



## INTERESTING ORGANIZATION OF ENGLISH LESSONS IN NON-PHILOLOGICAL CLASSES

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### ABSTRACT

This article aims to shed light on various methods for effective acquisition of the English language and its easy application in practice, to provide information on foreign language teaching methods and several innovative approaches in the educational process. Nowadays, English learning the language and teaching it effectively remains the most urgent problem and. The results of this research concluded that the ability to use innovative innovations and methods in the process of reading gives an opportunity to understand the new material much faster and easier.

### KEYWORDS

Traditional memorization, new methods of teaching, organization of lessons, different methods.

### INTRODUCTION

Learning foreign languages and being able to use them in practice has not lost its importance all over the world. In this regard, after the independence of our Republic, the interest in learning various foreign languages increased significantly, and in turn, teaching foreign languages quickly and effectively is considered one of the urgent issues. In particular, it remains important to effectively learn English, which is one of the world's most sought-after languages and has now become the second language of communication for 40

percent of the world's population. In a short period of time, state standards for the continuous education system in our country for foreign languages were developed, requirements for the level of training of graduates of all stages of education were determined. Raising the next generation to be physically healthy, intellectually developed, independent-thinking, with a firm life position, loyal to the Motherland, deepening democratic reforms and increasing their social activity in the process of civil society development are five



priority ways of developing the Republic of Uzbekistan in 2017-2021. defined as important tasks in the Action Strategy [1; 70].

### LITERATURE ANALYSIS AND METHODS

Organization of interesting educational processes has always been considered one of the urgent issues. In particular, several theories and practical issues of using teaching technologies, methodical and didactic bases of their application, as well as issues of using the new online education process in our country, research scientists of our country A. Abduqadirov, N. Muslimov, U. Begimkulov . , S. Berezhnaya, M.A. Malsheva, S. Bogdanova and foreign scientists A. Amadco, I. Allen, J. Seaman, D. Keegan, H. Kappel, B. Lehmann, J. Loeper, B. Holmberg, M. Dougiamas, Researched by P.Taylor.

### RESULTS AND DISCUSSION

Considering that there are many proposals and aims for teaching English in the field of educational technology for the last few years, the question "Which effective methods and ways do you use to teach the lesson?" the question has become more urgent, and the level of demand for intellectual education has increased. Today's educational market offers various types of foreign language training courses, business people who are thinking of spending their time meaningfully and usefully and developing their knowledge in many cases " One month in which we learn English", "Quick learning", "Quick and easy from o to the top in the express method" and other similar short-term courses. The question arises, how effective and productive are the methods in these training courses? As we all know, until recently, English language teaching was mostly focused on grammar. Much time was devoted the force to the translation of small texts, and in some cases to the memorization and dictation of small thematic texts. Such methods

required hard work more training and made the lesson boring. Today, the main offer in the education market is based on the demand of the learner. To date, several effective and interesting methods are offered to English language learners. One such productive method is the fundamental method, which requires at least 2-3 years of study, good mastery of grammar, and is mainly considered important in the training of professional translators. », that is, they reach the level of equality with the native speaker. Based on this method, language is studied as a real and complete means of communication. Until now, the fundamental method has not changed its form as an traditional method, but several other methods have entered the field of competition with the fundamental method. The next effective method is the linguo-sociocultural method, which requires learning the language in a social and cultural environment. Those who use this method do not advocate that students should set themselves the goal of learning "dead" lexical-grammatical forms. According to them, "a person is a product of culture.

So, the language too." In most cases, not learning the language in accordance with social life causes many mistakes. For example, a student of English might use the grammatically correct phrase The Queen and Her relatives, but a British citizen would have difficulty understanding that The Royal Family is meant. [2:103].

Today, teachers are gradually moving away from traditional grammar and translation exercises and this also have many advantages. They use various methods and exercises to master a foreign language, and use grammar knowledge only to develop conversational skills. Exercises are characterized by covering listening, reading, writing and the like.

Cultural approach- its main goal of this approach is the formation of intercultural flexibility. The teacher



chooses a system of exercises taking into account the task, that is, this method is based on individual teaching and reflects the cultural direction of learning a foreign language. In modern methods of teaching a foreign language, language teaching is divided into vocabulary, pronunciation, phonetics, grammar, speech, language, understanding and explanation. But despite this, the practical purpose of learning is directly related to the ability to ensure intercultural communication, and the principle of sufficiently correct selection of exercises plays an important role in this approach. In order for students to be able to participate in intercultural dialogue at different levels, the teacher should set the tasks in a comprehensive manner.

The problem-based approach is another important direction that allows the development of various aspects of a practical foreign language, and the learner should be a participant in the process, not just a passive object receiving information. means innovative methods of language teaching, it means student's thinking and individual development skills. The main goal of this approach is to involve students in the process of forming their own personal creation, learning, and knowledge acquisition skills, and this is considered the next advanced stage of education. They don't just study the given information, they put forward their assumptions and conduct debates.

That is why problem-based teaching creates self-confidence in students and contributes to the formation of research and teaching skills. A skilled teacher creates a problem situation in the lesson to develop, generalize and control the acquired knowledge. The purpose of creating a problematic situation is to form motivation to theoretically explain various facts, to teach detailed analysis of life situations.

## CONCLUSION

In conclusion, in order to learn the language more effectively, to start easy communication, it is necessary to teach English language learners using the three methods listed above. In my opinion, it is more useful to teach the student to speak English first and enrich vocabulary base, to make him interested in the language, and then to teach him to think in this language, which in turn is a very difficult, but possible process. For this, the English language teacher should enrich the teaching method with various district games, communication with other students, various exercises on finding mistakes, comparative analysis of texts and sentences, in addition to the standard traditional approach.

Another method of teaching English is the intensive method and its basis is memorizing the most necessary phrases for communication and conversation, and a student who chooses this method for learning a language may not be able to read Byron's works in the original, but when necessary, he can communicate with his interlocutor in a foreign language. A teacher who teaches using an intensive method uses dialogues as a weapon. It should be noted that it is possible to learn the English language in two weeks, but hardworking students who work on themselves can easily master the language in three months using this method and can easily start a conversation.

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