



The Main Forms Of Organization Of The Educational Process In A Foreign Language

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Annotation: The relevance of the research is due to the need of society to expand communication ties based on the mastery of foreign languages by students, primarily English as the language of international communication. There is a contradiction between the demand for teaching English in higher education and the lack of use of the most effective forms and methods of teaching English at all levels of education.

Key words: foreign language, teaching, modern education, effective forms and methods, lesson, pedagogic skill.

Due to the fact that the position of the English language in the world as a leading means of international communication is becoming more and more strengthened, and there are no significant trends towards stopping or slowing down this process, the problem of using effective forms and methods of teaching English is extremely important.

In the modern understanding, the learning process is considered as a process of interaction between a teacher and students in order to introduce students to certain knowledge, skills, abilities and values. Each teaching method organically includes the teacher's teaching work (presentation, explanation of new material) and the organization of active educational and cognitive activities of students. That is, the teacher, on the one hand, explains the material himself, and on the other hand, seeks to stimulate the educational and cognitive activity of students (encourages them to reflect, independently formulate conclusions, etc.). Form is an internal structure, connection. When we talk about forms of education, we mean one or another structure of educational activities, the organization of educational activities of teachers and students. The forms of education are not something that is unchangeable. As the higher education develops, the tasks and content of education change, and the forms of organization of education change; old ones die off, new ones arise. At first, the



education of children was carried out mainly in an individual way. But in this way, it was possible to teach a small number of students.

The development of society required an increasing number of literate people. As an expression of this need, a classroom-based learning system arises. It is called school because the teacher conducts classes with a group of students of a certain age, which has a solid composition and is called a class. Scheduled — because the learning process is carried out in strictly defined periods of time — lessons. After each lesson, changes are arranged. Currently, the lesson is recognized as the main form of organization of educational work. Didactics considers the lesson to be the main form of organizing educational work, primarily because it allows the teacher to systematically and consistently present the discipline taught, combining the work of students under his guidance with their independent studies. The lesson gives the teacher the opportunity to apply a variety of teaching methods, combine individual, group and front-line work of students. In my work, I plan to consider the main forms of organizing educational activities at higher education for mastering a foreign language, draw conclusions about which of them are the most effective, which are preferred. To study and identify the most effective forms and methods of teaching a foreign language at higher education:

- the process of organizing English language teaching at higher education .
- forms of teaching English to higher education children.
- probably insufficient awareness of English language teachers in the field of language.

To create conditions for the intellectual and spiritual and moral development of students; to prepare an intelligent person - that is, to educate in every student the needs for self—education, self-education and self-development, to form broad, humanely tolerant views of the world among students. One of the leading roles in this case, out of the whole range of academic disciplines, without any modesty, is given to a foreign language as an active educational subject filled with educational, educational and developmental potential, capable of creating a solid foundation for the formation of a modern intelligent person through the educational process within the framework of secondary higher education s. It is at higher education that the most important and reliable way of obtaining a systematic education is teaching in general and teaching a foreign language in particular.



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The methodology of teaching foreign languages is an independent pedagogical discipline about the laws and rules of language teaching, methods of language acquisition, features of not only education, but also, importantly, education through a foreign language. Through the system of classes (both basic and additional), students master a foreign language, primarily as a means of communication, an idea of the integral system of the studied language is formed in their minds, which raises the process of language acquisition to the level of a conscious process. The latter provision is quite relevant at the present stage of society's development. It is difficult to agree with the methodologists who put forward the position about the advantage of automatic learning of a foreign language. We must not forget that with a creatively conscious and conscious approach to the process of learning a foreign language, penetration occurs not only into the language as a means of communication, but also into the linguistic culture of the language country, which is the key to self-education, enrichment of the spiritual world, horizons and, finally, self-development of a teenager. Another important position in learning a foreign language, in my opinion, is the leading and guiding role of a foreign language teacher.

After all, learning is nothing more than a specific process of cognition, controlled and directed by a teacher. It is the guiding role of the teacher that ensures the full assimilation of knowledge, skills and abilities by higher education children, the development of their mental strength and creative abilities. competently and efficiently integrate modern computer technologies into the learning process. The use of the Internet is largely able to expand the range of real communicative situations, increase the motivation of students, and allow them to apply the acquired knowledge, formed skills, and speech skills to solve real foreign language communicative tasks. Of course, the existing fundamental provisions that determine the general organization, selection of content, choice of forms and methods of language teaching, follow from the general methodology of the pedagogical process. At the same time, due to the fact that teaching a foreign language is directly related to the organization of cognitive activity of students, it is necessary to remember the specifics of its methodological and methodological foundations, taking into account the individual-level language training of students.

And, since modern children are easily involved in the learning process through ICT (in particular, through a jointly created website). It can be assumed that these tools can become a fairly effective means of teaching a foreign language



in the conditions of the most ordinary secondary higher education. In practice, it happens that the most interesting and extraordinary ideas come from the guys themselves. Receiving the support of a teacher, being supported by his experience and practice, children's proposals turn out to be capable of life in terms of implementing new approaches to the process of learning a foreign language. It should not be overlooked that the leading activity in foreign language learning is still speech activity, which is ideally provided by the joint work of several interconnected psychophysiological analyzers, the relationship between which is dynamic and mobile, changeable during the transition from one form of speech communication to another.

The methodologists trace the general skills and abilities indicating the interaction of various forms of verbal foreign language communication precisely at the perceptual and semantic level. So, in order to develop certain foreign language speech skills and abilities, the teacher should pay attention to the need to comply with a number of rules:

- correlate acoustic (when listening and speaking) and visual (when reading and writing) images with meaning;
- correlate the speed of listening (reading) a foreign language text;
- regulate the perception and processing of information, depending on the difficulty of a foreign language text;
- automatically apply the rules accumulated in memory;
- use the rules of perception and generation of text when creating an installation for performing specific speech activity with an accepted message;
- combine mnemonic activity with logical and semantic activity, that is, rely on pauses, stress, intonation, perceive by ear, relying on font and content when reading and writing;
- relying on pedagogical communication in the lesson solve communication problems in different situations.

At the same time, it is necessary to learn how to correctly transfer sensory-perceptual skills formed in the native language into a foreign language. In general, the specificity of a foreign language as an academic subject at the senior level of higher education, with a competent approach, makes it possible to emphasize the role of a foreign language in the modern educational system; the specifics of learning make the learning process quite interesting and productive. Teaching a foreign language at the senior stage has certain characteristic features that allow to intensify the learning process precisely through the



cognitive activity of students according to the contradictory principle: the more difficult it is, the more interesting it is:

- active interaction of all types of speech activity (listening, speaking, reading, writing);
- the use of English-language texts of different genres as sources of information on topical issues of our time;
- initiative of students in the classroom;
- spontaneity of students' speech, mainly in non-standard communication situations;
- reliance on dialogical speech (spontaneous conversation, group discussion of the problem, exchange of opinions);
- building detailed students' own statements based on the text;
- independent reasoned construction of detailed statements of students about what they read (heard).

In the process of learning foreign language speech activity, the material is always absorbed in certain doses. The possession of each such dose should be brought to the level of skill. To reach this level, you need to go through certain stages of mastering the material. The process of mastering cannot be completed in one lesson, as a rule, it takes at least 3-5 lessons, i.e. a whole cycle. Consequently, one or another stage takes place in each of the lessons. Since the cycles of mastering a dose of material are periodically repeated, the stages are also repeated. Given that each stage is specific in its purpose, the criterion for distinguishing the types of lessons can be considered the purpose of this stage of the formation of speech skills. The learning process is primarily determined by the purpose of learning — the ability to communicate. This goal is based on speech skills such as speaking, reading, and writing. It is necessary to manage your speech activity systematically and expediently. The skill, in turn, is based on speech skills. These are lexical skills that allow you to use or understand lexical units, grammatical skills help you formalize your statement or perceive someone else's according to the norms of the language you are learning, and pronunciation skills that allow you to pronounce speech units correctly orthoepically and intonationally; for reading, the main thing is, mastery of its technique. Of course, all three types of skills in the process of speech activity are fused together. To achieve their continuity, it is necessary to alternately bring one of the sides to the fore and master it. Thus, it is advisable to distinguish



three stages of work on speech material. Firstly, this is the stage of skill formation.

All work at this stage, when mastering speaking, is carried out on the basis of oral advance. This means that new lexical material and a new grammatical phenomenon are extracted from the text on the basis of which the work will take place at the second stage, of course, orally, but necessarily with visual and motor reinforcement, i.e. writing, reading text or phrases. If lexical reading skills are being formed, then visual advance is used. The second stage is the stage of skill improvement. It is carried out on the basis of a compiled text. The text used in mastering speaking at this stage can be called a "spoken" text, since it should be different from texts intended for mastering reading. If the reading text forms only written speech, then the spoken text is the same oral statement recorded in writing. A spoken text has all the characteristics of an oral utterance, excluding intonation. The third stage is the stage of development of speech skills. This stage is characterized by the development of unprepared speech, which determines the nature of the whole work, its specifics. This specificity lies in the fact that speech material is used in completely new situations, to solve new speech problems. These tasks are quite difficult, both from a psychological and linguistic point of view.

Thus, the main goal of teaching a foreign language is to simultaneously improve all components of foreign language communicative competence, which is the dominant condition for the implementation of intercultural communication. Currently, the global goal of mastering a foreign language is considered to be familiarization with another culture, the ability and ability to participate in the dialogue of cultures. It is not just about knowledge of the language, but about the ability to use it in real communication, i.e. about practical command of the language. A foreign language teacher faces a rather global task of forming a personality capable of participating in intercultural communication.

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