TOSHKENT DAVLAT PEDAGOGIKA UNIVERSITETI

“TA’LIM TIZIMIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARI RESURSLARIDAN FOYDALANISH ISTIQBOLLARI”

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ПЕРСПЕКТИВЫ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ИНФОРМАЦИОННО-ТЕХНОЛОГИЧЕСКИХ РЕСУРСОВ В СИСТЕМЕ ОБРАЗОВАНИЯ

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USING INFORMATION TECHNOLOGIES BY TEACHING ENGLISH

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Abstract: In the article today, the interactive method of pedagogical technology in learning English and its place in educational systems, the most important aspect of this method is the term interactive, its meaning, this method. Games focused on the development of the student's thinking, the place and role in the development of the student's creative talent, memory and attention are highlighted.

Keywords: English, teaching, methodology, pedagogical role, pedagogical technology, interactive, method, thinking, memory, attention.

Today, we all know that the interactive method of pedagogical technology in learning English is widely used in educational systems. The most important aspect of this method is that it activates the students, motivates the slow assimilating students, and teaches them to analyze and draw conclusions. It teaches them to awaken the courage to express their feelings, to show their creative potential, to analyze and draw conclusions.

The term "interactive" is derived from the English word "interact" and means solving an activity or problem in mutual communication, interaction, discussion, debate, thinking, and solving together. Interactive game technology belongs to pedagogical technologies, which can show activity in improving the student's activity.

The use of this technology is one way to activate participation in the learning process. Games aimed at the development of the student's thinking develop the student's creative talent, memory and attention. That is why it is necessary to direct the needs and aspirations of the students to certain educational goals. If the game serves the pedagogical process, then it becomes a means of education and training. Game activity is not a waste of time, but rather the most effective way of teaching. Play develops social, emotional, creative and physical skills.

The game teaches children to communicate with each other, to observe certain rules and regulations, to manage themselves, to cooperate, to consider the opinions of others, to pay attention to their wishes, and to carefully perform the given task. Games have a positive effect on the effectiveness of teaching if they are organized with attention to their rules in the course of the lesson, taking into account the above-mentioned points.

Features of the interactive game: - It has a clear goal. In other words, the pedagogue uses the game appropriately in the lesson. - It has clear rules. - The players have freedom of choice, they can influence the conduct of the game at their own discretion. - Players can learn anything through the game. - It is interesting and thus attracts children to itself, motivates to act quickly. Below is a sample of the game – tasks

1. "Zukkolar" game. The content of the game: students are divided into 2 groups: the leader tells each group 1 word from the word group and is tasked to create a synonymous line. The group that finds the most is the winner (For example, called, invited, invited.

2. "Restore the cut" game. Content of the game: the teacher or a group of students says something that has been omitted. Another student participating in the game restores the sentence based on the content of the sentence. M: Holy before him. . . (he was confused, confused, blushed, lost his temper, etc.)

3. "Take the wedding to the stream" game. Students are asked to match the word "tai" to the word "soy" by finding cognates. (For example, mud, rich, clay, tea, oil, . . . soy).

4. "Antique words" game. Students are asked to find words that have the same meaning when read from both sides (M: saw, well, backward, pumpkin, ignorant, Kazakh, etc.).

5. "Domino" game. The game can be organized between two students sitting at the same desk or between rows. They are asked to find words related to a phonetic phenomenon (for

example, double consonant words that appear in a row, similar double vowel words that appear next to each other, etc.). Students who are active in this task will be considered winners.

6. "Find your place" game. Content of the game: 5-6 students are brought to the front of the class and a sheet with a stem of compound words is distributed to them. The rest of the roots of these words (for example) are added by the students participating in the game to form a compound word.

7. "Simple, comparative, incremental degree" game. Content of the game: students are divided into 3 groups, each of them is responsible for a certain level of quality. When the teacher gives a certain word (eg scarf), the groups find adjectives associated with this word; I group. Scarf - white, red, blue, black, beautiful, big, small, royal, etc. ÍÍ group. Scarf - whiter, redder, bigger... Scarf - the biggest, the most beautiful, the smallest...

8. "Creator" game. Content of the game: students are divided into two groups. The owner of the first group gives examples of sentences expressed by nouns. The second group replaces the possessor in these sentences with a pronoun and continues it. Example: Í group ÍÍ group Fruits are overripe. It was entered to pick it up.

9. "Typography" game. Content of the game. Form other new words using the given long word. Whoever makes the most words is the winner. For example: from the word success: time, only, endowment, shame, success, temporary, uf, Afifa, mufti, muqim, etc. k.

10. "Fill in the text" game. The content of the game: task for students: there are various texts on your table. There are parts omitted in the text. Complete the text according to the meaning. After the task is completed, they take the full version of that text from the teacher, compare both texts and comment. This game increases students' vocabulary and develops their thinking skills.

11. "Explanatory dictionary" game. Content of the game. A student called to the board closes his eyes and shows one of the words written on the board. Task: open your eyes, read the word and explain its meaning (make a sentence with these words). Whoever explains the meaning of the word more and more broadly is the winner.

12. "Just whisper" game. Correct pronunciation is taught through this game. Task: the students are asked to speak only in a whisper, just as loudly as on stage. A fine will be imposed on the one who speaks by mistake. (says a poem or song).

13. "Dictionary" game. Task: to create a system of words related to the topic. The teacher gives 3-4 minutes. Whoever makes the most words is the winner.

14. "Bilaghan" game. Task: The teacher says a letter. The winner is the one who can find more words for that given letter.

15. "Cubic" game. The sides of the cube made of thick paper are written with country, name, name of family members, etc. Students gather around the table. Whoever gets what kind of writing. He should make a sentence that matches this word.

16. "Broken phone" game. Content of the game: Students are told a sentence with some words written out. Students can also say this to each other. The omitted word is said by adding a monand to the content of the sentence. Whoever does it quickly and correctly is the winner.

Conclusion: interactive games form all aspects of the student's personality, make significant changes in his psyche. That's why it is necessary for the teacher to determine the internal possibilities of each language phenomenon being studied, to properly organize the process of working on the word, to use creative-practical works that interest students.

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