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**EFFECTIVE TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE
AS A SECOND**

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Abstract: Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

Key words: Experimentation, subject, constructivist activities, technology of critical thinking, cognitive activity.

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

- The learners are actively involved;
- The environment is democratic;
- The activities are interactive and student-centered;
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

Examples of constructivist activities:

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas [1]. This is contrary to the traditional classroom in which

students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- Experimentation: students individually perform an experiment and then come together as a class to discuss the results.
- Research projects: students research a topic and can present their findings to the class.
- Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- Films. These provide visual context and thus bring another sense into the learning experience.
- Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Role of teachers. In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

David Jonassen identified three major roles for facilitators to support students in constructivist learning environments:

- Modeling
- Coaching
- Scaffolding [6; 45-46]

Jonassen recommends making the learning goals engaging and relevant but not overly structured.

Learning is driven in CLEs by the problem to be solved; students learn content and theory in order to solve the problem. This is different from traditional

objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory.

Depending on students' prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools. [6; 34]

Constructivist assessment. Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view [2]. Some assessment strategies include:

- Oral discussions. The teacher presents students with a “focus” question and allows an open discussion on the topic.
- KWL (H) Chart (What we know, What we want to know, What we have learned, How we know it). This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.
- Mind Mapping. In this activity, students list and categorize the concepts and ideas relating to a topic.
- Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.
- Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.

Communicative Teaching Method. The “communicative approach to the teaching of foreign languages” - also known as Communicative Language

Teaching (CLT) or the “communicative approach” - emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In *Communicative Language Teaching* (1991), expert David Nunan [7] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

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