

MODERN TECHNOLOGIES OF FOREIGN LANGUAGE TEACHING IN UZBEKISTAN

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Abstract

At the present stage of development of education, one of the most urgent problems that require new solutions is the need for a qualitative improvement in the knowledge of a foreign language with a small number of hours of study load allotted for the study of this subject by the school curriculum. Successful mastery of a foreign language today is a necessary prerequisite for getting an interesting job in the country and abroad, strengthening friendship with representatives of various countries, for continuing education in international higher education institutions and professional growth in the chosen field of specialization.

However, unfortunately, most school programs, with the exception of those for specialized language schools, provide 1-2 English lessons per week. This is far from enough to ensure the proper level of knowledge of the language when using traditional methods and forms of work in the classroom. It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of schoolchildren's learning activities, and, accordingly, the level of language proficiency. And active teaching methods meet these requirements, since their essence is to interest students, to make them an active participant in the educational process.

Keywords: Development of education, qualitative improvement, higher education institutions, motivation of learning activities, formation of communicative competence.

INTRODUCTION

In the methodology of teaching foreign languages, it is customary to refer to modern learning technologies: learning in collaboration, the project method (project technologies), student-centered learning, distance learning, the use of a language portfolio, computer and

audiovisual technologies. The article is devoted to the use of these modern technologies for teaching a foreign language in higher education. The problem of intensification of teaching foreign languages is considered, modern teaching methods and technologies are characterized, methodological recommendations are proposed for the use of

various methods and technologies, depending on the purpose, content and stage of teaching a foreign language at a university.

MATERIALS AND METHODS

This work is devoted to active learning methods. Their main task is to make learning not only effective, but also interesting, to involve students in the learning process, to make them the main and active participants in it. The effectiveness of these methods is primarily due to an explosion of motivation, an increase in interest in the subject, and this is an important component of the learning process.

The object of the study was the main goals and content of some methods of active learning. But since exercises are, in a sense, the basis of teaching a foreign language, the leading means, we consider it important to pay special attention to them.

The purpose of the study is to get acquainted with the goals of teaching a foreign language at the middle level, as well as some methods of active learning, the possibility of their application in school practice.

The objectives of the study are to characterize various types of exercises as leading learning tools, to consider active learning methods such as role-playing, project method and brainstorming, to study the goals and content of these methods, and their correspondence to the learning goals at the middle level.

Research methods are the study of original literature, as well as Internet resources and their analysis.

RESULTS AND DISCUSSION

Learning objectives are understood as the planned results of learning a foreign language by a student.

We can safely say that it is the learning objectives that are the most important methodological category. Answering the question "Why teach?", they determine the entire subsequent choice. All distortions in learning start with a wrongly formulated or misunderstood goal.

If earlier the nature of teaching foreign languages in the world was determined by the social needs of the state, based on the nature of economic, political and international relations, today in Europe the situation is changing dramatically. Many European countries become members of the Council of Europe, jointly solving similar problems and establishing common standards and requirements. Teaching foreign languages is no exception. Thanks to the efforts of the Council of Europe, a unified system for assessing knowledge in the field of foreign languages in Europe has developed.

It should be noted that today there is a steady trend in some schools and universities to purposefully prepare students for international exams. Exams in this case become not so much the ultimate goal of education (obtaining certificates and diplomas), but an objective indicator of progress in the language.

Let us consider the goals of teaching foreign languages as they are defined in the Threshold level, and then compare them with the traditionally accepted set of goals for teaching foreign languages in the domestic methodology.

The main goal of teaching a foreign language in the Threshold level is the formation of communicative competence. It highlights several of its components:

- 1) linguistic competence,
- 2) sociolinguistic competence,
- 3) sociocultural competence,
- 4) strategic competence,
- 5) discursive competence,
- 6) social competence.

Linguistic competence involves mastering a certain amount of formal knowledge and their corresponding skills related to various aspects of the language: vocabulary, phonetics, grammar. This raises the question of what words, grammatical structures, intonations are necessary for a person of a particular age, a particular profession, etc. to ensure normal interaction in the target language.

Of course, words, grammatical constructions, intonemes are studied with the aim of transforming them into meaningful statements,

i.e. have a clear speech orientation. Thus, we can say that the emphasis of teaching is not on language as a system, but on speech. But speech is always situational, the situation, in turn, is determined by place and time, the characteristics of the audience, communication partners, the purpose of communication, and so on. In order to adequately solve the problems of communication in each specific case, in addition to linguistic competence, we need sociolinguistic competence, i.e. the ability to select language forms, use them and transform them in accordance with the context. To learn this, it is important to know the semantic features of words and expressions, how they change depending on the style and nature of communication, what effect they can have on the interlocutor.

Summarizing all of the above, we can conclude that sociolinguistic competence and issues of speech and language admissibility have much in common. The question arises: when should the formation of these skills begin? Language reflects the characteristics of people's lives. By studying the variety of expression plans, you can understand and learn a lot about the culture of different countries of the language being studied. And this brings us to the need for the formation of socio-cultural competence. Today, speaking about the fact that the goal of education is communication in a foreign language, we mean not just a dialogue at the level of individuals, but the readiness and ability to conduct a dialogue of cultures.

But in order to competently solve the problems of communication and achieve the desired results, it is not enough only knowledge of a cultural nature. It is necessary to have certain skills and abilities to organize speech, to be able to build it logically, consistently and convincingly, to set tasks and achieve the goal, and this is a new level of communicative competence, which in the materials of the Council of Europe is called strategic and discursive competences. Their essence lies in the ability to build communication in such a way as to achieve the set goal, to know and master various methods of receiving and transmitting information, both in oral and written communication, compensatory skills. The formation of these components of communicative competence cannot be carried out in isolation from speech functions, which

determine both the strategy of communication itself and the selection of language means for solving communication problems.

The last of the components of communicative competence, but by no means the least in importance, is social competence. It involves a willingness and desire to interact with others, self-confidence, as well as the ability to put oneself in the place of another and the ability to cope with the situation. It is very important here to develop a sense of tolerance for a point of view that is different from yours.

In matters of communicative teaching of languages, the Lipetsk school of Professor E.I. Passov occupies a leading place, so I present his classification of learning goals³.

So, in the domestic methodology, four aspects of the goal of teaching a foreign language are distinguished:

- 1) educational practical aspect,
- 2) educational aspect of education,
- 3) educational aspect,
- 4) developing aspect.

Educational practical aspect. Students learn a foreign language as a means of communication and must be able to use it in oral and written forms. We are talking about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as three aspects of the language associated with them - vocabulary, phonetics, grammar. The practical aspect involves mastering all forms of communication and all speech functions so that the possession of a foreign language is a means of interpersonal communication, enriching the spiritual world, defending one's beliefs, promoting national culture, friendship between peoples, economic and social progress.

The specific goals in each type of speech activity are:

- in speaking: the ability to inform, announce, inform, tell; explain, characterize, clarify, show; approve, recommend, advise, praise, thank; condemn, criticize, object, deny, accuse; convince, prove, substantiate;
- in writing: the ability to quickly fix one's own statements and statements of others;

write out from the read, transforming the material; write down the plan or theses of the speech; write a letter, review, annotation;

□ in reading: the ability to quickly read an article in a newspaper or magazine to oneself; a work of art of medium complexity to satisfy all the functions of reading as a means of communication;

□ in listening: the ability to understand authentic speech at a normal pace in live communication and the general meaning of radio broadcasts, audio recordings;

□ in translation: the ability to act as an interpreter in a domestic situation.

The acquisition of independent work skills should be considered extremely important in the educational aspect.

The educational aspect of education involves the formation of students' worldview, ideological conviction, patriotism, morality, responsibility for themselves and what is happening around, as well as the aesthetic and spiritual development of the individual.

Education cannot be divided into ethical, aesthetic, labor, environmental, international, etc. All education is the education of morality in a person. To implement this aspect, it is necessary to use all the possibilities: both substantive (the presence of all kinds of problems) and organizational (discussion of these problems and their interpretation). The possibilities here are endless, it is only important not to be limited to good intentions, but to identify specific ways to implement them, both during lessons and in extracurricular activities.

The educational aspect involves the acquisition of knowledge about the culture of the country or countries of the language being studied, including literature, music, architecture, painting, history, etc., as well as knowledge about the structure of the language, its system, character, features, similarities and differences with the native; satisfaction of personal cognitive interests in any of the areas of their activities.

The developmental aspect provides awareness of the means of expressing thoughts, how people pronounce, what words they use to nominate objects, comparison and comparison

of the phenomena of native and foreign languages, development of a sense of language, linguistic conjecture, memory in all its forms, logic (analysis, synthesis, comparison, conclusions), the development of sensory perception, motivational sphere, ability to communicate, such character traits as diligence, will, determination, activity, ability to learn.

Summarizing the above competencies, we can say that school education should be aimed at solving the following common tasks. These tasks can be solved in different ways within the framework of the study of various disciplines, but in the aggregate, they should focus on the formation of the necessary personal qualities of graduates.

1. Formation of readiness to solve various problems. The solution to any problem begins with its definition. As long as the problem is not formulated, not framed verbally, it does not seem to exist. Having formulated the problem, having determined its essence, one can look for possible ways to solve it. Obviously, depending on the situation, the solution of a specific problem that arises will be based on a whole range of knowledge, skills, and abilities obtained in different subject areas.

2. Development of the desire to learn throughout life, updating and improving the acquired knowledge, skills and abilities in relation to changing conditions; if necessary, receive additional education and change the nature of the activity, if the previous education is temporarily or partially unclaimed. It is this quality that ensures the mobility of a person in society.

3. Improving bilingual communicative competence in oral and written communication, taking into account the socio-cultural differences of the modern multicultural world. It seems that a well-formed communicative competence, in the general European sense, already includes a whole set of competencies, including in the field of information literacy. In this case, it is necessary that the goals and levels of the formation of communicative competence in the native and foreign languages are developed in a single logic.

DATA ANALYSIS

Exercises remain the main means of learning at any stage of mastering a foreign language. So, what is exercise? The exercise must meet the following requirements:

- there is always a goal in the exercise. Of course, some exercise can also have a side effect, that is, along the way, work on those mechanisms, the formation of which it is directly aimed at. And it is very important to use in teaching. But it is still more important to determine the main goal of each exercise;
- exercise is not a simple "doing", it has a special organization;
- the exercise is always aimed at improving the way the action is performed.

To do this, it must provide for at least the repetition of an action. But one exercise never gives the final effect, even in relation to a particular intermediate goal, so the exercises are combined into systems, subsystems, complexes. "The system of exercises is the first and most important basis for their success..." The importance of the system of exercises is that it ensures the organization of the assimilation process and the organization of the learning process.

Usually, exercises are distinguished for mastering the material and for its use in oral speech. For each type of speech activity as a means of communication, two categories of exercises are necessary: those in which speech skills are formed, or conditional speech exercises, and those in which speech skills are developed, or speech exercises.

Many attempts have been made to classify exercises. In our work, we will consider exercises for the formation of phonetic, grammatical and lexical skills.

Practice plays an important role in learning pronunciation. The training includes two types of exercises: active listening to the pattern and conscious imitation. Active listening ("listening") is guaranteed by preliminary tasks that help draw attention to the desired quality of sound, intone; it stimulates the selection from the stream of words of a particular sound to be mastered. Active listening exercises are an obligatory part of the exercises in the development of hearing and pronunciation

skills; they polish the ear and set the stage for reproduction exercises.

The proportion of exercises in reproduction should be much higher. These exercises are a conscious imitation of the standard, they mobilize all the efforts of students and direct them to high-quality reproduction of a new sound. Conducted regularly exercises in conscious imitation help to overcome interlingual and intralingual interference. Simple imitation without awareness of the features of a foreign language sound is not effective enough, since students tend to perceive foreign sounds through the prism of the pronunciation base of their native language.

In the methodology for the formation of grammatical skills, the following main types of exercises are adopted.

Exercises in imitative reproduction of grammatical phenomena; imitation is carried out on the basis of a sample in the loud speech of students, while the organs of speech are adjusted to the pronunciation of new grammatical phenomena in a small context. Thanks to imitative exercises, an acoustic image of a new phenomenon is laid in the memory of students, and the ability to predict is developed. The subject of imitation is a variety of morphological and syntactic variants of this phenomenon as they are presented in speech. In imitative exercises, it makes sense to include material that is valuable in terms of content: proverbs, aphorisms, jokes, as well as fragments of possible future statements of students. Exercises should be carried out at a fast pace and not take up much time in the lesson. A great place in the implementation of imitation is given to choral work, which should be conducted.

Exercises in modifying grammatical phenomena; this type of exercises is especially responsible for the formation of the flexibility of the skill, here the whole variety of forms inherent in this grammatical phenomenon is mastered, due to various transformations, paraphrase, addition and expansion. Substitution tables can also serve as a material support for this type of exercise, with the help of which a wide variety of transformations around the main backbone are performed.

Exercises in combining grammatical phenomena to express thoughts in oral speech.

Here, the method of training actually merges with the method of applying the acquired grammatical material in speech.

All lexical exercises are divided into two categories aimed at:

- 1) memorization of the word, its semantics in unity with the pronunciation and grammatical form;
- 2) the formation of combinations of words of a semantic nature.

☐ Here is a set of exercises of the first category:

- ☐ Name the items in the picture.
- ☐ Choose from a number of words one that corresponds to this situation (topic).
- ☐ Form other sentences with the underlined word according to the model,
- ☐ Complete the sentence (or fill in the gaps in the sentence with suitable words; the words are given under the line or given by students from memory).
- ☐ Use in this sentence a synonym for the underlined word.
- ☐ Give the sentence the opposite meaning by using the antonym instead of the highlighted word.
- ☐ Put a question to the statement (the question assumes the use of a new word).
- ☐ Answer the question using the new word.

The second category of exercises are exercises in building combinations. The nature of the combinations is determined in each individual case by the image of the students' future statement. Combinations are built according to the laws of semantic compatibility in close interaction with grammatical norms. Here are examples of such exercises:

- ☐ select combinations from "various" words;
- ☐ spread the sentences through definitions to the highlighted nouns (from the data below the line);

☐ build combinations that indicate that these items belong to your family members, your friends, and so on.

When teaching, it should be remembered that success largely depends on the correlation of the qualities of the exercise with the content of the intended goal and the conditions for achieving it. At present, adequacy is expressed in the following position: each type of speech activity is acquired mainly through exercises in this particular type of activity.

Active teaching methods and their implementation at the middle level

Project method

The project method is a comprehensive teaching method that allows you to individualize the educational process, enables the student to show independence in planning, organizing and controlling their activities.

The project method has found wide application in many countries of the world, mainly because it allows you to seamlessly integrate the knowledge of students from different areas when solving one problem, makes it possible to apply the knowledge gained in practice, while generating new ideas⁸.

The main idea of this approach to teaching a foreign language is to shift the emphasis from various types of exercises to the active mental activity of students, which requires knowledge of certain language tools for its design. That is why we turned to the method of projects at the stage of creative application of language material. Only the project method can solve this didactic task and, accordingly, turn the lessons into a discussion, research club, in which really interesting, practically significant and accessible problems for students are solved, taking into account the peculiarities of the country's culture and, if possible, on the basis of intercultural interaction.

There is a problem at the heart of the project. To solve it, students need not only knowledge of the language, but also the possession of a large amount of various subject knowledge, necessary and sufficient to solve this problem. In addition, students must possess certain intellectual, creative and communication skills. The first ones include the ability to work with information, with the text (highlight the main

idea, search for the necessary information in a foreign language text), analyze information, make messages, conclusions, etc., the ability to work with a variety of reference material. The formation of many of these skills are the tasks of teaching various types of speech activity. Psychologists refer to creative skills, first of all, the ability to generate ideas, which requires knowledge in various fields; the ability to find not one, but my options for solving a problem; the ability to predict the consequences of a given decision. Communication skills include, first of all, the ability to conduct a discussion, listen and hear the interlocutor, defend one's point of view, supported by arguments; the ability to find a compromise with the interlocutor; the ability to concisely express your thoughts. Thus, for the competent use of the project method, considerable preparation is required, which, of course, is carried out in an integral system of education at school (not only in teaching a foreign language), and it is not at all necessary that it precede the work of students on a project. Such preparatory work should be carried out continuously, systematically and in parallel with the work on the project.

Here are the main requirements for using the project method⁹:

- 1) the presence of a problem or task that is significant in research, creative terms, requiring an integrated meaning, research search for its solution (for example, organizing travel to different countries; family problems; the problem of free time among young people, etc.);
- 2) practical, theoretical significance of the expected results (for example, a tourist route program; a plan for arranging a house, a park, a site; planning and arranging an apartment, etc.);
- 3) independent (individual, pair, group) activities of students in the classroom or outside of school hours;
- 4) structuring the content of the project, indicating the phased results and the distribution of roles;
- 5) use of research methods; definition of the problem, the research tasks arising from it; putting forward a hypothesis for their solution; discussion of research methods; registration of

final results, analysis of the obtained data; summarizing, correction, conclusions.

Based on this, it is possible to determine the stages of developing the structure of the project and its implementation:

- 1) presentation of situations that make it possible to identify one or more problems on the topic under discussion;
- 2) putting forward hypotheses for solving the problem posed ("brainstorming"), discussing and substantiating each of the hypotheses;
- 3) discussion of methods for testing accepted hypotheses in small groups (one hypothesis in each group), possible sources of information for testing the hypothesis put forward; presentation of results;
- 4) work in groups on the search for results, arguments that confirm or refute the hypothesis;
- 5) defense of the projects of each of the groups with opposition from all those present;
- 6) identification of new problems.

In a foreign language course, the project method can be used as part of the program material on almost any topic, since the selection of topics is carried out taking into account the practical significance for the student (the person and his environment). The main thing is to formulate a problem that students will work on in the process of working on the topic of the program.

In accordance with the sign of the dominant method in the project, the following types of projects can be identified: research, creative, role-playing, informational, practice-oriented.

Research projects require a well-thought-out structure, defined goals. Substantiation of the relevance of the subject of research for all participants, designation of information sources, well-thought-out methods, results. They are completely subject to the logic of a small study and have a structure close to a truly scientific study.

Creative projects require the appropriate design of the results. They, as a rule, do not have a detailed structure of the joint activities of the participants. In this case, it is necessary to agree on the planned results and the form of

their presentation (a joint newspaper, essay, video film, dramatization, role-playing game, etc.).

In role-playing projects, the structure is also only outlined and remains open until the end of the project. Participants assume certain roles, determined by the nature and content of the project. These may be literary characters or fictional characters imitating social or business relationships. The degree of creativity here is very high, but role-playing is still the dominant activity.

Information projects are originally aimed at collecting information about any object, phenomenon; familiarization of project participants with this information", its analysis and generalization of facts intended for a wide audience. Such projects, like research projects, require a well-thought-out structure. They are often integrated into research projects and become their organic part, module.

Practice-oriented projects are distinguished by the result of the activity of the project participants that is clearly indicated from the very beginning, which is necessarily focused on the social interests of the participants themselves. Such a project requires a well-thought-out structure, even a script for all activities and the participation of each of them, clear results of joint activities and participation of everyone in the design of the final product. A good organization of coordination work is especially important here in terms of stage-by-stage discussions, adjustment of joint and individual efforts, organization of the presentation of the results obtained and possible ways to put them into practice, as well as the organization of a systematic external evaluation of the project.

Of course, in real practice, one often has to deal with mixed types of projects that have signs of research and creative projects, for example, simultaneously practice-oriented and research projects. Each type of project has one or another type of coordination, deadlines, stages, number of participants.

Therefore, when developing a project, one must keep in mind the signs and characteristics of each of them.

The use of the project methodology in English classes, even within the framework of the school curriculum, showed that students:

- ☐ achieve good results in learning a foreign language,
- ☐ have a practical opportunity to apply the skills acquired in computer science lessons,
- ☐ understand the need for interdisciplinary connections.

The project method has a number of advantages over traditional teaching methods. The main advantages are:

- ☐ increasing students' motivation in learning English
- ☐ visual integration of knowledge in various subjects of the school curriculum
- ☐ space for creative and constructive activities.

Role playing

Games in general and role-playing games in particular are a powerful educational tool. Like any technology, role-playing games have their own scope, their pros and cons.

One of the great problems of modern education is the passivity of the student. He gets answers to questions he didn't ask. Any game, in order to be a game, creates a motive for the player, a desire to achieve something.

An educational role-playing game usually reverses the motive and the goal - the knowledge that is the educational goal of the game is considered as a means to achieve a certain game goal.

Games work not only with the cognitive space of the child, but also with his personality in general, capturing value, emotional, moral, motivational aspects.

These mechanisms demonstrate the benefits of role playing as an educational medium. Disadvantages are a continuation of their own merits. These include:

Large energy costs not only for masters - organizers, but also for participants.

Comparatively (with traditional pedagogy) a small amount of actually new information. The

game is good rather as a means of mastering (assimilation, appropriation, mastery) of already available information, but as a source of new information it is a much slower means.

Games are more effective as a means of development (formation of new ways of acting or thinking, for example) and education.

It is known that a role-playing game is a conditional reproduction by its participants of the real practical activities of people, creates conditions for real communication. The effectiveness of training here is primarily due to an explosion of motivation, an increase in interest in the subject.

The game activates the children's desire to contact each other and the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between the teacher and the student.

The role-playing game allows taking into account the age characteristics of students, their interests; expands the context of activity; acts as an effective means of creating a motive for foreign language dialogic communication; contributes to the implementation of an activity approach in teaching a foreign language, when the focus is on the student with his own interests and needs.

There are three components in the structure of a role-playing game.

The first component is roles. The roles that students play in the classroom can be social and interpersonal. The former is determined by the individual's place in the system of objective social relations (professional, socio-demographic), the latter are determined by the individual's place in the system of interpersonal relations (leader, friend, rival, etc.). position, the best human qualities of a person.

The second component of the role-playing game - the initial situation - acts as a way of organizing it. When creating a situation, it is necessary to take into account both the circumstances of reality and the relationship of communicants. The following components of the situation stand out:

- 1) subject,
- 2) object (subject of conversation),

- 3) the attitude of the subject to the subject of conversation, the conditions of the speech act.

The third component of the role-playing game is the role-playing actions that students perform while playing a certain role. Role-playing actions as a kind of game actions are organically linked with the role - the main component of the role-playing game - and constitute the main, further indecomposable unit of the developed form of the game.

Role-playing games have special requirements:

- 1) The game should stimulate the motivation of learning, arouse interest and desire among students to complete the task well, it should be carried out on the basis of a situation that is adequate to the real situation of communication.
- 2) The role play should be well prepared in terms of both content and form. It is important that students are convinced of the need to perform well in a particular role. Only under this condition will their speech be natural and convincing.
- 3) The role play should be accepted by the whole group.
- 4) It is certainly held in a benevolent, creative atmosphere, evokes a sense of satisfaction and joy in schoolchildren. The freer the student feels in a role-playing game, the more initiative he will be in communication.
- 5) The game is organized in such a way that students can use the language material being worked out with maximum efficiency in active speech communication.
- 6) The teacher himself certainly believes in the role-playing game, in its effectiveness. Only under this condition will he be able to achieve good results. The role of the teacher in the process of preparing and conducting the game is changing. At the initial stage of work, the teacher actively controls the activities of students, but gradually he becomes only an observer.
- 7) In this regard, the ability of the teacher to establish contact with the children is of great importance. Creating a favorable atmosphere in the classroom is a very important factor, the importance of which can hardly be overestimated.

There are various ways to classify roles:

- status roles that can be assigned from birth or acquired during life: the role of a citizen of a certain state, and so on.
- positional roles are usually encoded with rules that define a certain position in society: professional, family roles, etc.
- situational roles, presented in the form of fixed standards of behavior and activity, for playing which it is enough to be a short-term participant in a communication situation: the role of a guest, tourist, pedestrian, and others.

There are a huge number of forms of role-playing games in English lessons: presentation, interview, distance travel, press conference, round table, teleconference, excursion, fairy tale, reportage, club of interests.

When preparing for a role-playing game, the teacher always takes into account the following features:

The situation should be as close to life as possible.

The roles chosen by the students should best suit the given situation.

Participants in a role-playing game should take into account the presence of various role-playing goals.

The participants in the role-playing game should not act individually, but only collectively, the replicas of one should cause a response from the other, and the reaction should be followed by the action of the partner.

The presence of a common goal for the whole team.

The participants in the game come to their own decision, prompted by the situation and the inclinations of the student himself; where to go on vacation, what book to read, etc.

Availability of a system of group and individual evaluation of the activities of game participants. Each participant in the game, depending on the performance of the task assigned by the role, is evaluated either by an expert from among the participants themselves, or by a teacher.

The presence of controlled emotional stress. Creating a friendly atmosphere.

When students assume a role, they act it out in a particular situation. A group of students acting out a role in a classroom is likened to a group of children playing school, hospital, star wars, etc. Both of them unconsciously create their own reality and, in doing so, operate with their knowledge of the real world, developing their ability to interact with other people. This kind of role play builds rather than destroys self-confidence.

The second advantage of role-playing is that it provides an opportunity to use unprepared speech. The main goal of any role-playing game is to train unprepared speech. Role play can transcend any pair or group activity, training students to speak in any situation on any topic. Role play puts students in situations in which they are required to use and develop those language forms that are needed as a lubricant in the working of social relationships.

Role play provides shy, insecure students with a "mask" to hide behind. Students experience great difficulties when the main emphasis in teaching is on the personality of the students, on their direct experience. And in a role-playing game, such students usually get a release, since their personality is not affected, they do not need to reveal themselves.

The advantage of using a role-playing game is that it is enjoyable for those who play it. Once students begin to understand what exactly is required of him, they are happy to give free rein to their imagination. And since they like this activity, the educational material is absorbed much more efficiently.

The role-playing game is suitable for every type of work with the language (working out structures, vocabulary, learning functions, intonation patterns). The inclusion of a role-playing game is possible at any stage of learning, however, it is usually better to leave the role-playing game for the final lessons or generalizing lessons, since most teachers require students to be fluent in the material, as well as to create an original product, scheme, project, and communicative communication.

Brainstorm

The concept of brainstorming (brain storming) has become widespread since the early 50s as a method of systematically training creative thinking, aimed at discovering new ideas and reaching agreement.

groups of people based on intuitive thinking. Usually, when conducting brainstorming, they try to follow certain rules, the essence of which is to ensure that the participants in the so-called collective idea generation have as much freedom as possible to think and express new ideas. To do this, it is recommended that any ideas be welcomed, even if they seem dubious or absurd at the beginning, criticism is not allowed, a false idea is not declared, and discussion of a single idea does not stop. It is required to express as many ideas as possible (preferably wrong ones), to try to create, as it were, a chain reaction of ideas.

The brainstorming method has become widespread and is now actively used in cases where it is necessary to find ways to solve a problem. Considering the fact that a group of people takes part in brainstorming, this method has found its application in school practice, where the class plays just this role.

The class is divided into "generators" and "experts". Generators are offered a creative situation. For a certain time, students offer various options for solving the proposed problem, fixed on the board. At the end of the allotted time, "experts" enter the battle. During the discussion, the best proposals are accepted and the teams change roles. Giving students the opportunity to offer, discuss, exchange ideas in the classroom not only develops their creative thinking and increases confidence in the teacher, but also makes learning "comfortable".

"Brain storming" is the main technique in developing fluency in thinking. According to this method, in order to develop fluency, a number of requirements must be met:

- ☐ present students with a problem that has many correct solutions.
- ☐ praise students, write down all the thoughts and ideas that come to their mind, no matter how "stupid" or "not practical" these ideas seem.

- ☐ value not the quality of the answers, but their quantity.

- ☐ exclude criticism and evaluation of ideas until they stop coming.

"Brainstorming" takes place in several stages, at each of which certain goals are set and tasks are solved.

The purpose of the first stage is to create a bank of ideas

It should be taken into account that in the first minutes of the "brainstorming" there may be the largest number of ideas, then they come less and less, although it is these last answers that most often turn out to be the most original.

The second stage is the analysis of ideas. Find something useful and rational in every idea. Next comes the selection of interesting solutions on request, the appointment of a speaker. Further work is to find as many solutions as possible, and the last thing is that the speaker announces all the ideas.

Brainstorming is guaranteed to be interesting if the problem has a large number of possible solutions.

Brainstorming can be done as a group or individually. Successful mastery of this technique depends on practice. The more often students use it, the better they will master it.

For a minimum of time, a maximum of ideas - this is the essence of the method. Brainstorming is especially useful when you repeat a large, important topic and you need to highlight the main problems, offer your own ways to solve them. However, brainstorming can also be used when learning new material. This lesson must be preceded by a leading task, auxiliary questions, guidelines, figures, facts, reference signals are given, for a simple topic, all this can be given to students in the form of tables, diagrams right in the lesson.

The students are given the task to "completely independently" derive a rule, prove a theorem, analyze a work, give an explanation, etc. Time is given to solve this brainstorming problem - 15 minutes.

Then listen to as many options as possible to solve the problem. The teacher "interferes" with the guys, leads to absurdity, or, on the

contrary, supports the position. Students also participate in this as actively as possible, the assessment for the lesson consists of a pre-prepared brainstorming task and participation in the discussion.

As practice has shown, the use of the "brainstorming" method gives good results. Children not only learn to communicate in the language, express their point of view, but they become more liberated, self-confident.

CONCLUSIONS

In this paper, three active methods of teaching a foreign language were considered. Having studied the original literature and resources of the Internet, we have identified the main aspects of the use of active teaching methods in the study of foreign languages at the middle level at school.

Exercises still remain the leading means in achieving the main goal of teaching a foreign language - the formation of a communicative person who is able to ask questions, express his opinion, talk about events in the past, present or future, in other words, a person capable of communication. At present, the question of raising the level of education has become, which has led to the use of new active teaching methods.

In our work, methods such as role-playing game, project method and brainstorming were considered. The essence of these methods is to make students active participants in the educational process, increase their motivation, and interest them in the subject being studied. As practice shows, all this leads to an increase in the level of mastering a foreign language, which is now especially important due to the increased requirements for graduates.

The use of active methods is undoubtedly positive in teaching a foreign language. Children not only learn the language, but at the same time there is a formation of a liberated, self-confident personality, able to get out of any situation. We believe that active learning methods can also be widely used in teaching other school subjects.

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