

TEACHING YOUNG LEARNERS BY NEW METHODS

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Annotation: This article describes the teaching of foreign languages for younger students using new methods in schools. According to modern methodological science, the purpose of teaching a foreign language is the ability to use it in communication with other peoples. The changed requirements for language proficiency have determined new approaches to the selection of content and organization of material.

Keywords: new methods, technologies, effective teaching, Innovative educational technologies, the educational opportunities, process, ability, the purpose

Recently, the number of people of all ages learning English has been increasing dramatically. This is because in the course of life it becomes increasingly difficult to live without knowing English. But learning a language also depends on age. In fact, scientists have proven that children learn language faster and easier than adults. The main reasons for this are the natural tendency of children to learn the language, the fact that they have developed the ability to imitate, children spend more time than adults, and quickly memorize the information they assimilate. The current state of the education system is characterized by the increasing role of non-traditional educational technologies. The assimilation of knowledge by students with their help is much faster than using traditional technologies. These technologies change the nature of the development, acquisition and dissemination of knowledge, allow you to deepen and expand the content of the studied disciplines, quickly update it, apply more effective teaching methods, as well as significantly expand the educational opportunities of each person. The introduction of a new generation of state educational standards (FGOS HPE) based on a competence-based approach implies significant changes in the teaching methods of a number of disciplines, including sociology, based on the increasingly active participation of students. a full participant in the educational process, his great independence, classes are aimed at a clear practical result. The development of such technologies is carried out in the following areas: 1) reproductive education ("individually-oriented" training, personalized, as well as "team-individual" training); 2) research classes (the learning process is built as a cognitive-practical, search for practical information); 3) development of models for educational discussion; 4) organization of training based on game models (implementation simulation modeling in the educational process). According to the authors, the most relevant are innovations in higher education aimed at reorienting the goals of professional personality formation (primarily the development of scientific, technical and innovative skills), as well as updating knowledge. the content of the educational process (in addition to the description in education, attention to the formation of logical and imaginative thinking, attention to practicality in learning through the formation of knowledge, skills and abilities in the chosen profession, independent learning) is focused on the priority). Thus, innovative educational technologies in higher education are understood as methods based on modern scientific achievements and the use of information technologies in education. They are aimed at improving the quality of teaching through the development of creative abilities and independence of students. They allow you to study online; increase students' interest in the subject; they bring learning closer to everyday practice (develop effective communication skills, adapt to rapidly changing living conditions, increase resistance to psychological stress,

teach conflict resolution skills, etc.); training in ways to acquire new sociological knowledge. Innovative educational technologies, as the results of our research show, are mainly used in practical classes (seminars). This was stated by 61.4% of respondents. The answers of teachers who use innovative technologies only in lectures, as well as those who use them in lectures and practical (seminar) classes, are evenly distributed - 15.38% of respondents, unfortunately, 7.69% of respondents are out of order. that they are not used at all. We also found that 100% of assistants and senior teachers use innovative teaching technologies only in seminars. As for the first one, this, in our opinion, is very understandable: there are practically no lecture hours in the teaching load of assistants. On the other hand, senior teachers with lecturing experience prefer the traditional practice of presenting the material. More innovative educational technologies are used by teachers of the department when conducting various forms of training. Thus, their answer options were distributed evenly - 25% each, including the answer option "I don't use it at all." Upon closer examination, we found that a professor with 3-7 years of experience teaching sociology as a subject did not "use" innovative technologies at all. Thus, on the one hand, we defined "passivity" as opposed to "protest", taking into account the most active and flexible traditional form of providing the most active environment and material for the introduction and application of innovative technologies in the educational process at the university. In conclusion, we note that the lack of motivation among teachers to introduce their own innovative educational technologies is, in our opinion, not only the most destructive, but also the most difficult to change factor. While the problem of lack of time can be solved by an equal distribution of classroom and extracurricular activities of teachers, the lack of knowledge in the application of innovative teaching technologies can be compensated by training in the field of teaching methods. the introduction of innovative educational technologies based on the sociology of dentistry (especially since our study showed that 100 percent of respondents stated the expediency and willingness to take advanced training courses in this field) and an interesting presentation of material that would suit even the most passive student audience for a future specialty. It is not active, but cognitive, and in this case it will be impossible to increase the motivation of teachers by an administrative decision alone. Consequently, all the efforts of the university administration are aimed not only at encouraging the work of professors and teaching staff, but also at creating the necessary conditions for self-improvement and self-awareness of teachers. we should focus on leveling this factor. The usual method of teaching through reading and translating texts, studying grammar and performing "the same type of exercises" has lost all meaning, and it has been replaced by a more effective method of learning a foreign language - communicative. The communicative method is based on knowledge of traditions and customs, as well as on the study of vocabulary and the ability to communicate and understand a native speaker. When learning a foreign language, it is very important to have a lexical base. After all, the more lexical units are learned, the easier it becomes to communicate in the language being studied. Some students have great difficulties with vocabulary replenishment. Some just remember, the second build associations, the third paste over the whole house with stickers with words about household goods. When teaching, the teacher's task is to check how well the student has memorized new words and phrases, idioms and phrasal combinations. At the same time, a more effective method promotes both the memorization of words and the development of communication skills in a foreign language. So, the teacher prepares the cards and divides the group into two teams. The student takes out a card and explains the meaning of a word in a foreign language, while the student from the second team has to guess what kind of word it is. Thus, there is memorization of a new word and communication in the language being studied. In short, teaching a language to

elementary school students not as a duty, but rather through fun games and innovative methods can serve as a basis for their future knowledge.

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