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РЕЗЮМЕ

Мақолада ўқитувчиларнинг хорижий тиллар бўйича касбий компетентлигини ривожлантиришда долзарб вазифалари ҳамда педагогик методлар ёритилган.

РЕЗЮМЕ

В статье рассматриваются методы и условия повышения уровня профессиональной компетентности учителей по иностранным языкам.

SUMMARY

The article deals with the methods and ways of developing professional competence of teachers from foreign languages by using informational methodological resources.

USE OF INTERACTIVE METHODS (ROUND TABLE DISCUSSION AND BUSINESS GAME) AND THEIR EFFECTS

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Tayanch so'zlar: o'qitishning interfaol usullari, davra suhbatlari, ishbilarmonlik o'yinlari, mahorat, texnologiya.

Ключевые слова: интерактивные методы обучения, круглый стол, деловые игры, мастерство, технология.

Key words: interactive teaching methods, round table, business games, skill, technology.

Introduction. The most important task in creating the future of the country is to educate young people and improve the quality of the educational process. Today, Uzbekistan needs pedagogical models that meet the requirements and values of civil society. Nowadays, it is important that school students are not the object of passive influence, but that they can independently find the necessary information, exchange views on a particular problem, find evidence and rebuttals, and play different roles.

It should be noted that the President of the Republic of Uzbekistan Shavkat Mirziyoyev pays special attention to the formation of communicative skills of schoolchildren in foreign languages, which plays an important role in ensuring the future of our country and its development. They are the main ones who can perfectly shape the speech skills of the young generation as well. Decree of the President of Uzbekistan Shavkat Mirziyoyev No. 4947 "On the Development Strategy of Uzbekistan" dated February 7, 2017 [3], radically improve the quality of general education, facilitate in-depth study of foreign languages, computer, science and some tasks have also been mentioned to improve the teaching process of other specific sciences. Learning a foreign language in school is a complex process of forming the ability to communicate, which already exists with the already developed system of the mother tongue and begins to interact constantly.

In addition, this study serves as a solution to the tasks set by the Decree of the President of the Republic of Uzbekistan dated December 10, 2012 No 1875 "On measures to further improve the system of learning foreign languages" [2]. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 No 2909 "On approval of state educational standards for teaching foreign languages in the system of continuing education", as well as other legal acts. All of these are important steps and measures aimed at educating the younger generation. The use of interactive methods in the process of educating and educating the younger generation is a purposeful effort to achieve a comprehensive, convenient and high-quality result.

Methods. In this research, analysis, synthesis methods (in order to highlight the importance of using interactive

methods are used in the organization of lessons and to identify the most effective and therefore widely used types of newly introduced interactive methods). We also use the classification method (to explain the importance and types of interactive methods introduced and recommended by scientists in the examples and the lessons and tasks that need to be considered in the lesson), the system method (research materials to for plash). Induction and deduction methods have also been used in part.

Results. While one of the most common and effective interactive methods is the round table discussions method, another interactive method that can be used in business studies or business-based classes is the business game.

Method of round table.

The round table method entered pedagogy from political science. The roundtable will be organized by representatives of political and scientific circles. The exchange of ideas allows us to find some points of clarity, as it serves to guide the general conclusion in their subsequent work - to achieve scientific truth or political stability. The round table method is used to increase the effectiveness of problem solving with the help of different scientific aspects, different professions of theoretical problems of teaching. For example, in a special section for law students, a science teacher for students studying the personality and activities of a lawyer examined a seminar on "criminal behavior" by the method of a round table [1]. During the training, he asks the same questions as the lawyer on criminal conduct, clarifies opinions, explains, gives examples. The science teacher, on the other hand, is "a beginner at the round table, a lawyer - making a series of additions to ideas. This is necessary because legal questions, especially the specific rights of people (victim or criminal, judge, witness, etc.) and the moral assessment of people's criminal behavior based on the subject and purpose of science, are the subject of the whole course. but also the aspect of the science being studied. The discussion of such questions is active not only because of the participation of a legal scholar, but also because their legal knowledge of crime and the richness of the vocabulary can be used as material for analysis. In this way, the topic is considered from two perspectives - from the point of view of law and the science being studied, so the

topic is studied in depth. It found its proof in the exam. Among other topics, students cite examples from a given topic. In particular, the issues of criminal conduct discussed at the round table will be explained in detail, regardless of what questions are asked on the ticket during the exam. The lawyer's personality and activities showed that he was well mastered. The round table method is also used in another form. For example, it can hold a roundtable discussion with a study group. It is important to choose a topic that requires in-depth in-depth analysis in general and is considered comprehensively in terms of interests within the specialty. A similar training was conducted in higher education institutions with a group of invited teachers and students in their field. For example, the roundtable will be held in cooperation with international universities.

A variety of forms can be implemented in targeted training of the round table method. If an important condition in this regard is strict observance, it is necessary to keep in mind that the perceived need to consider multifaceted theoretical problems from the centre of attention to practical life. If there is no such need or there is, but it is understood in all respects, then the round table will become a normal, a seminar where everyone speaks their own language and there can be no competition.

Method of business game

The **business game** method first emerged in management practices, not in training systems [6]. Currently, the business game method is used in various fields, in creative activities, in project design, in team work in real situations, as well as in military work. The "business game" method is a military game as a method of training, practitioners have long used military action in the form of a game to train the army, not in real combat battles, but in imitation of combat conditions.

Games are basically a business game that teaches a commander to control an army and a soldier to control himself in combat.

In higher education, business games are used to train professionals of different professions in more management activities. This method is sometimes referred to as "business games" in management. In general, the essence of the method of business play - writes, one of the experts in this field EA Khursky - we can say that the method of intonation (imitation, reflection) is the management of various situations through play [4]. Although such clarity is given in the instructional manual for the teacher, it is a question of whether the business game method is a method of learning to manage students rather than a real management method. In our view, the business game method can be applied not only in management, but also in the management of inference. In general, given the positive nature of this method, it can be used in any teaching as a teaching of all activities.

The essence of the business game method is to study students as a model of teaching activities, as future professionals are trained to respond to their professional tasks. If we talk about the training of personnel in military universities, then the teaching of special subjects can play a key role in any situation. In this case, students can act in different roles: teacher, methodologist, inspector of the Department of Education, specialist in the field, practical student and even the student can be pre-planned and practical training in such a method of business games.

Practical students carefully observe the teacher and student activities, take notes, and collect material later for a

business game. Roles are assigned to students to participate in business games. How is the business game method organized in practice? The teacher conducts a lesson on the relevant topic, linking the grass to the topic-based terms. Others participate as participants in the workshop. Their conclusions are critical (mainly because the experimenter has studied and applied many aspects of his chosen role). In this way, in addition to analyzing the mistakes made by other colleagues, they draw the right conclusions from their mistakes and try not to repeat these mistakes in the future when they become experts in their profession. The conversation was not only methodologically successful, but there was also a lot of criticism based on creative imagery. From the point of view of psychological analysis, there are also positive situations that develop attention. At the end of the business game method, the main conclusion is reached and it is shown that it is formed effectively. Students' attention is actively focused on the lesson and the topic being taught. Interest is created only when students perform the task well and receive both scientific and spiritual satisfaction.

The teacher's focus is on internal control to ensure that the activity is done correctly [5]. It was concluded that it is guided when the teacher directs it to the task. This means that in order to develop knowledge and skills through attention and nurturing, special attention should be paid to directing students to do the right activities as much as possible. This applies not only to the teaching of lessons, but also to the study of any mental and practical activity. The business game method is also more effective than other methods. Because it puts students in real situations and forces them to think clearly by skillfully playing the roles of specific individuals, and this situation directs students to increase their cognitive capacity, enabling them to better master topics and field terms.

Discussion. As a result, it is possible to solve a complex problem in one lesson and involve more students in it and debate on the topic. However, the interactive method, which is an unusual method, has a particularly good effect not only in education but also in upbringing. It indicates the participation of the teacher in the student competition may vary. But in any case, he should not let himself down. It is best to manage a well-thought-out debate in a way that requires productive thinking, a creative quest to find a solution, by asking problematic questions. The teacher expresses an opinion from his or her point of view, only by proving by drawing conclusions from the students' opinion and refuting erroneous ideas. In this way, the debate can be asked not only intellectual content - knowledge, but also theoretical questions. In addition, the teacher can create productive activities in collaboration with students, transforming learning activities into an educational process with their impact on the individuality of students.

Conclusion. In conclusion, the same results can be achieved only if the educational process is well organized and has a targeted approach. Also, since speaking skill is the key to this communication process, the old approaches used in the course process should be abandoned, and various interactive methods should be used. Then one of the interactive methods is round table discussion. Through this type of approach, speaking skills are developed while increasing student's communicative competence. The effective results of this can also be seen in the process of scientific and financial research conducted by the researcher and its results.

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REZYUME

Yosh avlodni tarbiyalash jarayonida interfaol usullardan foydalanish har tomonlama, qulay va sifatli natijaga erishishga qaratilgan maqsadli harakatdir. Ilmiy ishning birinchi usuli interfaol usullar orasida keng qo'llaniladigan va o'zining samaradorligi, qo'llanilishi va erishilgan yutuqlarni yoritishi bilan ajralib turadigan davra suhbatlari usulidir va ijtimoiy hayot va biznes bilan bog'liq nutqni rivojlantiruvchi usul biznes o'yinining ta'sirini yoritish uchun ilmiy ishning maqsad va vazifalarini tashkil etadi.

РЕЗЮМЕ

Использование интерактивных методов в процессе воспитания и воспитания подрастающего поколения – это целенаправленная работа для достижения комплексного, удобного и качественного результата. Первым методом научной работы является метод круглого стола, который широко используется среди интерактивных методов и отличается своей эффективностью, применением и освещением своих достижений и метод, который развивает речь, связанную с общественной жизнью и бизнесом, чтобы осветить эффекты деловой игры, составляют цели и задачи научной работы.

SUMMARY

The use of interactive methods in the process of educating and educating the younger generation is a purposeful effort to achieve a comprehensive, convenient and high-quality result. The first method of scientific work is the method of round table discussion, which is widely used among interactive methods and is distinguished by its effectiveness, and its application and coverage of its achievements and a method that develops speaking related to social life and business to illuminate the effects of a business game constitute the goals and objectives of scientific work.

CREATIVE WRITING AS A TOOL IN TEACHING ENGLISH

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Tayanch so'zlar: kreativ yozish, motivatsiya, kreativlik, til ko'nikmalari, yozish ko'nikmalarini o'rgatish.

Ключевые слова: креативное письмо, мотивация, креативность, языковые навыки, обучение навыкам письма.

Key words: creative writing, motivation, creativity, language skills, teaching writing skills.

*“Creativity is contagious, pass it on”
(Albert Einstein).*

Traditionally referred to as literature, creative writing is an art of sorts - the art of making things up. It's writing done in a way that is not academic or technical but still attracts an audience. Though the definition is rather loose, creative writing can for the most part be considered any writing that is original and self-expressive. A news article, for example, cannot be considered creative writing because its main goal is to present facts and not to express the feelings of the writer. While a news article can be entertaining, its main purpose is to present the facts.

Harmer (1998) affirmed creative writing as a term which implies “imaginative tasks, such as writing poetry, stories and plays.” Creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Most of the time, such texts take the form of poems or stories, though they are not confined to these genres. Letters, journal entries, blogs, essays, travelogues, etc. can also be defined as creative writing. Creative writing texts have a great deal with intuition, imagination and personal memories (Maley, 2009).

Creative writing is often wrongly believed to be an activity aimed especially at talented learners and many times it is connected predominantly with practicing one's mother tongue. However, as Sharples (1999) notes, “Creativity is not a power held by a few gifted individuals, but is an everyday activity” (p. 36). All students can be creative, think creatively and write creatively. In fact, practicing one's creativity is an activity that can enrich both one's life and his cultural surroundings. If the person succeeds in his creative-driven career, also culture and science can benefit greatly. First and foremost, however, students need practice. As Sharples (1999) adds, “Great creativity is usually the product of a long apprenticeship and considerable effort” (p. 37). A large part of the ‘considerable effort’ can be done at school by using numerous challenging and creative activities. They can be used effectively in many classes – especially the language ones.

To be able to use a particular lexical item correctly and distinguish between its various meanings (i.e. phrasal verbs), it is necessary for students to begin using it in its natural context as soon as possible. Students can begin using language creatively even as beginners. Even the limited amount of words they know can serve well to create a poem

or a very short story. Creative writing tasks can help with both practicing newly acquired lexical items as well as using those already known. Sometimes students have strong vocabulary, however, they do not know how to use all of the lexical items in their appropriate contexts and thus limit themselves on using only the basic ones. Creative writing can help them to learn new contexts for those lexical items, begin naturally using phrasal verbs, collocations and idioms as well as master their meanings and the differences between them. When asked to create a text on their own, students can learn how to work with dictionaries, especially English-English dictionary which is very beneficial in learning the language. Working with dictionaries and using lexical items in their written form is beneficial also for practicing correct spelling. Teachers might create exercises asking students to write a poem using words such as bed/bad, hat/head, etc. to practice their correct spelling and meaning in context. The outcome may subsequently lead to a better remembering of these words. Creative writing tasks can also be used to practice nouns with irregular plural number, thematic vocabulary (by giving students a particular topic, a set of lexical items from that topic), synonyms and antonyms. For some students it is actually more beneficial to create a sentence containing the word on their own than to read an example in a course book. Struggling with creating a sentence and using a particular lexical item appropriately might have a positive effect on remembering it, especially when it is problematic.

There are numerous tasks that a teacher can prepare as well as modifications of already existing tasks which can be exploited using creative writing. Students might be for example given word webs and then asked to use a certain number of the items and write a short poem or a story. They can be asked to create a poem or a story beginning only with certain letters as well as they can be asked to use as much vocabulary from a last lesson or only some parts of speech – to practice any of them (i.e. adjectives, numerals, verbs, adverbs, etc.). Teacher might also decide on using creative writing techniques to pre-teach several lexical items that will be a part of the following exercise or unit. As well as practicing already known lexical items, reading their stories, poems or any other created texts aloud, students also practice their correct pronunciation. Advanced