TO DEVELOP STUDENTS' WRITING SKILLS IN TEACHING ENGLISH

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Annotation

This article aims to further develop students' writing skills and interest and attitude to a foreign language in teaching English, to conduct each lesson in an interactive, ie active-student way, to give them additional lessons after classes, and to understand the process. Thoughts such as the widespread use of traditional methods are highlighted.

Keywords: Writing, reading, different methods, student, English innovation - introduced innovation, invention, "innovation" introduced in science and technology

Introduction

Today, the main focus is on the reader, his personality and unique interior focused on the world. That is why it is the main goal of the modern teacher

The choice of methods and forms of organization is based on the fact that the educational activity is optimally consistent with the stated goal of personal development of students. In recent years the issue of using new information technologies in schools is becoming more and more important rising[3-28]. It is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to master the foreign language[19].

School cannot give a person a lifelong supply of knowledge. But it is able to give the student basic basic instructions of basic knowledge. School can and should develop a student's cognitive interests and abilities, instilling in him or her the basic competencies needed for self-education. At the current stage of development of society in Russia, the modernization of educational content is associated with innovative processes, at least in the organization of foreign language teaching. The humanistic direction of education, in which personal potential (principle) takes the lead, has become a priority in the development of the modern school. It envisages taking into account the needs and interests of students, the implementation of a differentiated approach to training[3].

Today, the main focus is on the student, his personality and his unique inner world. Therefore, the main goal of the modern teacher is to choose the methods and forms of

organization of educational activities that best meet the stated goal of personal development of students[17].

Use of additional resources in teaching foreign languages to students, interest and attitude of students to a foreign language through auxiliary teaching aids further development, conducting each lesson in an interactive, ie active-student way, giving them extra lessons after classes and the process is traditional requires extensive use of techniques. From innovative technologies in the course of lessons organized using the foreign language of students their independent creative work skills and abilities improves[21].

The etymology of the term "innovative technology" is scientific According to the literature, "innovation" (English innovation) innovation, invention, introduced in science and technology "innovation") represents, "technology" as a linguo-didactic concept, less time, effort and a set of rational methods of scientific organization of efforts to achieve the goals of education at the expense of funds. In traditional pedagogy as specific methods of innovative technology Cinquain, Brainstorming, Use Case, Zigzag, Cluster, Project, Method, Mind Mapping brought results. Below we talk about new developing pedagogies[11].

1) Artificial intelligence in education. The term "artificial intelligence" (SA) refers to computer systems used to describe. Artificial intelligence education systems in schools, colleges and is rapidly entering universities. Most people are artificial intelligence robots Although they are considered to be teachers, it also has its advantages. Students Applications designed for smart learning system, dialogue-based learning system, research-based learning environment, automatic writing assessment and interview agents. There are few programs designed for teachers although advanced, it is a program that helps teachers increase their knowledge. It should be noted that the abilities of students and teachers, such as critical thinking, creativity, communication and collaboration, should be taken into account[28].

Teachers, researchers and other stakeholders are committed to the development of both artificial intelligence applications and teaching and learning methods.

It would be a great light upon light.

2) Learning through open data. More than 250 national, local and City governments and global organizations share, create, and use information with each other. These organizations seek to see the information used by the public, and many advanced services provide resources for the study of open data. Subsequent initiatives led them to innovative education. So the question is - what does open data offer as material? What is its role in learning and teaching? The key factor is authenticity. Shared data is the result of real processes taking place within large organizations. The information

that is often used in professional work has a real impact on our lives and the world around us[25].

The second factor is this information is important in building students' capacity. It is very strong can have a psychological effect. Students are in their own cities, in their own villages, but in their own classrooms They can compare what is happening with what is happening near and far. Maybe in the process they also identify problems they may also draw the attention of the local or the whole community to the problem[13]. One for example, high school students are funded by the state in Italy for construction projects in the process of learning information about awarded. It is clear that open data connects students to each other based on data literacy, transparency and evidence As a result, social movements for greater incentives have emerged[6].

3) Dealing with information use ethics. Growing up the use of digital technology in education is accompanied by a constant increase in ethical questions. The ethical issues here are a lot of information, for example, who owns it, how to interpret the information, how to protect the privacy of students and professors? There have also been cases of criticizing people they are unaware of. Maybe it's just a matter of time. Training to prevent such problems development of information ethics policy in institutions, obtaining consent from students for the use of the information, their interaction analyze any information in their relationships, manage their education to get acquainted with their ideas about the system, to create an effective training system, as well as student and staff support issues should also be considered[22].

There are currently no official classes. To do this, teachers tell students should create an opportunity. In today's digital world, institutes and The exchange of information between universities further enhances their effectiveness increases. Teaching reading should allow students to read the text on their own. Only when the reading technique is developed can the teacher read it first, but it is not the graphic but the kinesthetic image that is studied. Learning to read begins with introducing students to the letters[14]. Cards can be used.

1) Exercises for students to form a word "rep" by distributing cards with the letters r, n, e;

2) check students' reading of letters and letter combinations;

3) find examples of the letter "r", ie write words beginning with the letter "r";

4) o students by showing sounds that they mean

Ask to write letters

Similar exercises can be used to teach word reading:

1) An unusual reader of words such as have, take, lake, give ...

find the words.

2) Ask students to read in a contrasting way words that they often make mistakes, that is, they do not differentiate when pronounced.

3) Ask students to say the letters that distinguish the words from each other.

For example: hear - near; since - science; hear - hare; with – which[24].

4) Ask students to find words in the text that contain certain digraphs to ask For example: oo, ow, igh, sa[20].

Teaching to read words that do not match the graphic image to the pronunciation image the use of transcription is advisable. Transcription from 5th grade can be taught, the text is read by the teacher at the initial stage.

This type of reading only applies to certain subjects. Then sing in chorus shortened but not lost. Reading aloud should be considered as a means of learning a foreign language in all classrooms and should focus on developing reading skills[10]. For this purpose, the teacher uses the following types of teaching:

1. Diagnostic reading (students read, the teacher monitors their mistakes);

2. Instructive reading (students follow the example given by the teacher) read accordingly);

3. Test reading Students imitate the teacher; Identify mistakes made by students in teaching English and the issue of correction is also one of the important issues. So who should fix them and how? According to GV Rogova, the student should correct his own mistakes[9]. If he doesn't know, then the teacher has to correct him. It is advisable to follow the following advice when teaching reading and correcting mistakes made by students: The teacher writes the word in English on the board (black) and reads the letter "ck" in it. 'he asks the birds.

One of the students asks in Uzbek the word that the student made a mistake.

For example: What is the English for ―ishlamoq‖?

In conclusion, one of the students narrates the text, the rest continue in turn. You can request different paragraphs of text separately. Then it is advisable to check for typos, which will be sealed in the student's memory.

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