

Pedagogical Methods of Teaching the English Language

Matjanova Malika

Student of the Faculty of Foreign Languages, Department of Philology and Language Teaching, Karakalpak State University, Uzbekistan

Abstract: *It is known that while we are now living in a developing era, different changes are taking place in each area, in particular, in science, and great progress is being made. After the independence of our country, more intense attention was paid to science, especially foreign languages. Teaching not only a foreign language, but also every subject using modern innovative technologies and techniques is one of the important requirements of the present time.*

Key words: *English Language Teaching, Pedagogical Methods, Interactive Methods, Educational Materials, Methodological Manuals, Digital Technologies, Computer Technologies, Distance Learning, Innovative Teaching Technologies, Student Development, Individualization of Learning*

Introduction

It is important to create educational and methodological literature for teaching a foreign language, in which it is necessary to create special educational programs with a focus on the development of students, provide information and scientific and methodological support of the educational system, develop basic educational plans and exemplary course Programs, Organize the publication of educational literature, create educational manuals and textbooks in the form of virtual, it requires the solution of such issues as perfecting the methodologies used in educational institutions using pedagogical technologies and establishing distance education technologies. When teaching a foreign language (English), it is advisable to create a teaching system that will cover preschool educational institutions, general educational schools, vocational colleges, lyceums, higher education, starting with children under 5 years of age [1]. The purpose of creating this teaching system is to ensure that the educational institutions receive knowledge in different branches from the moment the child is born to the period of his maturation. In the teaching and learning of English, it is advisable to create a system of educational and methodological literature using information and communication technologies and develop the principles of application to the educational process and organize the course process on its basis [2].

We know that it is difficult to teach a foreign language. That is why I think the role of interactive methods in teaching a foreign language is great. Because it forces students to motivate and focus their interests on full lessons. Interactive methods include games, songs, poems, activities. The main goal of learning a foreign language is foreigners bn to communicate, so we must first of all increase our communication skills [3]. To do this, we need interactive methods, we can play various games in our classes, which will increase all the skills of students. Games also increase students ' vocabulary development skills. Vietnamese readers passively use several methods to increase vocabulary. First, they consider it boring for the teacher to pronounce words, explain spelling and grammatical rules. In this case, language learners have nothing to do but listen to their teacher in the dictionary learning section [4]. Secondly, children think that learning a dictionary is only knowing the main meaning of new words. Thirdly, students usually occupy a new dictionary through new words in their textbooks, or only when they are given by teachers in class classes. For example, students find a lot of words in the text and then ask the teacher to explain the meanings and applications [5].

Methodology

Most educational materials do not consist of games. In my opinion, if there are games in the classroom, it will be easy to explain the new topic, because the reader will be in a good mood. When students find something funny, their learning becomes more interesting and their motivation increases [6].

Like games and humor, songs and poems are also one of the most effective and culturally rich resources that can be easily used in language classes. The songs offer a change of routine class routines. The songs also provide new insights into culture [7].

Like the songs, the lyrics exaggerate the rhythmic nature of the language. When a poem with a certain pattern of structure is also a good poem, it simultaneously attracts the eye, ear and tongue, while stimulating and moving us.

The use of these interactive methods in English lessons is more useful and meaningful, and it can also be easy to teach new vocabulary and vocabulary, subject, culture, etc [8].

There are many reasons to use games. Games are not just a time-consuming activity. Perhaps they are of great educational importance. Many language games force students to use language instead of thinking about learning the correct forms. W. R. Lee states that games should be treated as a central part, not an auxiliary part of a Foreign Language Teaching Program [9].

The introduction of computer technologies in the scheme of the traditional lesson allows the teacher to work part of the educational process on the computer, the educational process is more interesting, colorful, intense. The computer cannot replace, but only fills teachers. Engaging a computer allows you to make any lesson attractive and really modern. Completing any task, using a computer, makes it possible to increase the intensity of the lesson using the lesson [10]. The use of changing materials and operational plans will help to individualize reading. It can be used at all stages of computer training: new materials, unification, repetition, knowledge management, can be used in explaining skills and abilities. At the same time, for the child, it performs various functions: teachers, working tools, educational tools, reading object, collaboration group, game environment, entertainment. It helps to introduce new pedagogical technologies, for example: data and communicative, computer and multimedia technologies are closely related. Implementation information technology creates the necessary conditions for activating the educational process of the school [11].

Results and Discussion

In the process of learning foreign languages in relation to needs is associated with the improvement of educational and educational methods. The main goal of teaching in foreign languages is the formation and development of the communicator culture of schoolchildren, the study of practical skills in a foreign language [12]. The task of the teacher is to create a practical skill with the language for each student, to choose such teaching methods that allow you to show the activity, creativity of each student. Cooperation, methodology of the project, modern pedagogical technologies using new information technologies, the use of new information technologies, taking into account the abilities of children of internet resources, their level of education, their individualization will help to increase the level of knowledge. A relational approach is a strategy that evokes communication, aimed at a conscious understanding of the material and methods of communication with them. It is not so difficult for the user to implement a communicative approach on the Internet [13].

As a result of the use of innovative methods in English lessons, students' logical thinking skills develop, their speech becomes fluent, and the skills for a quick and correct answer are formed. Such methods arouse in the reader a passion for knowledge. The student seeks a thorough presence in the lessons. This makes students active subjects of the educational process [14].

Traditional publications include electronic lecture texts, base synopsis, methodological manuals on the study of theoretical material, etc. Independent information technology-based education of

students includes: working with an electronic textbook, watching video classes, hearing audiocassettes, working on computer trainers, passing a computer test, etc. Currently, all types of knowledge control can be carried out on the basis of specially developed computer programs using electronic educational publications.

Computer imitation models make it possible to use data in a consciously overlapping (coherent) way. This allows knowledge to be presented in a variety of forms using modern computers. It was based on the fact that one such method is associated with the methodology for providing educational materials based on the computer imitation model. The theoretical and practical research work developed on the topic of creation and implementation in the educational process of virtual resources on the basis of information and communication technologies on the subject of the specialty " English " led to the following conclusions [15].

It was founded that the study of the theoretical, scientific and methodological and pedagogical foundations of the creation of virtual resources on foreign languages is an urgent problem. When creating a virtual base, the programs studied were divided and studied with full knowledge of the Adob Flash program.

Methodological aspects of the creation of virtual resources created from the subject of the English language were touched upon and justified.

A virtual resource was created based on computer imitation models for subjects in the specialty of the English language. Virtual resources were implemented in the process of creation in mutual cooperation with students of other higher educational institutions.

These interactive techniques help improve students ' English literacy and enhance their interest in learning the language. Samples were taken through a random selection method among the teachers and students who participated in the study. A total of 100 students and 20 English teachers were involved in the study. During the study, special surveys and tests were used to determine teacher Assessment Literacy, Digital media Literacy, and professional development levels. At the same time, the level of English literacy of students was assessed through tests. The results were analyzed using statistical programs, on the basis of which the impact of teacher competence on the level of language knowledge and practice of students was assessed.

The results of the study showed that teacher Assessment Literacy, Digital media Literacy and professional development have a significant impact on students ' English literacy rate. In classes with high teacher Assessment Literacy in student test scores, students ' English literacy rates were significantly higher. This confirms, as Muradkasimova notes, the role of teacher Assessment Literacy competence in the proper orientation and evaluation of students. In addition, teacher digital media literacy has also had a positive impact on students ' English literacy rate. Through the use of digital tools, students became more active and motivated in learning English.

Also, teacher participation in professional development programs reinforces their role in enhancing students ' language and literacy skills. In a similar way to the results of a study conducted by Babinski et al, the teachers involved in the study developed their pedagogical skills through professional development programs, and this helped to significantly increase the literacy of students in English. Students were able to learn English more deeply by mastering the new techniques used by teachers more quickly. Overall, the results of the study show that increasing teacher competency is important in developing students ' English literacy. Assessment Literacy, Digital media Literacy, and professional development, all serve to improve students ability to learn English successfully and their ability to practice the language.

Currently, the globalization process continues, making English the main means of communication globally. In this regard, literacy competence of teachers is playing an important role in the process of teaching English. It is necessary that the knowledge and skills of English teachers are aimed not only at linguistic aspects, but also at developing the skills of students to use the language in practice. For this reason, increasing the level of English literacy of students is one of the important tasks through the development of teacher competence. Teacher competence determines how

successful students are in the learning process. As Muradkasimova noted, the development of teacher Assessment Literacy competence is an important factor in the correct assessment of students' knowledge and their orientation. At the same time, with the introduction of modern technologies into the educational process, teachers also need to master digital media literacy. Ramadhan, Sukma and Indriyani argue in their research that the development of digital media literacy of teachers has a positive effect on improving students knowledge.

Conclusion

The competence of teachers in the development of students' English literacy should not be limited only to theoretical knowledge. They should be able to actively work with students in practice, apply innovative techniques and understand the needs of students. In this regard, a study by Babinski et al showed that language and literacy skills of young students can be improved through teacher professional development. These factors reaffirm the role of teacher competence in student preparation.

In addition, the study showed that teacher participation in professional development programs significantly increased students' language skills and literacy skills. These results are consistent with a study by Babinski et al, confirming that the professional development of teachers is important for the quality of Education. Teachers' mastery of new techniques and integration into their practices contribute to student success.

The results of the study show that it is possible to significantly increase the level of English literacy of students by increasing teacher competence. Factors such as Assessment Literacy, Digital media Literacy, and professional development have a major impact on students' successful learning of English. Therefore, ensuring the continuous professional development of teachers and integrating modern technologies into the educational process are important factors in improving student success.

References

- [1] N. A. Muslimov, *Professional Formation of the Teacher*. Tashkent, Uzbekistan: Fan va Texnologiya, 2010.
- [2] R. Ishmuhamedov, *Innovative Technologies in Education*. Tashkent, Uzbekistan: Fan, 2012.
- [3] B. Xodjaev, *General Pedagogy*. Tashkent, Uzbekistan: Tafakkur, 2016.
- [4] S. Nishonova, *Pedagogy History*. Tashkent, Uzbekistan: O'qituvchi, 2013.
- [5] N. Azizxodjaeva, *Pedagogical Technology and Pedagogical Skills*. Tashkent, Uzbekistan: Cho'lpon, 2006.
- [6] U. Tolipov and M. Usmonboeva, *Pedagogical Technologies: Theory and Practice*. Tashkent, Uzbekistan: Fan, 2010.
- [7] M. Ochilov, *New Pedagogical Technologies*. Tashkent, Uzbekistan: Aloqachi, 2000.
- [8] B. Farberman, *Advanced Pedagogical Technologies*. Tashkent, Uzbekistan: Fan, 2001.
- [9] R. Yo'ldoshev, *Modern Methods of Teaching Foreign Languages*. Tashkent, Uzbekistan: Fan va Texnologiya, 2018.
- [10] D. Jalolov, *Methods of Teaching English*. Tashkent, Uzbekistan: O'qituvchi, 2012.
- [11] Sh. Sattorov, *Teaching English at Secondary Schools*. Tashkent, Uzbekistan: Sharq, 2015.
- [12] Kh. Bekmuratova, *Innovative Methods in Teaching English*. Tashkent, Uzbekistan: Tafakkur, 2019.
- [13] A. Abduvaliev, *Interactive Methods in Education*. Tashkent, Uzbekistan: Fan, 2017.
- [14] O. Xasanboeva, *Pedagogy*. Tashkent, Uzbekistan: Fan va Texnologiya, 2018.
- [15] M. Qurbonova, *Modern Approaches to Teaching Foreign Languages*. Tashkent, Uzbekistan: O'zbekiston, 2020.