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THE ONLINE FORUM AND OTHER E-TOOLS WHICH THEY INCLUDED IN WRITING COMMUNICATIVE FRAMEWORK

*Sh.Seytnazarova English teacher
at a school of Kegeyli district*

There have been numerous approaches to the teaching of writing in the history of languageteaching. These writing approaches have evolved with the development of different approaches to teaching in general, which have in turn contributed to the changing role and status of writing [10;25]. The pedagogical approaches to second language writing emerged at different times since 1960's. They are Product, Process, Post-Process, Socio-cultural and genre

approaches which have contributed to the development of the writing pedagogy. The rise of the process approach marks the beginning of a new era for second language writing pedagogy. The traditional product-oriented view of writing which regards writing as linear and fragmented procedure is thus contrary to the actual writing process. In process-oriented writing, writers are able to make modifications to the written text or make changes in their original plans as they review their writing.

Modern society places high demands on education and overall development of students. So it requires an effectiveness of the assimilation program. Every child must be taught in a short period of time to obtain process, evaluate and use in practice a large amount of information. It is important to organize the learning process so that the child has to actively work with interest and enthusiasm in the classroom, saw the fruits of their labor and could independently assess them.[33; 18]

To help the teacher in addressing this challenge may blend the traditional teaching methods and modern information technologies, including computer and using Internet resources. Using a computer in the classroom enables the process of learning mobile strictly differentiated, individual and interactive.

Modern computer combines the capabilities of your TV, VCR, books, calculator, phone, and is a versatile tool that can simulate different language situations, it can quickly and efficiently respond to inquiries and actions of the student. This method of learning is also very attractive to teachers:

helps them to better assess the ability and knowledge of the child. It encourages the search for new, non-traditional forms and methods of teaching, gives scope for pedagogical creativity. So the computer does not replace teachers, but complements it by playing the role of a tool that when used properly it greatly improves the efficiency of the pedagogical process.

With the advent of computer networks widely available in educational institutions and at home students and teachers have gained the opportunity to quickly obtain the necessary information from any point on the globe. Through its global telecommunications network is possible with instant access to global information resources.

There are several thousand files in English published Online, containing the training-methodical and scientific information that allows you to organize operational advice, model research activities, conduct virtual training sessions (workshops, lectures) in real time. With through these sites, you can find a large number of materials to improve the writing skills that will be a rich resource for learning.

Teachers are able to use materials of various domestic and foreign websites in preparation for the English lesson. British Council carried out an internet survey of teachers to find out: what Internet resources are often used in training. Among the most commonly used teacher called chats, online dictionaries, blogs and virtual learning environments. 10% of respondents do not use the Internet in the classroom.

If English teachers having trouble in using the Internet resources in the classroom and in preparation for it, the site Media Awareness Network (<http://www.media-awareness.ca/english/teachers>), you can find detailed lessons with a phased development, identifying actions as well as materials for self-education and improvement of professional skills of the teacher. The site contains articles by foreign trainers, practitioners working with Internet technologies and developing their own courses. In addition, site developers and consultants are ready to answer the any questions. The site has a special section for parents, which examines issues such as the safety of children using the Internet, privacy, and ethics of communication in virtual communities. The website teaches to analyze and evaluate the information that we face when working on the Internet. An access to the site is free.

With the support of the British Council created a series of sites for teachers and for those who are learning English. The website - Teaching English (<http://www.teachingenglish.org.uk>) was specifically designed for teachers of English. There are articles of Methodists devoted to teaching various aspects of the language. Community forum of students with teachers and supervisors from around the world gives an opportunity to discuss any issues.

There is also a good one "Writerscafe.org" which I describe it as an online community for writers. If you wonder what other people would think of your writing or if you are looking for some

constructive criticism this site is suitable one. At writerscafe.org they offer several tools for you to improve your writing. Readers can rate, review, and add notes to your writing. You can track how readers rate your writing with their snazzy graphs. And the “share” buttons allow you to send your writing to all your friends (both on WritersCafe.org and off). The most important part of WritersCafe.org what it is: a friendly community where people – friends - can offer advice, share ideas, and encourage you in your writing.

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DEVELOPING SECONDARY SCHOOL STUDENTS' CREATIVE THINKING SKILL IN FLT

Tleulieva Sara Quanish qizi
Bachelor degree student

Nukus State Pedagogical Institute named after Adjiniyaz
Nukus

The study provides a broad overview of expected English language learning outcomes for students. Compared to other subjects in school, greater emphasis has been placed on learning English as a second language. This shift is attributed to a government policy emphasizing the importance of English language mastery, indirectly elevating the language's societal status. Consequently, students must prepare themselves to compete and utilize English in their future careers.

This indicates that they must be skilled in the language. Proficiency in the English language is not solely about mastering grammar, vocabulary, and language skills; it is primarily about the capacity to comprehend and utilize the language in diverse contexts to create something valuable. This should be the ultimate goal of English language education for our students. Therefore, educators should explore alternative methods to make English language instruction more engaging and foster students' capacity for critical thinking and application of language. Employing creative or higher-order thinking is the most effective approach for enhancing students' ability to think and use the language.

Several characteristics of creative thinking have important implications for the teaching and learning of FL. Current methodologies call for the development and support of higher cognitive processes of students. According to Bloom's taxonomy, higher thinking operations belong to the most valuable and need to be developed through various educational practices, in particular subjects at school. Language lessons provide plenty of opportunities to enhance critical thinking and creative processes. This paper presents practical teaching techniques tips and activities that can be used with various age groups. Moreover, these can be adapted according to different language proficiency levels. [3; 142]

An added advantage of fostering creative thinking skills when learning a foreign language is that numerous tasks that teachers want students to accomplish, such as comparing and contrasting, hypothesizing, or creating, are actually creative thinking tasks. Since creative thinkers are better equipped to handle these tasks, incorporating efforts to develop creative thinking skills can be seamlessly integrated into the overall teaching and learning of foreign languages.

Classroom FLT activities offer students multiple opportunities to become independent learners, share their ideas, reflect upon their learning, and engage in extended, unrehearsed communication with peers and teachers. Using authentic English materials, students are able to “present their thinking and research in much the same manner as they will be called upon to do in their future