

ON THE ISSUE OF TEACHING FOREIGN LANGUAGES IN SECONDARY SCHOOL

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ANNOTATION

The article discusses modern technologies for teaching foreign languages in secondary school, the use of which allows you to implement a student-centered approach to teaching a foreign language and allows you to solve a number of didactic problems.

Keywords: innovations, graph projector, collaboration technologies, language portfolio technologies.

At the present stage of Uzbekistan's development, when qualitatively new relationships have been formed between our country and members of the international community based on new political and socio-economic realities, it in itself creates opportunities for learning foreign languages and their real use in communication with other countries.

Undoubtedly, the successful acquisition of foreign languages at the present time is a prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of various countries, for continuing education in international higher institutions and qualifications in the chosen field of specialization.

Modern methods and means of teaching foreign languages are the most relevant ways to solve this problem. In the practice of teaching foreign languages at this stage of education, the following methods and means are actively used: training in cooperation, a language portfolio, a graph projector.

Let's consider them in detail. Cooperative Learning is a collaborative study in which students work together, collectively constructing, producing new knowledge, not receiving knowledge in a ready-made form. Independent educational activity of students is one of the principles of learning in cooperation. So, there are several varieties of the teaching method in cooperation, which differ in the setting of educational tasks and organizational forms: Student Team Learning (training in a team), Student Teams Achievement Divisions (individual-group approach), Teams Games Tournament (team-game approach). Let's consider in more detail their features.

Student Team Learning (training in a team). This method places great emphasis on group goals and the success of the entire group. Team members must interact with each other, the task of each student is to ensure that each team member acquires the necessary knowledge, develops the necessary skills, and at the same time the whole team knows what everyone has achieved. Principles of work: Team rewards (awards) - the team receives one "award" for all, in the form of a certificate, a diploma of joint activities of students. Individual accountability (individual responsibility) - all team members follow each other's progress and come to the rescue in mastering the material so that everyone feels like an expert in this problem. Equal Opportunity

to Succeed - Each student earns points for their team that make them feel like they're part of the team. Student Teams Achievement Divisions (individual-group approach).

This approach is effective when introducing new material. Students are divided into groups of four. After explaining the material, students discuss it, understand it. To determine how the material is learned, the teacher gives a personal task to each student. At the same time, the implementation of each task is controlled by the whole group. Grades for individual work are summed up in the group, and an overall grade is given. Teams Games Tournament (team-game approach), the teacher explains the material, but at the same time, instead of testing, he conducts a competitive tournament, the so-called "tournament tables". The participants who are in the same team should have an equal level of learning, but the tasks should correspond to the level of the students who are at the table. The tables have different levels, the winner of each of them brings his team the same number of points. Thus, each team has an equal chance of success. The team with the most points wins the tournament. As tasks for tournament tables at foreign language lessons, there can be grammatical and lexical tests, tasks based on read texts. [2, c. twenty]. Thus, the method of teaching in collaboration corresponds to a student-centered approach, as it involves reflection, selectivity, and responsibility of the student. At the same time, the efficiency of assimilation of the actual subject content increases due to the fact that this content acquires a qualitatively new personal meaning. This method involves constant self-education and self-development of students. It is based on an activity approach, since joint activity is the essence of the method. The goal of training is not subject knowledge, but competencies, and not only communicative, but all in a complex.

One of the promising areas of teaching a foreign language in schools in recent years has been teaching a foreign language with the help of a "language portfolio". The language portfolio in modern conditions is defined as a package of working materials that represents specific experience or learning outcomes of the student, knowledge of a foreign language. Such a package of materials gives students and teachers the opportunity to present the product of educational activities presented in the language portfolio, independently or jointly analyze and evaluate the amount of educational work and the range of achievements in the field of learning a language and foreign language culture, the dynamics of mastering the subject of study in various aspects, as well as the experience of educational activities in this area [3, p. 255].

In the current practice of teaching foreign languages, various types of language portfolio can be effectively used in the current practice of teaching foreign languages, depending on its target orientation, such as: - language portfolio as a tool for self-assessment of the student's achievements in the process of mastering a foreign language and the level of foreign language proficiency (Self-Assessment Language Portfolio). - language portfolio as a tool for autonomous learning of a foreign language (Language Learning Portfolio) - this type of language portfolio can also vary depending on a single-purpose or complex focus: a language portfolio for reading (Reading Portfolio), for listening (Listening Portfolio), for speaking (Speaking Portfolio), by writing (Writing Portfolio), a language portfolio of the interconnected development of types of foreign language speech activities (Integrated Skills Portfolio). - a multi-purpose language portfolio that includes various goals in the field of mastering a foreign language (Comprehensive Language Portfolio) [4, p. eight].

From all of the above, we can conclude that this method implements an innovative approach to learning and is an important factor in the development of abilities for independent work, for self-esteem. We emphasize that this method ensures the student's ability and readiness for independent study of the language throughout his life, and creates conditions for continuous independent language education. Visual aids play an important role in modern education. The principle of visibility contributes to the formation of clear ideas about the rules and concepts, develops logical thinking. Consideration and analysis of specific phenomena helps to come to a generalization, which are then applied in practice. The relevance of the graph projector at this stage is that it most effectively affects students, taking into account their individual characteristics. One of the modern visual aids is a graph projector.

A graphic projector is a device by which a static image from a transparent A4 film is transmitted to a large screen. The image on a transparent film serves as a teaching aid and can be prepared using a computer, a copier or a felt-tip pen [1, p. 480]. The graphic projector has a number of advantages over traditional visual aids. 1) The image size may change depending on the distance of the projector from the screen, the image is highlighted and easier to perceive. 2) The teacher independently sets the time for displaying the image by turning the projector on and off. Thus, images appear on the screen only when needed. 3) The teacher can easily change slides, so the number of illustrations for the material presented can be quite large. This contributes to the maximum correspondence between the teacher's story and the visual image. 4) Demonstration of individual phases of the development of dynamic processes allows the teacher, relying on the student's imagination, to use his ability to think of intermediate stages, etc. 5) Slides do not take up much space during storage, and also do not fade over time - they can be used as much as you like for a long time.

The graph projector can be considered as an independent source of knowledge that has a profound impact on the personality of the student. This tool provides a versatile, complete formation of any image, concept, and thus contributes to a stronger assimilation of knowledge, understanding of scientific connections with life. Summarizing all of the above, it should be noted that each method of teaching a foreign language has its advantages and disadvantages, however, the complex, integrated use of all the teaching methods listed in the article makes the process of mastering a foreign language more diverse and effective.

The use of new innovative methods of teaching a foreign language helps to improve and optimize the learning process and make the lesson more interesting. Complementing and combining traditional teaching methods with new methods, applying an individual approach to each student, it is possible to develop not only the linguistic abilities of students, but also to objectively assess the quality of knowledge of each child.

Thus, the use of the method of teaching in cooperation, the language portfolio and modern visual aids is an integral part of the teaching methodology at the moment in the modernization of education, since these teaching methods contribute to the organization and activation of the educational activities of the school and the learning process itself becomes more effective and student-oriented.

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