



## PSYCHOLOGICAL AND PEDAGOGICAL BASES OF USE OF DESIGNING METHODS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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**Tayanch so'zlar:** loyihalash usuli, o'quv kompyuter dasturlari, motivatsiya, ta'sir, o'rganish, tuzilish, ijodiy faoliyat.

**Ключевые слова:** метод конструирования, обучающие компьютерные программы, мотивация, аффекты, обучение, структура, творческая деятельность.

**Key words:** designing method, educational computer programs, motivation, affects, learning, structure, creative activity.

Introduction. Nowadays, in the educational system of our country we notice a change of paradigm of school education which is connected with the search for such methods of teaching that would be able to prepare the young generation for modern life. We need a technology that would allow a teacher to enter their students into the teaching process, to focus their search on the knowledge that favors the further development of bilingual personality, further development of communicative, sociocultural and intercultural competence.

One of the prospective methods of teaching, in our opinion, which has a deep potential for development, education and creating a fully educated person in modern society is the method of projects, which has already shown itself to advantage. We agree with E. Polat, who states, that the project method is not only a creative, but also it encourages communication activities of the project's participants [16; 31]. According to it, we can speak about the availability of its relation to learning foreign languages in a secondary school.

It is interpreted by methodists and teachers in different ways. We adhere to the following definition of this method: «Method of projects involves a set of educational and cognitive techniques that allow us to solve a particular problem as a result of independent actions of pupils with the obligatory presentation of



these results. If we speak about the method of projects as a method of teaching technology, this technology involves the collection of research, problematic methods which are creative by their nature» [16; 67].

The most logical is to examine psychological and pedagogical bases of methodology of projects, taking into consideration specific features of English language as a school subject.

The object of study of English is a speech as the most important tool for cultural interaction in general. According to I.L. Bim [17; 11], cross-cultural interaction is possible only in the case when all components of communicative competence are formed if a school will be formed: language, speech, sociocultural etc.

The method of projects, as a modern educational technology, ensures the successful formation of all these components.

Discussion and results. The popularity of the method of projects is the reason for the fact that, thanks to its didactic nature, it can solve the tasks of developing creative opportunities for pupils; improve their own skills and knowledge which can be used for cognitive and practical tasks; orient oneself in the information space, analyze information, because at different moments in cognitive, experimental or applied, creative activities, pupils use the whole set of all the listed intellectual skills and abilities.

The main purpose of teaching foreign language is the formation of communicative competence, which involves not only the practical knowledge of a foreign language, but also the ability to work with information: printed, audio in various forms, i.e. proficiency in the skills of critical and creative thinking.

Therefore, we are talking about a specific organization of the content of teaching, which would help to acquire knowledge, intensify the process of teaching, give some tips which could be useful for independent work of pupils and moreover we're talking about organization which would be able to form informational and communicative competence.

In order to achieve the goals of the modern educational system, pedagogies all over the world have chosen a personal-oriented approach. In comparison with some methods such as teaching in groups, discussion, role-plays of problem orientation, method of projects more fully reflects the fundamental principles of personal-oriented approach which is based on humanistic principles of psychology and pedagogy.

According to the characteristic of the methodology of projects, mentioned above, it should be noted that it perfectly suits productive teaching methods of foreign languages, foreign cultures and intercultural communication, the essence of which is developing, personal-oriented teaching.



However, we shouldn't forget that in order to intensify the process of teaching we need to use modern informational technologies equally with traditional methods.

If information technologies are auxiliary incentive-based tools in teaching, then their use transforms the whole mental activity. It's the same as if they were working tools which modify the natural activity of organs.

For example, the usage of computer presentations in the educational process allows to intensify the process of teaching and hold classes at a qualitatively new level, using instead of the classroom board, slide films which are shown on a computer's screen or on a large wall screen or on a personal computer of pupils.

The efficiency of educational material depends greatly on the level of illustrative material. The visual richness of educational material makes it clear, convincing and leads to the intensification of the process of its assimilation. Computer presentations allow students to focus on the important points and to create images in the form of illustrations, charts, diagrams, graphics, songs, etc. The presentation can influence several types of memory: visual, aural, emotional and, in some cases, motor memory.

Having such a peculiarity as interactivity, computer presentations can effectively adapt course material according to the characteristics of pupils. The more interactive the process is, the more efficient the perception of educational material.

We can use presentations in the teaching process at various stages of the lesson, but its main assignment as a presentation tool remains the same, it just changes its forms, depending on the assigned purpose of its use.

Existing software allows to make presentations without programming and in the short term and if necessary, even modify them. One of the most effective programs for creating computer presentations, as we have already outlined above, is Microsoft Power Point.

It allows to create own presentations quickly and without any difficulties. When pupils make various tasks, using such type of software, they start the process of combination of practical and symbolic activity. Analyzing similar activities, we can come to the conclusion, that a pupil, who memorizes information with a help of supplement, building links differently than a child who memorizes directly, because the child, who appeals to signs and auxiliary operations for memorizing information, requires not memory but the ability to create new connections, new structures, imagination, and sometimes well-developed thinking.

But anyway, in spite of all the advantages of the method of projects, mentioned above, we can see that the implementation of this method is not as extensive as it



deserves. This situation is due to the following contradiction: High efficiency of method of projects and the limitedness of usage of this method in practice.

Ascertained contradictions and aspects, mentioned above, underline the urgency of our research. During the process of teaching foreign languages, the method of projects gives significant results. It allows to create a special atmosphere during the whole lesson, where every student is involved in a cognitive process on the basis of methods of cooperation.

The main idea of such approach to teaching foreign language is to transfer an accent from different types of exercises to mental activity of pupils which requires knowledge of some specific language tools.

We suppose that only method of projects in conjunction with modern information technologies can help to solve this problem and make lessons of English interesting and informative.

Let us consider one more mean which is also referred to the newest technologies, used in the process of teaching foreign language.

The main types of work which can be used during lessons of English are divided into 2 groups: usage of educational computer programs on CD and creation of programs by a teacher and their further usage during lessons of explanation of material or control of pupils' knowledge.

When pupils learn English in the form of play - is one of the best principals of the educational system. Diversity of multimedia games favors expansion of vocabulary, familiarizes with grammar of English, teaches to understand speech of native speakers and write correctly.

Multimedia opportunities allow to listen to speech in English adapting it to own level of each pupil. Also, the possibility to change the speed of listening allows to cut phrases into words. Thanks to it, pupils can suit pronunciation and writing of English words. Usage of microphone and automatic control of pronunciation allow correct phonetic skills.

Every program has its own tasks, and willingness to solve these tasks creates positive pupils' motivation. It's also very important, that learning is possible without any influence from the side.

In order to work with the whole class, we should use computer programs which are based on cooperation of all pupils during the process of teaching. Teacher just rules a process, using a keyboard and presenting material on the screen, and pupils discuss this material and make all necessary tasks. Also, pupils can be divided into groups.

Nowadays, there are a great number of multimedia programs, such as interactive courses «Tell me more», «English: a way to perfection», «Professor Higgins.



English without accent», different encyclopedias for children (for example - «Encyclopedia Britannica») etc. They're designed for improving skills of reading, writing, listening, speaking. Also, they are rather good helpers for explanation and revision of new grammatical material since such programs include a lot of interesting exercises. They can be used at different stages of the teaching process because you can find their tasks of different levels of sophistication. Let us stop on some of these programs.

Among the most successful of them we can underline «Triple Play Plus» or another title for this program is Multimedia Teacher 3. It appeared in 1997 but still it's rather actual and well-spread. It helps to teach pupils to understand the speech of native speakers. Also, there are special exercises for improving reading and grammar skills. First of all, it has 3 levels of complexity, this program has a lot of listening material, besides a teacher is able to compare speech of pupils with speech of native speakers, choosing male voice, female voice or voice of a child.

The most popular part of this program is description of person's appearance. Pupils are offered to create a sketch of a definite person. With the help of mouse or microphone pupils can make a portrait and at the same time it will be good training for revision vocabulary on this theme

In order to make revision of the theme more "deep» and effective", there are other interesting variants of tasks and games. For example, when a pupil works with a picture (puzzles, to be exact) on the theme "Parts of the body" it can be helpful for enriching his vocabulary.

Also, discs of this program include a lot of material for description of the place where a pupil lives. Such exercises touch not only a variety of words, but also we work with prepositions, which cause some problems and misunderstandings.

One more advantage of such multimedia programs is the availability of video courses. They can be called a rather precious material since they include sociocultural aspects such as: mimicry, gestures, clothes, and environment. Besides, resting upon these video courses, a teacher is able to conduct various role plays and make discussions in order to revise studied lexical material.

Conclusion. In conclusion we can say that usage of computer technologies is very effective, it increases level of knowledge of material and also it rises motivation of pupils.

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#### **РЕЗИОМЕ**

Ushbu maqola ingliz tili darslarida loyihalash usullarini o'rganish va ulardan foydalanish muammosiga bag'ishlangan. Hozirgi kunda maktablarning aksariyati zamonaviy kompyuterlar bilan ta'minlangan, shuning uchun bunday dasturlardan foydalanishda hech qanday muammo yo'q, chunki ular maxsus jihozlarni talab qilmaydi. Ingliz tili darslarida o'quv kompyuter dasturlaridan foydalanish ijodiy faoliyat bilan bog'liq bo'lgan eng foydali ta'sirlardan biridir. O'z-o'zidan ma'lumki, bu o'quvchilarning qiziqishini oshirishga olib keladi.

#### **РЕЗИОМЕ**

Данная статья посвящена проблеме изучения и использования методов проектирования на уроках английского языка. Сегодня большинство школ оснащены современными компьютерами, поэтому использование таких программ не является проблемой, поскольку они не требуют специального оборудования. Использование образовательных компьютерных программ на уроках английского языка является одним из наиболее полезных эффектов, связанных с творческой деятельностью. Разумеется, это приводит к повышению мотивации учащихся.

#### **SUMMARY**

This article is devoted to the problem of studying and using designing methods in English lessons. Nowadays, the majority of schools are provided with modern computers, that's why the use of such programs isn't a problem at all since they don't require special equipment. The usage of educational computer programs during the lessons of the English language is one of the most beneficial effects which are connected with creative activity. And that goes without saying that it leads to rise of motivation of pupils.