PÄDAGOGISCHE MÖGLICHKEITEN ZUR VERBESSERUNG DES SCHÜLERLICHEN LERNENS (AM BEISPIEL ENGLISCH)

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Zusammenfassung: Dieser Artikel analysiert pädagogische Möglichkeiten zur Verbesserung der Lernaktivität von Schülern am Beispiel der englischen Sprache. Die pädagogische Technologie des zuvor entworfenen Bildungs- und Ausbildungsprozesses umfasst ein System von Methoden und Methoden, systematische Bildungsmethoden, Möglichkeiten und Mittel der gemeinsamen Aktivität von Lehrern und Schülern, das Ziel, positive persönliche Eigenschaften von Schülern zu entwickeln, und garantiert das Erreichen von Endergebnissen.
Schlüsselwörter: Pädagogische Möglichkeiten, Lehrmethoden, Selbständigkeit und kreatives Handeln, Jugendeigenschaften der Schüler, Vorbereitungsniveau, effektive Methoden.

PEDAGOGICAL POSSIBILITIES FOR IMPROVING STUDENT LEARNING (IN THE EXAMPLE OF ENGLISH)

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Abstract: This article analyzes pedagogical possibilities of improving learning activity in students on the example of the english language. Pedagogical technology of the previously designed education-training process includes a system of methods and methods, methodical methods of education, opportunities and means of joint activity of teachers and students, the goal of developing positive personal qualities of students, and guarantees the achievement of final results.
Keywords: Pedagogical opportunities, methods of teaching, independence and creative activity, youth characteristics of students, level of preparation, effective methods.

Introduction

How to use the methods and methods of traditional education and training in the creation of new pedagogical technologies.

Direct contact with students in the traditional teaching method, oral questioning, taking written assignments, essays, independent work, painting, drawing, making practical works from paper, wood, wool, metal, plastic materials, reciting poems, monologues, etc. We use educational technology in combination with methods and methods. Because any interactive method *("Discussion", "Cluster", "Jigsaw" or "Working in small groups")*, all require the use of traditional educational methods and methods. You will see the proof of this idea in the third part of the tutorial.

We will briefly touch on the traditional methods and methods that have been used by our teachers and pedagogues and are still used by most teachers in the classroom:

Pedagogical opportunities for improving students' learning activities depend on many factors, among which teaching methods and methods are of crucial importance. Methods and methods help students to consciously and deeply absorb knowledge, develop their independence and creative activity. When choosing teaching methods and methods, the nature of the taught subject, the youth characteristics of children and students, the level of preparation, etc. are taken into account.

Method and material:

The choice of educational methods and methods depends on the problem that the teacher intends to solve in the lesson. That is, if the same method and method is used to describe new material, a different method is used to strengthen it, and different methods are used to generalize the topic. It is very important to choose well-thought-out and effective methods and techniques at different stages of the lesson.

Thus, the teaching method is a way of theoretical and practical cognitive activities of teachers and students aimed at fulfilling educational tasks.

Each teaching method has its own task. It fulfills the general pedagogic tasks of stimulating (motivated), educational, educational and perfecting teaching methods.

From the methods of teaching we count teaching methods. We are talking about the method of imparting new knowledge. This method is a collection of methods such as explanation, story, practical training at the university according to its task.

Explanation is a verbal interpretation of certain concepts, events, principles of action. In order to use this method, the teacher must first have a deep knowledge of the scientific content of the subject he teaches, be able to choose the necessary material for the lesson, and determine the effectiveness of the explanation.

It is necessary to make foreign language practical classes interesting and meaningful, to know well the psychological characteristics of pupils and students, to be able to attract attention when explaining, and the teacher's speech should be clear and understandable**.**

The next method of oral narration is a story in a foreign language. A story is a method of covering new material in the form of a message, and it can be used in all classes. When using the story method, it is necessary to ensure its ideological direction, provide a sufficient number of bright and convincing examples, evidence, correct, verified information, state the main idea and important aspects, tell the story in an understandable, simple language, and clearly express the educational material.

University lectures are mainly used in upper grades. Because they last longer than the story. A lecture is one of the methods of expressing knowledge verbally, and it differs from a story by the size of its size, logical construction, and the complexity of figurative proof and generalization.

Pedagogical methods such as oral presentation of the knowledge given during the practical session, holding the attention of students for a long time and activating

their thinking, proving, proving, classifying, giving definitions, systematizing, summarizing are used.

It is necessary to think clearly about the training plan and make it technological. There should be a logical coherence in all the paragraphs of the plan, in a coherent statement of the purpose, conclusion and conclusions of each of them. The lesson is read at such a pace that the student can combine all the exercises in the lesson. Therefore, the teacher should distinguish unfamiliar words clearly, and if necessary, repeat them to make it easier to write them down. In order to make the lesson not boring, creating problem situations during the lesson in order to activate the students' thinking has a good pedagogical effect.

Result and discussion:

To get acquainted with the text in foreign languages - in this case, the reader gets to know the general topic of the article or book. The learning process is fast, it is enough for the reader to understand the main content of the text. study and study Dating is common in people's lives.

Academician L.M. Cherbe emphasizes that this type of reading should be acquired by any educated person, especially for those who need to follow literature in a foreign language.

Search reading - this type of reading is necessary to find information known from sources other than the text - definitions, rules, numbers and figures.

In the process of skimming the text, the reader stops at certain processes and skims this part again from the beginning. For the second time, skimming turns into searching reading.

The task of reading unknown text in foreign languages is to be able to translate information about books, magazines, articles, etc., and share it with others. This type of teaching is used for the purpose of determining whether the student has the necessary information for him or not, whether this information is necessary or not, to remember what he has read before, to choose the necessary information in order to use it in his future work.

Close reading - through this type of reading, a full and clear understanding of the content of the text is intended. The completeness of understanding is 100%. The reader tries to fully understand the most important and interesting parts of the text. In addition, he examines the text from a critical point of view.

In the above-mentioned types of reading activity, the student's reading speed and level of understanding differ from each other. Below we will consider the requirements for the students' level of study. Reading for familiarization: the level of completeness of clear understanding of the main information in the text should not be less than 70%.

The speed is 180 – 190 words/minute for English and French

140-150 words/minute for German

Comprehension is considered secondary to 100% reading speed. However, the speed should not be less than 50-60 words/minute.

This type of reading requires the reader to have a thorough knowledge of the language material and reading skills. The time spent for this type should be 1 minute per 1-1.5 pages.

The situations occurring during the study are divided into two groups.

1. A situation where the reader receives information from a written source

2. A situation that requires giving information to others at the same time.

In the first case, it is necessary to read without making a sound, and in the second case, make a sound. Remembering information in the process of reading should be remembered voluntarily or involuntarily.

In involuntary recall, the reader's attention is mainly focused on the content of the information during reading for familiarity. The reader remembers the content of the text and speech patterns.

Voluntary memorization occurs when the teacher's special task or students' own initiative consciously focuses their attention on both the content and the form of the text.

According to Lingvostatistics data, if a teacher knows 2000 lexical items, if he knows 70-80% of the words in the text, he can read the text for familiarization.

Since the teaching of reading is based on texts, the success of education depends on the character of the texts.

The linguistic complexity of the text depends on the lexical and grammatical materials in the text. When determining lexical difficulties, it is necessary to take into account words that are unfamiliar to students in the process of reading the text, newly learned lexical units. When determining grammar difficulties, it is necessary to take into account the relationship between compound and simple sentences, the structure of sentences that do not exist in the mother tongue, homonyms and newly learned grammatical materials.

In institutions of higher education, students acquire the basic skills and competencies necessary for all types of studies.

Language exercises serve to develop such skills and competencies. Also remember language material. Anticipation develops the ability to mentally predict the meaning of language material.

Conclusion:

Problem-based learning can be organized at different levels according to the complexity of students' learning activities. This is chosen depending on the level of preparation of students and the level of development of thinking ability.

The first level of problem-based learning is self-created problems that arise chronically in different types of lessons and in different situations and await their solution.

At the second level of problem-based education, a problem is created by the teacher and solved by the students. In this case, students observe the method of solving the problem and are in a passive state. They learn problem solving skills.

At the third level of problem-based learning - a problem situation is created by the student and the problem is presented. The solution is found independently by the

students. Students take an active part in this and develop independent and creative thinking reflexes.

At the fourth level of the problem-based learning technology, students organize both the problem situation and the solution of the problem themselves. They learn to see the existing problem in the subject and find its solution independently. This is the highest level of problem-based learning. Because students learn to think creatively. In this case, students are very active. The teacher acts as an observer and sometimes as a guide.

In general, the effectiveness of education can be achieved when using educational technologies together with traditional methods of teaching interactive methods.

Many factors affect the organization of problematic educational technology. Therefore, the teacher will not be able to organize it whenever he wants. Special conditions are required for the organization of problem-based education, especially for the application of the third and fourth levels.

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