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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**EFFECTIVE WAYS OF TEACHING ACCORDING TO UPDATED
EDUCATIONAL CONTENT****Janar Seyda Abdurakhimova***Doctoral student**TIAME NRU**Tashkent, Uzbekistan**E-mail: janaraxmetovna@gmail.com***ABOUT ARTICLE**

Key words: teaching students, education, speaking skills, updated, educational content, communication, effective ways of teaching, monologue, pedagogical tools, practice, process, product.

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Abstract: The education system is essential to the creative economy in a knowledge- and information-driven society. Today's expert must be competent in the new innovative economy, which includes having an opinion in his field, being professional, being able to adjust to changing circumstances, and using his knowledge appropriately and adding to it as needed. How can we properly educate the next generation in a culture like this? All teachers indeed worry about this question. The teacher dramatically influences a child's education. Sometimes, we knew what we needed for school, but we weren't sure how to teach the youngsters how to apply it. This article will focus on effective teaching strategies for the most recent educational material in foreign language instruction.

INTRODUCTION

The primary objective is to enhance the professional competence of educators to provide students with the skills necessary to stay up to date with contemporary society and communicate socially while gaining a wealth of knowledge.¹ In other words, the teacher is a "manager," "organiser of the learning process," and "condition for learning" rather than a "teacher and source of knowledge." The idea that "The student should learn by himself" is

¹ Benesse. (2006). Report of the first introductory survey of elementary school English (parents' survey). Retrieved from <http://berd.benesse.jp/berd/centre/open/report/sleigh/hogosya/index>

derived from this viewpoint. This does not diminish the significance of the teacher's effort. A significant shift in the responsibilities of teachers is the issue here. A teacher should become a guide to the world of knowledge rather than a repository of information. What qualities should a teacher possess in the context of contemporary education? - is proficient in all teaching resources - aspires to ongoing personal development, spiritual maturity, and complete creative personality competence. Teacher needs include professional skill, ability to work methodically, competition, and high-quality instruction. In summary, a teacher is a person who exhibits a high degree of methodological, research, didactic-methodological, social personality, communicativeness, informational, and other competencies.¹ They are spiritual, moral, civically responsible, active, literate, and creative, capable of introspection, and aspire to self-realisation. It ought to be. The main objective in this direction is to raise the qualifications of school instructors, emphasising the importance of ongoing professional development. As a result of modernisation and globalisation, the world has changed drastically, posing serious challenges to society and humanity.

Students are not just passive recipients of knowledge but active participants in their learning. They are taught to collaborate with people from other cultural backgrounds and to consider varied viewpoints, values, and attitudes. This student-centred approach empowers them to take ownership of their learning and prepares them for a future where collaboration and trust are key. It's a shift from traditional teaching methods and recognising students' unique educational roles.

21st-century schools must assist students in developing their independence and sense of self to prepare them for cooperation in life, the workplace, and citizenship and help them realise the reality of national and global variety (Andreas Schleicher, 2014).

Enhancing active learning by raising students' interest in role-playing, group, and pair activities. It is feasible to discover new training techniques, comprehend the levelled training program, and observe the advantages of this training in practice while studying the theoretical underpinnings of the program's procedures in the advanced training course. These days, this educational program plays a unique role in preparing students for life after graduation. The foundation of a collaborative program involving educators from around the globe, which promotes learning from diverse cultural perspectives and fosters global understanding, is a critical thinking development program. It is guided by L. S. Vygotsky's and Piaget's theories. One aspect of pedagogic science is introducing innovative teaching technologies to develop the child's personality during the educational process. Language is the foundation of human

¹ Krashen, S. D. (1982). Principles and practice in second language acquisition. Oxford, UK: Oxford University Press.

speaking since it is a tool for human communication. The 20th century saw the beginning of linguistics' thorough scientific investigation of speech activity. It was initially demonstrated by the Swedish linguist Ferdinand de Saussure that one of the significant issues facing linguistics is the study of speech acts. A. Shakhnarovich, L. Shcherba, E. Kubryakova, S. Kancelson, T. Ayapova, and others were scientists who investigated children's language. According to L. Shcherba, "Speech is a continuous process, and it consists of the process of speaking and listening."

According to T. Ayapova: "The speech of a human being is the child's first speech and understanding in the language environment, which determines that it is purposeful and necessary depending on a certain situation." use communicative techniques to teach English orally. Our nation is setting new, ambitious goals for economic integration, progressive, creative industrialisation, and social modernisation. According to the data, a nation's level of technical progress determines its financial might, the high standard of living enjoyed by its citizens, and its position and significance in the global community.

THE MATERIALS AND METHODS. The following resources and techniques are employed in English language classes to help students improve their language proficiency, build their knowledge and abilities, and become more interested and active speakers:

1. The oral technique prepares homework and a new lesson, repeats the rules, and builds knowledge based on theory and fact.
2. The visual technique enhances interest in the studied subject, improves observation skills, and visually explains the instructional material's content.
3. The practical approach fosters the development of valuable habits and abilities. It tracks how well the pupils understand the lesson to work practically on the subject.

Students are successfully taught a variety of tasks, exercises, theoretical problems, and ideas using these methods. First, teaching oral speech has a significant relationship with the student's mastery of the subject; second, it has an essential relationship with some text materials and oral speech; and third, it has a substantial relationship with speaking in a dialogic and monologic manner, both in terms of form and content.¹ You should focus on internal research during the study's initial phase. At the same time, a variety of exercises can be planned to help pupils improve their oral English speaking abilities. Instead of only learning the definitions of rules and concepts, a student should be able to utilise a foreign language in

¹ Pikalova, E.A. Mastering the means of autodidactics of professional image design by university students / E.A. Pikalova, L.I. Savva, E.A. Gasanenko // Bulletin of the Chelyabinsk State Pedagogical University. - 2016. - No. 4. - P. 64-69

practice intentionally. Numerous exercises and assignments help to reinforce theoretical knowledge. For instance, you can assign the following tasks to help students work on a specific text:

- Read the text accurately while maintaining the tone of voice.
- Being aware of the information.
- Using outline words to tell stories.

Teaching to speak is the following exercise kind. When using dialogic speaking, students should be able to perform basic tasks like responding to inquiries, requesting things, providing directions, and more. Youngsters ought to be able to piece together a fresh, complete scenario.

Pupils should be able to make requests, respond to various queries, ask general or particular questions, and indicate whether they agree or disagree with something. The kids' speaking tempo must be increased, and each student should speak in two lines. One of the linguistic exercises that subject teachers frequently utilise is the "Warming up" activity. Exercise for "warming up" "Do you know?" Near the Capitol, what? What's close to the Parliamentary Houses? What sights in Washington, D.C., would you like to see? What sights in London would you like to see? Language instruction aims to establish a sense of direction for the class. The teacher's kind tone will establish a positive relationship between the teacher and the student throughout language instruction and by properly crafting the questions and organising the assignments beforehand. They will improve the outcome of the next lesson. Typically, reading is followed by tasks and explanations. Summarises using speech patterns. Children benefit from conversation regarding logical thinking, language development, and conclusion drawing. Giving students the right speaking example is essential to improving their English speaking abilities. Activities like teaching students how to correctly pronounce words and phrases, observing how clear their voices are when reciting texts and poems, responding to questions, teaching them how to speak, and developing their ability to ask questions and initiate, carry on, and conclude a conversation are all done at the same time to help students develop their speaking skills.¹ Additionally, the capacity to correctly build speech patterns, such as dialogue conversations, and pronounce the text's content are commonly used. When this work is done extensively, the student's speech qualities improve daily and grow. The learner discusses the lexical items he has acquired and becomes accustomed to freely expressing what he understands from the text to develop his speaking abilities. The ability to ask questions based on various scenarios, answer questions fast and accurately, construct stories from

¹ Chepel, T.L. Interactive methods in the system of professional education / T.L. Chepel // Pedagogical professionalism in modern education. - Part 2. - Novosibirsk: NGPU. - 2006. - P. 120-127

pictures, and construct sentences using a scheme are all crucial. Implementing numerous jobs and making the work more complex by obtaining educational credentials is feasible. Working with the text is, therefore, important to mastering oral speech. The text is made oral; language learners are taught to respond to written questions, make plans, write titles for specific images, construct sentences based on those images, discuss their ideas through engaging activities, and speak orally using new technologies and techniques for skill development. Comprehending a huge text's content by seeing and reading it and then articulating what one has learned in light of its content. Additionally, practice speaking by starting a dialogue using text-related catchphrases and proverbs. Participate actively in discussions, read and comprehend mass informational messages (such as those found in newspapers, magazines, and television broadcasts), and work on developing your abilities under supervision. The principal objective of speaking skills development is to express one's opinions in literary language freely, discuss the subject and idea of novels, articles, and debates, and characterise the key characters based on the passages read. As an illustration, consider the following text:

Bill, a friend of mine, is a geologist. In the spring and summer, he leaves town. He embarks on adventures. He prepares his meals and resides in a tent there. When he returns to town, he attempts to teach his wife and mother-in-law how to cook because he believes he is a great chef. He claims that the most excellent foods are oatmeal and tinned beef. He feels that his wife spends too much time in the kitchen. He thus forbids her from being in the kitchen. Since he never stays home for long, neither his mother nor wife can challenge him. His kids are happy that their grandma will once more prepare their meals, but they are sad to leave him when he passes away.

The "Brainstorming" method, which involves telling a single tale using graphical symbols, has become a popular work style in recent years.¹ The "Brainstorming" approach. In the English classroom, this approach can be applied:

- 1) Describe the manner of speech: mutter, shout, roar, cry, whisper,
- 2) Explore as many examples as possible of
- 3) What different modes of travel come to mind?
- 4) What if an avalanche trapped you?
- 5) What if Europe ceased importing tobacco

¹ Zhgarova, Yu.A. Application of the "brainstorming" method in education / Yu.A. Zhgarova // Theory and practice of education in the modern world: materials of the VI international. Scientific conf. - St. Petersburg: Zanevskaya ploshad. - 2014. - P. 13-15

You can use songs you find online and brief, fascinating details about the music, notes, and phrases. You should print down the song's lyrics and provide them to the students.

For instance, "If you're happy" and "Twinkle, twinkle, little star." Spring is bright, and the song "Spring is Green" is completed: [http://lingualeo.com/] is green. Autumn is white; summer is yellow. Winter is here. These days, learning English can be done in various ways, including viewing instructional movies, listening to rhymes, and reading. Foreign experts produce numerous video films and voice-overs. Using synchronisation, certain video activities and audio texts are required to improve listening skills. Reading and listening to the text are crucial in this respect.

It is preferable to begin learning to listen by speaking and listening in person. The teacher's reading, speech, and video presentation will serve as a powerful moral and example for the students during class.¹ Understanding what you hear is the main objective because speaking is the most challenging part of learning a foreign language. The comprehension test's most crucial sections can be completed using visuals and, second, with written responses. When teaching using pictures, selecting the appropriate image relies on the spoken word, conversation, text, or tale, followed by determining how the picture differs from the listening content. Giving a pictorial description of your favourite pet: It uses various devices to teach oral speaking. For instance, with the help of cutting-edge technologies that are being incorporated into the current educational process, spoken speech can be implemented in practice. In other words, by employing the technology of level-differentiated education to assign learners level-level assignments, we teach every child to speak verbally. Children must have their vocabulary expanded before using speech to communicate their ideas. They must then be trained to remember new terms from the past and explain their meanings in each situation. Later, you can practice creating dialogue and monologues, watching movies using these new terms, and listening to poetry.

RESULT AND DISCUSSION. To accomplish the communicative purpose of teaching English, spoken language plays a crucial role. Teaching people to talk is one of education's primary objectives. Speech is an oral exchange between people that conveys emotional feelings and demonstrates comprehension and persuasion. Speech is separated into two categories: conversation and monologue. The student's thoughts are the main focus of a monologue. When someone monologues, they express their ideas, plans, and experiences. According to educational programs, teaching a monologue speech is one of the challenges of teaching a

¹ Gardner, R.C. Social Psychology and Second Language Learning: the Role of Attitudes and Motivation / R.C. Gardner. – London: Edward Arnold, 1985. – 208 p.

foreign language. The objective is to develop the capacity to speak a monologue, including logical, communicatively proven, and cohesive speech, as well as to articulate one's ideas in a language that is appropriate and comprehensive. At the moment, monologue instruction is not given much thought in schools. This is a misnomer because this part of instruction promotes logical thinking, teaching content, emotions, and interior states.¹ It also helps the listener gather thoughts and express his thoughts. A monologue, which is Greek for "individual" and "logos" for "speech," is a speech, feeling, or sermon that a character uses words to deliver to the audience or himself. There are two types of monologue speech: reproductive and productive. Speech used for reproduction is not communicative. The development of spontaneous, effective speech is one of the school's requirements. Like a dialogue, a monologue speech is conditional based on the circumstances. Psychologists claim that it has been demonstrated that students need to want and intend to communicate with the public. The context, or setting, is then formed by the monologue. Given its close relationship to dialogue and polylogue, the monologue should be contextual. As a result, it has specific needs. The following are the communication functions of monologue speech: Informational (learning new information regarding a particular topic or reality, event, activity, or environmental circumstance), Influential (persuading that specific ideas, behaviours, attitudes, and beliefs are correct), Emotional assessment. The information function is crucial when monologues are taught in classrooms. Every service listed above includes psychological stimulation (stimulus) and language tools. Monologue communication is more complex and intricate than dialogue in psychological literature. It calls on the speaker to communicate and articulate his ideas consistently and logically. Because he cannot freely employ language tools, learning a monologue in a foreign language may make it difficult for the student to articulate his ideas. A.K. Artykbaeva, N.V. Dolgalova, M.N. Kalnin, O.A. Nechaeva, L.I. Novozhilova, O.G. Rezel, and others have classified the monologue into the following communicative purposes: message, description, reasoning, story, and persuasion. Adverbs of cause and effect (thus, therefore, initially, secondly), adverbs of time connecting phrases (lately, then, next, shortly after that), and conjunctions used to indicate the sequence of words in a sentence, events, data, or thoughts are the most common types of adverbs discussed. They belong to the category of mastery delivery. When stating intentions, the monologue is highly explicit. Even though learning monologue at school is not very important, it is effective for communicating with peers or speakers of other languages about oneself, interests, school, hometown, family, and other fascinating subjects.² Monologue speech instruction begins in the

¹ Dornyei, Z. (2009). The psychology of second language acquisition. Oxford, UK: Oxford University Press.

² Brown, H.D. Principles of Language Learning and Teaching / H.D. Brown. - N.Y.: Pearson, 1980. - 340 p.

early years of school and continues through graduation. The following factors should be considered when choosing the exercises for monologue speech training:

1. Monologue types (message, description, judgment, story, persuasion);
2. Plausibility and logic;
3. Narrative artistry, which reveals the text's topic and sentence count;
4. The degree of combining grammatical and lexical language tools;
5. Communicative orientation, meaningful ending.

I want to compose a letter. I shall thus purchase an envelope and stamps at the post office. Then, since a monologue is a series of antagonistic acts, I will compose a letter, place it in the envelope, adhere it, and place it in the mailbox. Our classroom, for instance, is spacious. An incorrectly formed sentence follows the same pattern, so our classroom is clean. We have a big classroom. It contains four properly formed windows. At this point, it is vital to overcome the contradictions to teach students not to utter meaningless sentences and to converse coherently. Effectively beginning the lesson will ensure that the child's thoughts are focused on it. Dialogue is one of the strategies. On the one hand, this approach trains the student to speak a foreign language; on the other hand, it engages the student in direct dialogue. It is essential to employ dialogue for pupils with ordinary progress. You can lead various dialogue-based language development exercises by engaging the entire class, grabbing the kids' attention, and posing questions to the students during each lesson.

During regular lessons, the following techniques can be applied to language development:

Language development can be accomplished through dictionaries, text-related language development, visual language development, club participation, and other activities. Since teaching students English is the primary goal of the language and teaching vocabulary is the main task, practical teaching strategies and activities are crucial in English language classes. Language development exercises should serve as the primary foundation for English language instruction.

The proper organisation and conduct of language development activities are essential for students to learn how to use phonetic, lexical, and grammatical resources, information, and explanations in English and convey their ideas clearly and in order.¹

The following are methods used in language development work:

¹ Budzowski, M. (2009). Implicit versus explicit knowledge in foreign language learning Norderstedt, Germany: Druck and Bindung.

Grammar problems are transformed; work is organised with content visuals; students are divided into groups and forced to converse with one another; a given conversation on a specific topic is continued; little scenes are prepared;

6. Engage with the text.

Working with the text is the most crucial of these. Understanding the provided material is one of the primary prerequisites for working with the text. This results from the student's inability to comprehend the meaning of every word, every phrase being read, and the sentence's grammatical structure. Therefore, it is essential to understand every word, phrase, sentence, and text from the first lessons and pronounce the English language's sounds accurately.

CONCLUSION

These activities transform children's work during the lesson. They also increase kids' attention spans and critical thinking skills while igniting their excitement and interest in the subject. We develop the English-speaking game to foster the child's inventiveness and imagination. Our pupils who think more deeply become more engaged with life, which boosts their creativity and mental capacity.

For this reason, it is appropriate to continuously employ cutting-edge technologies, techniques, and exercises in our work and to encourage and commend students.¹ In this sense, this systematic tool includes resources designed to improve students' cognitive abilities through creative teaching strategies and to inspire children's creativity through engaging cognitive exercises practical to the learning process. Teachers of elementary and essential subjects and young professionals can benefit from this methodological tool.

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