

use innovative technologies are an important key to a successful work, which they believe, opens up an excellent opportunity for future career growth. Responses showed that most of the students were highly motivated to learn general English and English for special purposes for all reasons mentioned above. Also valuable from a methodological point of view is the demonstration of the connection of one of the grammatical phenomena. The latter is important to indicate the fact that the Perfect Continuous tenses do not exist in the passive voice. In the same way, one can ask to find and explain the connections between any nodes and axes of a given LSM. Such consideration helps to present to students the whole range of issues and problems of the topic: "Grammar of the verb in English". In addition to retraining and advanced training courses, this model

with certain modifications can be both used at school. So, the use of the pedagogical technology "logical-semantic model" in the system of retraining teachers of foreign languages seems appropriate for several reasons. Firstly, the author's model of presentation of the grammar of the verb in English developed by us and the technology of its phased implementation help to increase the efficiency and the possibility of improving the grammatical competence of listeners and their advancement to a higher level of formation of communicative competence in general. Secondly, due to the visualization of educational content, complex grammatical phenomena of the English language are easier to assimilate. In addition, the LSM developed by us has the property of universalizing its application at different levels of teaching English.

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THE ROLE OF LITERATURE LESSONS IN THE FORMATION OF STUDENTS' KEY COMPETENCES

Undoubtedly, every teacher, be it a physicist or writer, historian or mathematician, following the modern requirements for education, will work on the formation of key competencies, because in one way or another we are wondering how to ensure that our children grow up as conscientious, decent people, so that they respected the lives and opinions of other people, that they valued human dignity in themselves and others, that they were ready to live in a new society. It is very important that students feel that in each of them the teacher sees a person with great potentialities and abilities, and help to reveal them.

In the formation of key competencies, the teacher of the mother tongue and literature has a special role, since his subject area provides an opportunity for the development of many universal skills and methods of

activity laid down in the specification for the mother tongue and literature, such as:

- the ability to adequately understand the information of an oral and written message (purpose, topic, main idea, main and additional, explicit and hidden information);
- the ability to process the information of the sounding text;
- the ability to understand the author's attitude to the problem posed in the read text;
- the ability to interpret the information of the read text;
- the ability to use the information contained in the read text as an argument;
- the ability to distinguish between colloquial speech,

scientific, journalistic, official business styles, the language of fiction;

- the ability to create a text in accordance with a given topic and functional semantic type of speech;
- the ability to consistently express own thoughts;
- the ability to select and organize language means in accordance with the topic, purpose, style and functional semantic type of speech;
- the ability to use in one's own speech a variety of grammatical structures and the lexical richness of the language;
- the ability to conduct information-semantic analysis of the text.

The formation of skills, in turn, creates the possibility of performing an action not only in familiar, but also in changed conditions, and therefore is the basis for the formation of key competencies as the most general (universal) culturally developed methods of action (abilities and skills) that allow a person to understand situation, to achieve results in personal and professional life.

The need for graduates of a modern school to master key competencies is also indicated by the requirements of employers, which include: communication (responsiveness in communication, structured speech, persuasiveness of argumentation, handling objections, etc.); ability to work in a team; ability to visually and convincingly present ideas; readiness for non-standard, creative solutions.

I would like to dwell in more detail on the education of the student's readiness for non-standard, creative solutions, in which an important role belongs to literature lessons. A minimum of emotions – everything is only the most important thing. And it seems that there is absolutely no place for emotions and creativity. Without detracting from modern telecommunication technologies, I am deeply convinced that a teacher is a creative person, and if he respects his students, he will definitely be able to create for them an atmosphere of search, polemics, a desire to share their thoughts and feelings, and demonstrate their creative abilities.

Pedagogical practice shows a variety of ways and forms of developing the abilities of students. But still, I consider the lesson to be one of the most important. It is the lesson that determines the "tone", the mood of further relations between the student and the teacher.

I think that one of the requirements of the modern lesson for the formation of key competencies in students is an atmosphere of creativity. A full-fledged lesson is a lesson of spiritual pleasure and a lot of work to "acquire" knowledge about people, about life, about the world. The atmosphere of creativity and co-creation in the classroom is created by the teacher's enthusiastic attitude to the subject, the formulation of moral, ethical and psychological problems of concern to schoolchildren,

the creation of situations where their creative abilities can be fully manifested.

It is no secret that the requirements of the school are often calculated on the strengths and abilities of the intended average student, therefore, the main thing to remember is that individual creative abilities are embedded in the personality of each student. The teacher in the learning process should rely on faith in the universal talent of children, on the motto known since antiquity: "Learn by teaching" – and on the psychological paradigm: "Success breeds success" [1].

The question arises: how to make the educational material of the subject enter the circle of vital interests of students, so that each student, not from the words of the teacher, but himself understands that Uzbekistan is the country of the greatest literature in the world. The answer is obvious – the student must become its researcher: he must analyze the problem situation proposed by the teacher, identify problems on his own, select the necessary information, build hypotheses, test them, generalize, draw conclusions.

In a literature lesson, a student, not in words, but in deeds, can feel successful, capable of creativity, the art of the word becomes for him not an abstract matter, but an instrument of his own realization.

At the same time, the study of works from different eras and different genres, different authors and different trends requires constant improvement of research skills [2, 3].

In my work, I have long used the practice of conducting creative tests after studying a work, when students are divided into groups and stage a piece of work they like. Each student has the opportunity to widely demonstrate their individual creative abilities. Students try their hand at being screenwriters, set designers, directors, costume designers and, of course, artistic skills. And in each case, they must justify their choice of passage. Thus, creative tests teach children to set goals and be able to organize their achievement, teach them the ability to find, transform and transmit information in the process of co-creation, perform various social roles in a group and in a team, reveal students' abilities for self-knowledge and self-promotion, learn mutual understanding, interaction with each other. And all these skills are included in the core competencies.

Such lessons demonstrate to students the broad meaning of the word "test", where you do not have to memorize, "cram", "tremble": I'll pass – I won't pass. They help to feel the atmosphere of creativity, and an atmosphere of collaboration. These lessons allow students to strengthen faith in themselves and their strength, and give confidence. But it is precisely such people, strong and confident, that the future country needs.

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