

in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try talking the essay.

8. Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. MLA Style: Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. Language: You're not done writing your essay until you've polished your language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. To sum up, teaching students to produce a successful essay is a complex task which requires simultaneous control over a number of language systems as well as an ability to factor in considerations of the ways the discourse must be shaped for a particular audience and a particular purpose. Teaching students to become successful writers is no less a complex task. But it can be a tremendously rewarding one as well.

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THE SIGNIFICANCE OF TECHNOLOGY IN TEACHING L2

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Annotation: The importance of technology in teaching English classroom. Technologies that support learners to develop their not only their IT skills, but also communicative language skills.

Keywords: Kahoot, Flipgrid, Padlet, Pickerwheel, Testmoz, technology, L2.

Teaching a second language is considerable and vital process in education system with its crucial and effective features such as methods, authentic materials, approaches, updated technologies, appropriate syllabus with lesson plans. While learning a second language process, learners can develop not only their grammar, vocabulary, and integrated language skills, but also comprehend the main features of the target language, its cultural, social norms, and comparing them to their L1. Furthermore, the major and essential aspects are increasing learners' quality of knowledge with authentic and real-life materials during the lesson, and improving their technological ability through using technologies in learning a second language lessons. In our modern world, information technology is coming to every sphere of professions and in education system and supporting them to become more effective and productive with the help of humanity. According to Schmidt (1995), there can be learning without intention, but there can be no learning without attention. Teachers should create positive environment to the learners, motivate them in order to affect their learning, and cognitive process, draw their attention to the lesson through using multimedia, and expose learners to as much of the language as possible through utilizing student-centered approach in class. According to Alshehri and Hetherington (2017), importance of learning atmosphere in class and influence on second language motivation to students by the role of teachers. The main and effective features of teaching a second language such as creating, designing, and developing curriculum, syllabus, lesson plans with authentic materials for appropriate level of learners, practicing language testing and assessing students' knowledge based on target criteria. Furthermore, illustrating the history and policy of L2, integrating grammar into skill-based lessons, teaching English for academic and specific purposes, and especially, designing and developing materials for L2 classrooms are considered crucial aspects of teaching a second language. Crawford Camiciottoli (2007) mentioned about teaching skills, practices, support critical thinking and inspire a positive attitude towards learning. This teaching portfolio is consisted of three significant lesson plans, which support learners to increase their integrated language skills through completing the authentic, reliable, practical activities, tasks with the help of technologies and traditional way in and out of the classroom. According to Selim (2007), users who are

very familiar with web technologies and the skills can increase their positive attitudes. Because, learners can improve their creativity; feel themselves in a good mood while doing activities with high interests. The first lesson plan is based on using various technologies in order to complete activities. I selected and modified activities according to the learners' level, and possibility to use technologies during the online class in order to develop their language skills.

As Ralston (2012) mentioned that using, technology is a fact of progressing teaching and learning a second language process in online classes and improving L2 in the daily communication. Therefore, there are various technologies were used in the first lesson plan such as "Flipgrid", "Kahoot", "Pickerwheel", "Padlet", "Testmoz" in order to promote learners improve their usage of technologies, make them to learn a second language with authentic materials, create positive atmosphere in online classes. In addition to this, learners can easily enter and complete the task without any difficulties. They can do the tasks with pleasure, enjoy with process of completing, and practice their IT and language skills in one time. Furthermore, there were used some YouTube videos according to the activities in order to complete correctly and comprehend the content of the task. As Thoman (2003) stated that media literacy has an influential role in learning a second language. From my point of view, using different videos appropriate to the classroom and topic, they influence on developing learners' communicative language skills and feel themselves freely when they are doing the tasks. The most valuable and effective part of teaching a second language is designing authentic materials and real-life situations and utilizing them in online and traditionally classes in order to improve learners creativity, knowledge, logical thinking abilities, integrated skills. There were used authentic activities for all three lesson that based on speaking through discussions, writing through various writing letters, reading through skimming, scanning and matching sentences, listening through watching videos, noticing information, grammar and vocabulary. The lesson is oriented to teach inductive way, because learners can learn and notice grammar through communicative way and realize the content. As Wati (2011) cited that teachers should be self-assured, confident, responsible and fluent in class and use not only instruction of knowledge but also more communicative approaches, directions in teaching process.

To conclude, every teacher should not forget the saying "even if you have 40 years' experience, you should be prepared for your lesson". Therefore, teachers should be ready for not only traditional classes, but also online classes with full of technologies and authentic materials in order to motivate, and support learners. Online teaching support teachers and learners to work collaboratively and achieve their target aims in teaching and learning. Utilizing technologies and authentic materials together leads to more advantages that are positive: increasing critical thinking, integrated skills, and learning perspectives, feeling comfort, and mastering a second language as their L1. Using technologies in microteaching supported me to gain more experience and knowledge, and practice technologies according to the activities. I have learnt more crucial and prestigious knowledge as a future ESL instructor that promote me all necessary and effective features of teaching a second language, and more advantages of teaching with updated technologies in order to create a rapport with learners, feel themselves freely, and achieve their target aims in learning a second language process.

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THE IMPORTANCE OF SPOKEN INTERACTION IN EFL CLASSROOMS

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Annotation: This article provides a brief overview of EFL students' ability to speak and use interactive methods.

Keywords: Speech, thought, competence, EFL students, receptive.

Speech is one of the basics that needs to be mastered English learners. Nunan (2003, p. 40) states that “speaking is the ability to express an idea, thought, or verbal thought; it consists of creating a structured speech to speak in words to convey meaning so that it can be understood by the people we are”. Therefore, in language learning, the ability to speak is important for expressing thoughts, ideas, and feelings to others. Nowadays, the ability to speak a foreign language is one of them. It is becoming one of the most important requirements of modern life. As Richard emphasizes, the goal of education is to provide students with communicative competence and classroom. We need to take activities that develop students' ability to express themselves through speech. Therefore, students should be actively involved in the teaching and learning process, especially in speech. Through speech, students become familiar with the sentences used. Learning to speak English fluently and clearly is always a big task when learning a foreign language. This provides benefits for students. Professional vocabulary can increase, especially when we communicate with other people. Learning harmer states that encourage them to speak or use the language they have in EFL classes is an important part of teacher work. The people EFL students need are interns, not teachers. From this statement, it can be concluded that the teacher is focused on developing students' speaking skills. However, this cannot be denied. English teachers face difficulties in teaching speech, especially to EFL students.

Nowadays, mastering speech is generally considered to be the most basic skill. From the beginning of the communicative era, it is seen as a challenge. The ultimate goal of language teaching and its proper development has been the focus on both teachers and students. However, this also acknowledged the fact that achieving the ability to speak a common foreign language is not an easy task in a classroom setting. Even advanced students often speak outside the classroom with confidence that they are not ready enough for a language course. According to Tarone, speech is usually considered “the most complex and difficult skill to master”. So the main idea in any oral communication is that. However, any misproduction in such verbal communication can lead to inconsistencies and misunderstandings, lack of target language, knowledge and socio-cultural diversity that may result from background differences. Thus, to ensure that it is interpreted correctly by the listener, Harmer listed some of the elements needed to produce speech. According to him, the ability to speak fluently means not only knowledge of language features, but also the ability to process information and language "on the spot". Similarly, Selce-Murcia and Olshtain suggested many conditions for speaking another language, i.e., vocabulary knowledge, syntax, and the ability to use speech combinations.

It is important for EFL students to learn vocabulary, but it is more important to memorize phrases and fixed expressions. In fact, in English they are many. By memorizing the basics, you can easily communicate with native speakers and take the time to mentally compose phrases and sentences. Practice shows that knowing individual words does not improve the quality of oral speech, and a person makes many mistakes and tries to put words into the text.

Question-answer exercises are used to enhance students' speech, improve memory, and repeat them. New words from the text are memorized. Questions and answers develop the ability to repeat those words in memory and to use them in speech. In addition, a variety of games in the classroom will increase the student's interest in learning the language and increase the speed of learning. In the Hot Ball game, students form a circle and say one of the new words to each other on the ball. Participants do not repeat each other's words, are expelled from the game if they repeat or stop speaking. That's the way to play. These techniques will also be useful for EFL students.

Independent study at a high level plays a special role, especially in foreign languages for EFL students. The requirements for this course are different from those of the previous stages. The lesson is no