATIONAL SKILLS OF STUDENTS IN FOREIGN LANGUAGE CLASSES

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Abstract

The article scientifically substantiates the theoretical and methodological foundations of teaching using various methods and interactive methods, i.e. games, in the formation of students' speaking skills in the classroom in a foreign language. Currently, there are various pedagogical technologies that differ from each other in their focus and purpose. But the general aspect is that it helps to develop the thinking of students. We know that in recent years there has been an increased emphasis in education on student activation and development of thinking, but its practical application has been very slow. Dozens of theories and approaches are given in the pedagogical literature, based on such terms as improving education, optimizing the educational process, developing learning, active new (innovative) teaching methods, problem-based learning, programmed learning. A person strives to live with the traits and qualities instilled through education throughout his life.

Keywords: innovations, methods, tools, traditional methods, problem-based learning method, theory, approaches, programmed learning.

Introduction

The demand for effective teaching and learning of foreign languages is now becoming increasingly important. Teaching foreign language material and types of speech activity, listening, speaking, reading and writing thoughts in a foreign language class is one of the topical issues of our time. Effectively and creatively applying the laws, methods and theoretical issues of foreign language education in practice on the basis of advanced pedagogical technologies, it is possible to teach students oral and written forms of the studied foreign language, develop their communication skills, ensure that they can freely and independently apply the acquired knowledge and skills. and skills [2, p. 34].

Also, in the modern methodology of teaching a foreign language in the educational process, not only teaching materials are very important, but also the conditions for learning the language, especially the understanding of the essence of the studied language material by the student. enrich it with imagination and understanding of the specific content, phenomenon being studied.

It is known that in the conditions of the modern development of science, the application of pedagogical technologies to the educational process in every way helps students to master the basics of this science, and at the same time affects their mental development. However, no matter how many new pedagogical technologies are used during the lesson, if the student does not understand the meaning of the material, then no knowledge will be created [3, p.56].

Here we considered it admissible to quote the opinions of German scientists. They say that students learn and remember 10% of something by reading, 20% by hearing, 30% by seeing, 70% by speaking, and 90% by doing the same themselves.

So, this means that students who have consciously mastered the educational material learn to form clear and precise concepts, make correct judgments and conclusions, consolidate their knowledge, compare and generalize materials.

As we mentioned above, one of the urgent tasks is to develop students' reading, listening, writing and speaking skills by various methods in a foreign language class. According to scientists, mastery is achieved by applying previously acquired knowledge, without which there can be no mastery. Skill means the ability to perform a certain job, action and action in accordance with the purpose.

In order to quickly learn a foreign language and learn to speak it perfectly and fluently, it is necessary to take into account the phonetic, lexical and grammatical aspects of this language. In addition, increasing the effectiveness of the lesson directly depends on the pedagogical technologies used in the lesson.

Below we would like to touch on one of the methods recommended for the formation of speaking skills in a foreign language class.

The "aquarium" method (aquarium) is a form of dialogue in which students are invited to discuss the problem "in front of the public". The group chooses a participant who they think will lead the dialogue on the issue. Sometimes it can be several applicants. All other students participate as spectators. Hence the name Aquarium. This method allows you to see your peers from the outside, see how they behave, how they react to the opinions of others, how they know how to resolve disagreements that arise, how they explain their opinion, etc.

The work is carried out in the following sequence: groups of students form two circles: internal and external. One of the members of the inner circle acts as a leader (teacher or speaker) on a specific educational issue [4, p.78].

The members of the outer circle carefully observe the behavior of the leader and the group of the inner circle and record their impressions of positive situations, successes and shortcomings. Then the participants discuss the actions of their colleagues, after which the floor for self-assessment is given to the leader and members of the immediate environment. Based on the results of the discussion, conclusions are drawn.

The creative task in intellectual games is to quickly make a decision in a non-standard situation. In role-playing games, construction games, staging games, the task is different, but no less creative - to imagine, invent, describe, and at the same time, in all group games, the goal is the same - cooperation to achieve a common goal, find relationships, act within the established norms and rules.

It is easy to see how important these qualities are - organization, self-control, creative initiative, readiness to act in a difficult, changing situation, etc. For today and especially for tomorrow. It is important for a teacher who uses game activity as a pedagogical tool to understand the hidden mechanisms of its impact on the development of a student's personality. One approach to revealing such a mechanism is as follows.

Imagine that the children have three goals during the game. The first goal is the most common - to enjoy the game. It could be summed up in two words: "I want to play!" This goal is a setting that determines the readiness for any activity related to this game [1, p.10].

The second goal is the actual game task, that is, the task associated with the implementation of the rules, the plot, the role-playing game. The peculiarity of the problem of the game is that it is predetermined, agreeing to the game, everyone automatically accepts the problem of the game, which exists in the form of rules, and manages it in their actions. But if the first goal is "I want", then the second goal is the task of the game "I must!" Available in the form "We must play this way, otherwise it is impossible!" (kind of conscious need).

The third goal is directly related to the process of fulfilling the game task and therefore always sets a creative task for the individual. A student who has entered the game must answer one of the questions, complete a number of tasks that form the basis of a certain game: "guess", "find", "catch", "hide", "imagine", "depict". . To cope with these tasks, it is necessary to mobilize the maximum of mental and physical (or both) forces: be smart, act according to the situation and do what others do not think of in many games [1, p.12] . Here it is necessary not only to repeat the already known solution, but also to choose the most successful option from the many possible ones or create a new combination from the already known ones. Such actions, although on a microscale, are essentially creativity. They are accompanied by a high emotional upsurge, a constant interest in knowledge, and therefore are a powerful stimulus for personal activity.

We can say that the inner spring lies in the creative essence of the game movement, in the soul of the game. A game remains a game as long as it gives the participants a wide range of behavior that makes their behavior unpredictable. The participants and spectators of the game are in game tension only because no one knows how the players perform their tasks. Hence the mystery and romance of the game, which attracts both children and adults. No matter how many times the game is repeated, for all players it will be like the first time, because it will introduce completely new obstacles.

Overcoming them is perceived as personal success, victory, and even a kind of discovery: revealing oneself, one's own potential. Therefore, the game is always accompanied by a sense of anticipation and joy: "I can!"

In a three-stage motivational game - "I want!" - "I should!" - "possible!" - undoubtedly, the main mechanism of its influence on a person is the secrets of self-education. Based on this, it is easy to determine the appropriate areas of pedagogical management of gaming activities:

1) involve children in the game, use special techniques that stimulate the desire to play ("I want to play!");

2) act according to the rules and help solve game problems ("must do");

3) during the game, the child's self-esteem increases and "I can!" The emergence of feelings contributes to the development of his creative potential [2, p.56]. Long before play became a subject of scientific research, it was widely used as an important educational tool. Education as a special social function goes back centuries, and the use of games as a means of learning goes back centuries. The special place of play in various educational systems was determined by the fact that play in one way or another corresponds to the nature of the child. A.S. the game as a means of education was of great importance. Makarenko: "What a child is in the game, he will be in work when he grows up." Therefore, the training of the future leader takes place in the game.

The most important thing is the importance of the game for the development of the motivational needs of the child. L.S. Vygotsky believed that the problem of motives should be central to understanding the origin of play. In early childhood, the child completely masters the subject and the ways of acting with it, its functional significance. When he learns some actions and can perform them on his own, the child separates from adults, and the child notices that he is acting like an adult. The child does not yet know the social relations of adults, the social functions of adults, the social meaning of their activities. He acts in the direction of his desire, objectively puts himself in the position of an adult, while in adult relationships and the meanings of their activities there is an emotionally effective orientation. Here the mind follows the emotionally productive experience.

The need to reform the education system, the implementation of a new model of education requires the introduction of new pedagogical technologies and interactive methods into the system of preschool education.

The main criteria for interactive learning include informal relationships during classes, free expression of the topic, individual and collective thinking. Interactive methods are methods of pedagogical influence and are considered an integral part of the content of education. The peculiarity of these methods is that they are implemented only through the joint activities of the educator and educator. The teacher is also the organizer, leader and controller of the educational process. The trainee should feel free during the training and the process should satisfy him

emotionally, that is, he should like him so that he can freely express his thoughts. After the teacher communicates new knowledge, the child must be able to ask questions correctly in order to find out how much the child has mastered the subject, find out his opinion, test his knowledge, and determine his skills [5, p.23].

When asking questions, pay attention to the following:

- questions should be clear and short;
 - ask one question with one question;
 - the question is relevant to the topic and understandable to the child to be;
 - Questions should be "open" and not "closed";
 - often "why?", "why do you think so?",
- will have to ask questions.

When asking a question, the answer must be given within a certain period of time, and if necessary, the question can be repeated in a different interpretation, but in any case, it is necessary, if possible, not to say the answer. Interactive methods are diverse, and the choice of one or another method should depend on the topic of the teacher, the goals and objectives of the lesson. Personal examples of subjects involved in the education of young people, educational resources, fiction, media materials (including the Internet) and their ideas are considered important means of forming an environmental culture among young people [6, p.87].

Conclusion

Currently, there are many such methods recommended by methodologists and aimed at developing the skills of listening, speaking, reading and writing in a foreign language, it is up to each teacher to choose them correctly and use them effectively in the learning process. lesson. Of course, the use of such methods in the educational process increases the interest of students in the lesson, encourages them to be creative, broadens their horizons, develops social skills, i.e. group work among students.

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