

ORGANIZING LECTURE ACTIVITIES EFFECTIVELY IN FOREIGN LANGUAGES

Y. U. Abdurazzokov,

Teacher of the Department of German and French Languages, FerSU

E-mail: yusuffer@mail.ru

ANNOTATION

This article deals with the issue how to increase the efficiency of teaching German language. It also describes innovative methods and ways of teaching German during lecture classes. In order to identify the main components, which are necessary for the implementation of this model of teaching students in a foreign language, the possibilities of expanding the powers of professors in the issues of modern teaching methods are highlighted

Keywords: communicative, innovative teaching, process, skills formation, motivation, educational technologies.

Today, along with all aspects of the life of our society, the fields of education and science are also developing. And this development puts a lot of tasks to the specialists of the field.

As President Sh.M.Mirziyoyev noted: "The most important task of the government, the relevant ministries and agencies and the entire education system, our respected teachers and professors, is to provide the young generation with thorough education, to raise them to be physically and spiritually mature people."

It is known that lecture classes are an integral part of all theoretical subjects and occupy an important place as the main source of information. These activities require deep knowledge and high observation and research from the speaker. Lecture sessions also require delivery skills from teachers. This reflects not only the scientific potential of the speaker, but also his high pedagogical skills. Therefore, it is of great importance to organize lectures using today's modern pedagogical technologies.

In this case, interactive methods create several conveniences for the lecturer, as well as increase students' interest in the training. One of the oldest forms of imparting knowledge, the lecture is still a common teaching method in educational institutions.

"Lecture is the leading form of organization of teaching and performs the following tasks:

Orientation - the attention of students is drawn to the main rules of the educational material, its role and importance in learning and future professional activities, methods of mastering it.

Methodology - teaching methods during lectures helps to compare, compare and contrast research methods, to identify the principles and approaches of scientific research.

Education is carried out in the course of the lecture by instilling the emotional assessment of the educational material, raising their interests, clarifying logical thinking and proof.

Informativeness is carried out by the teacher when revealing the essence of basic scientific facts, rules, and conclusions.

Developmental - it helps to develop the interests of learning, that is, the ability to think logically and prove.

It's important to note that lecturing is not just standing in front of an audience and telling them everything you know. Speech is a special form of communication, in which voice, gestures,

actions, facial expression, eye gaze are necessary elements that complement the main information.

If we pay attention to the dictionary meaning of the word "Ma'ruza", it is derived from the Arabic word "ma'ruzatun" - written application, application. The word "lecture" in Russian is derived from the Latin language and means an oral systematic presentation of material on a problem, method, or a topic.

In the modern education system, where interactive methods of teaching are being promoted, lecture classes are under criticism. A critical attitude towards this method of education in the West was expressed 200 years ago by Samuel Johnson: "Lectures were once useful, but now, in an age where everyone knows how to read and there are so many books, lectures are irrelevant," he says. Also, Heppner, the manager of modern education, gives a similar opinion: "The lecture has become a shallow way to convey facts to people, reading or the Internet is much more effective." However, a well-organized lecture is an important tool for providing up-to-date information, tailoring material to the knowledge level or interests and needs of a particular audience, and especially for demonstrating key theories, principles, and ideas.

Of course, books, various websites, or ready-made video lectures are more useful than a poorly organized lecture, but a good lecture combines the qualities of independent and analytical thinking, problem-solving skills with high levels of learning, as well as presenting only science-based facts is somewhat effective.

One of the pedagogical advantages of live lectures is that since ancient times, learning has occurred through face-to-face interaction between student and teacher. Several studies have shown that learning is ineffective in the absence of social interaction. Because in order to gain knowledge, the learner must be sufficiently attentive and alert. Alertness and attention include several physiological and external factors that the speaker cannot influence. But things that the teacher can control, such as the content, organization, and delivery of the lecture, are also important in attracting the listener's attention.

Especially if the topic of the lecture is relevant to their interests, if it is related to what they have learned before, if different methods of stimulation are used, if the lecture is structured taking into account how many minutes the listener can concentrate, then the attention of the learners will be at a high level.

In general, the questions asked by the teacher to the audience in the lecture sessions increase the students' attention, interactivity and interest in the lesson, and prevent the speaker from monopolizing the lesson. Also, sometimes through the answers given by the students, it is possible to remember the aspects of the topic that the lecturer missed. Therefore, planning the questions that will be asked to the audience during the preparation of the lesson will help the lesson to be successful.

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