

ADVENTAGE OF USING AN INTERACTIVE WHITEBOARD FOR DEVELOPMENT OF SPEECH ACTIVITIES

Nuritdinova Yo. A.¹

Nuritdinova Yorqinoy Abdulxoshim qizi.¹ - *Teacher of department of languages, faculty of agrology and business
Andijan Branch of Tashkent State Agrarian University
Andijan. Uzbekistan*

Annotation: Experience with interactive whiteboard shows increasing students motivation to study a foreign language and confirms the effectiveness positive impact combination of its capabilities and the implementation of teaching the principles of innovation, clarity, communication.

Key words: whiteboard, innovation, blackboard, software, method, necessary.

The main advantage of interactive whiteboard used with the computer's serial ports and the projector over a computer and a projector used by separately, is that on the interactive whiteboard, you can write the brand rum or finger and interact with what's on the screen, at the blackboard, not behind the monitor screen.

Work in a foreign language lesson using the interactive hydrochloric board can be divided into three stages:

1) preparatory - necessary for a preliminary study of technical features, capabilities, software, methods of working with an interactive whiteboard;

2) the stage of practical implementation - the direct creation of interactive tasks, the analysis of their effectiveness and efficiency at various stages of the lesson;

3) step Lessons Learned - involves the development of software methodical complexes for the interactive whiteboard, workshops etc.

Typically, SMART Notebook software comes with the SMART Board. The Lynx 4 program is also noteworthy. This software allows you to prepare and import texts, photographs, drawings, diagrams, diagrams, and also to use various training materials with the help of the Collection program in advance during training in the structure of file pages. In addition, this software allows you to simultaneously work with text, graphic images, video and audio materials, controlling the process of work, moving your hand on the touch surface of the board.

Using the interactive whiteboard, you can perform various types of tasks for the development of all types of speech activity (listening, speaking, reading, writing). It can be used at all stages of a practical lesson (preparatory, main, final), for phonetic charging, introduction, training and consolidation of grammatical and lexical material, for performing productive exercises for the development of oral and written skills: discussions and preparatory exercises for writing.

Thus, dynamic assignment performed by the teacher and the studio Tammy board on field, are effective in step presenting a new primary material and updating the knowledge gained. Such tasks can be linguistic in nature, when the focus is on working with vocabulary and grammar structures. An example of a task for law students to test their learning of new vocabulary is an exercise to correlate a word or expression with its definition on the topic "Property":

Match the words with their definitions:

- a. The right to possess and use immovable property pursuant to the terms of a lease
- b. The interest that provides the owner the right to use the real estate for any lawful purpose and sell the interest;
- c. The ownership of an interest in immovable property by more than one party;

- d. In interest in immovable property which is granted to a life tenant until that person dies;
- e. a tenant's interest in immovable property for a specified number of years.

This kind of training and test tasks contribute to reflection both language skills and the skills of speech activity. They can also be used to control assimilated material. These tasks can be equipped with the function of automatically checking the correctness of the answers received as a result of the collective activity of students.

A very effective type of activity in the lesson is analytical tasks designed to work with text: Fill in the gaps; Finish the sentences; Agree or disagree with the statements; Answer the questions.

These tasks can be performed individually when students go on line and marker a word in a sentence. You can offer students to split into teams and hold a competition. You can use the two-page slide show mode for this. Tasks can be equipped with a timer that starts before the start of the competition.

Similarly, you can use your interactive whiteboard productively when working with grammar material.

The interactive whiteboard provides great opportunities for the manifestation of the creative abilities of both the teacher and students. Creative or productive tasks consist of a set of fields to create variables and visual components associated with socio-cultural orientation. Teacher with students can use the job simulation of authentic situations, such as hearings, witness interviews.

Direct access to the Internet allows students direct contact with native speakers and participate in various international. Educational projects, asynchronous chat conferences, and the teacher can access the EFL materials and display them on the screen for IC use directly in class. Another widely

using my program for the interactive whiteboard is a Power Point, slops which students and teachers demonstrate prepared presentation.

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