o'yinda faol qatnashishiga yordam beradi. O'quvchilar uchuvchi, o'qituvchi, injener, shifokor, tikuvchi, chet el kishisi, tarjimon, muxbir, kutubxonachi, hamshira, ruhshunos kabi rollarga kiradilar.

O'zga tilda so'zlash, bu tildan muloqot vositasi sifatida foydalanish ko'nikmalari hosil bo'lishi uchun o'quvchida shu tilda muloqot hosil qilish ehtiyoji bo'lishi lozim. Shundagina o'quvchi o'z fikrini bu tilda bayon qilishga harakat qiladi. Buning uchun zarur nutqiy vaziyat hosil qilish talab etiladi. Masalan, magazin, bozorga biror narsa harid qilish uchun borganda chet ellik sayyohlar bilan uchrashib qolish. Bu hol tabiiy nutq vaziyati deb ataladi. Kishida muloqot qilishga ehtiyoj tug'ilishi uchun ana shunday tabiiy nutq vaziyati paydo bo'lishi darkor. Lekin bunday vaziyat faqat turmush jarayonidagi faoliyat bilan bog'liq ravishdagina yuzaga chiqadi. Shuning uchun bizning sharoitimizda bunday vaziyat sun'iy ravishda vujudga keltiriladi va o'quv vaziyati deb ataladi. O'quv vaziyatini turli yullar - so'z bilan tasvirlash orqali, fotosurat, tasviriy san'at asari yordamida yoki tasvir orqali vujudga keltirish mumkin. Zamonaviy o'quvchining extiyoj va qiziqishlarining davr bilan xamnafasligini ta'minlash o'qituvchidan ko'prok yangicha fikr va mushoxada bilan ish yuritishni talab etmoqda.

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EFFECTIVE LANGUAGE LEARNING METHODS

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Abstract. Language learning strategies have often been taught to ESL students to help them become more effective learners. However, formal strategy instruction has most often been taught to either intermediate or advanced proficiency students, where English can be used easily for communication, or to students with the same language background, where the students' native language can be used. The purpose of this research was to find effective methods for modifying language learning strategy instruction, specifically in reading and vocabulary skills, in order to make it more accessible and usable for low-proficiency high school ESL students when the native language cannot be used for instruction. Fifteen high school ESL students from varying language backgrounds, who were classified as high beginning English proficiency, participated in this thirteen-week action research study. Lesson plans, anecdotal records, and unit self-evaluation forms provided information about how instruction was conducted and how students responded to it. Pre- and post questionnaires were also used to determine if the instruction was effective. The results of the study suggest that a number of teaching strategies are helpful for making strategy instruction accessible and usable for low-proficiency ESL students

Keywords: education, tutorial, methods, strategies, website, internet, slayd show, presentation.

It is true that modern development is based on the integration of the economic, political and socio-cultural life of peoples. In the context of international globalization, the development of peoples and nations largely depends on the exchange of knowledge and experience between them. At the same time, language is an important tool for transferring knowledge. In fact, knowledge of one, two or more languages in addition to one's mother tongue is an important success factor, which means that one person who speaks one language is considered a person who speaks two languages.

In general, in encouraging our youth to learn one, two or more of any language in the world, they should first of all learn English, which today is one of the languages that serve as a bridge to success. Like. This is due to the fact that most of the knowledge (i.e. content) on the Internet, which is today considered a modern platform, as well as the most advanced scientific and innovative achievements of our time, is in English.

So, in this article, I would like to share with the younger generation recommendations on effective methods of language learning, based on the methods that I have tested in my own experience, and on the knowledge that I have gained by sharing the experience with a number of my students working internationally.

The most important aspect of language learning is the intensity of the process. In particular, it is more reasonable to aim to learn a language in half a year on a 4-5 hour schedule per day than to strive to learn a language in 2 hours a week for 2 years. For example, the experience of the Uzbek-Turkish system of

lyceums, which has been operating in Uzbekistan for several years, or one-year intensive Chinese language training programs in Chinese universities. This means that in these systems, students receive at least 4-5 hours per day of meaningful lessons in listening, reading, writing and speaking, which are key components of the language.

In today's Internet world, English-language films are another great language learning tool. Now search engines (Google, Yandex) can find subtitles and full text (film script) of any movie. To do this, simply enter in the search the title of the movie and the subtitles or text of the movie. So, firstly, it is very interesting and active to study the text of the movie script (screenplay) with the help of a dictionary, and then watch the same movie again and again with subtitles. One of them. The same applies to lyrics. Here, watching and listening to a movie or song over and over creates repetition (repetition is the mother of learning).

Another effective way to learn a language is to use a variety of language resources. Most of the web resources include lessons in listening, reading, writing and speaking, which are key components of the language. Their language learning algorithm is also based on repetition. You can try free tutorials for beginners through this web resource.

From conversations with our students and teachers working abroad, we learn that teaching languages abroad is based on interactive games between teacher and student or between teams. The main advantage of interactive lessons is that the student does not get tired of the monotony. Here are some tips on how to sign up for an interactive language training or make an appointment:

- Various online resources are also very useful for language learning or interactive learning for any other type of science.

- Small sports and educational equipment (balls, markers, tape, chalk and blackboard) are also very effective in making language learning more alive. For example, tossing balls at each other and asking the children to say one of the words they learned in English class also brings a special mood and excitement to the lesson.

- Organization of group games encourages children to compete with each other and makes them more active. For example, divide the class into two or three groups, give each of them the words of a whole sentence written on a piece of paper, and ask the groups who will be the first to form a grammatically correct sentence from the words on this piece of paper.

In fact, it is not difficult for our English teachers to find ideas for such interactive language classes (they know how to give the correct search commands in English in search engines). They can easily find various ideas (keywords (for example): interactive ESL lesson ideas) on interesting language teaching methods through search engines (Google, Yandex) and apply them in their learning process.

One of the most common mistakes that many of our young people make when learning a language is that they are ashamed to put the language they are learning into practice and fail to use the learned vocabulary in conversation. The reason is simple - they are ashamed to be wrong, and this embarrassment is a psychological barrier to their practical use of the language. Here's a good question for young people: don't we learn a language so we can actually communicate? Research shows that between 1,000 and 3,000 people who know and use words in their speech are more likely to be able to communicate in everyday life.

In this free course, Understanding language and learning, you considered the role of language in learning and started out from the assumption that language, and more particularly, linguistic interaction with other people, is a key aspect of learning. You also began to develop more critical skills, asking questions about what we actually mean by language and whether it is possible and necessary to separate out one language from another. In relation to English in particular, you began to question the extent to which new forms of English or 'Englishes' must begin to be recognized alongside more established ones. The growing discomfort with established notions of language in general and English in particular has been prompted by well-documented and intensified global interconnectedness in recent years, leading to increased language contact and a growing number of English-language users. Such real-world phenomena bring into question what we mean by English and what we mean by language. For educational practitioners, it raises important practical questions about the norms according to which students should be taught

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