

the life of people more straightforward. In addition to this, in the modern world a person should be well-developed to choose financially rewarding professions. Many companies offer a well-paid job for those people who have many abilities such as academic, cognitive, and linguistic as well. Besides, spoken interaction is entirely necessary when attending to the online courses, seminars or any programs on the Internet. It could be because eloquent speech can be a significant milestone in online study to share opinions to the listeners. Generally, speaking skill includes many propitious sides that illustrate immense significance in students' learning.

Most learners have complications from written English due to lack of knowledge, vocabulary and practice that cause considerable trouble in the process. For this reason, they have no overwhelming desire to write articles, essays, even if letters. However, if they attempt to get rid of these situations with the help of working on themselves, powerful benefits of writing will be faced up to learners. Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript [3:34]. Undoubtedly, it broadens knowledge, promotes creativity, inspires imagination and helps to be a professional writer. The essential role of writing is crucial particularly during the tests like entrance or international tests. Those that are mentioned above can be helpful while writing a mixed variety of essays or letters for instance writers' creativity. Moreover, practicing writing regularly gives inspiration to the person that drives creativity. As a result, everyone can look at the world with a great view, feels themselves motivated, encouraged. The high level of inspiration, imagination help people relieve stress, think about only positive events and be in an ecstatic mood. Truthfully, good writing skills are needed for all the students in order to achieve their educational and employable requirements. The following are some of the reasons showing the importance of writing skills:

- To write technical documents, research papers, and put forth the right facts and information.
- In searching and obtaining a job.
- To make presentations and reports, etc.
- For improving communication skills.
- For improving creativity, exploration, and essential for self-understanding [4].

Using academic writing skills shows absolute necessity in technical documents as advertisements, brochures,

newsletters, instructions and others that demand high writing proficiency. The reason why if people make mistakes while writing like documents, without any hesitation misunderstandings can be caused. So that writers should be alert and responsible when they are working on them. Furthermore, research papers mainly dissertations, surveys or articles require concise language for readers to read them in a comprehensible way. Because writing them in a foreign language retain ultimate responsibility and carefulness rather than a native language with their challenging structural elements or topic-based words as terminologies.

As Peter Wingard said "Writing as a channel of foreign language learning: it reinforces the grammatical structures, idioms and vocabulary that our students have been learning. Thus, some writing exercises might be introduced to consolidate language already presented and practiced orally" [5:139]. Writing is not only essays or letters, but also it is about anything that is written to develop language skills. By doing activities like vocabulary, grammar, listening or reading note-taking, critical thinking abilities are developed and makes great contribution to bring educational progress.

During the lessons variety of courses are taught in an integrated way in order to expand knowledge and different activities are given. For instance, from listening and speaking course students can listen and make notes some necessary parts, perhaps new vocabulary words can be written. In addition to this, various listening activities as complete the form, notes, tables are widely-utilized. In speaking, answers to the questions can be noted down beforehand as a hint for students and test takers can prepare speaking questions in a written form to be aware of the usage of difficult structures and new words.

To recapitulate, in language learning all skills have considerable significance with their different features. The rationale for improving productive skills is highly valuable on students' life on the grounds that the merits of spoken and written English provide tremendous opportunities to study. It is commonly known that the students who are diligent and purposeful can accomplish their goals effortlessly on the way of studying. It only depends on their desire and what they can do in order to increase their knowledge while learning a foreign language. To generalize, enhancing productive skills will be more fruitful process if students endeavor to rectify weaknesses in speaking and writing.

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РЕЗЮМЕ. Ushbu maqola talabalarni bilim olishda samarali nutq va yozish ko'nikmalarining ahamiyatini ko'rsatadi va asosiy afzalliklarini taqdim etadi.

РЕЗЮМЕ. В этой статье показана важность продуктивных навыков устной и письменной речи в обучении студентов и представлены основные преимущества.

SUMMARY. This article shows the importance of productive skills as speaking and writing in students' learning and main advantages are provided.

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Tayanch so'zlar: Ingliz tili chet tili sifatida (EFL), keys, texnologiya, metodlar, o'qitish, o'quv jarayoni.

Ключевые слова: английский язык как иностранный (eFl), кейс, технология, методика, обучение, воспитательный процесс.

Key words: English as a foreign language (EFL), case, technology, methods, teaching, educational process.

Introduction. In recent years, there have been public discussions about updating the content of education, with a particular focus on language teaching. Language is the main tool used in transmitting and receiving education, regardless of the subject matter. Learning a foreign language can also help to develop the intellect, which is increasingly important in modern education as it is closely linked to creative and research abilities. Being able to hold a conversation is vital for forming an independent, creative, and critical-thinking personality, as well as being prepared for effective professional activity and adapting to rapidly changing socio-economic and political conditions. Therefore, improving English speaking skills is important, especially for students learning English as a foreign language, as it can impact their entire professional education. It is especially relevant to use modern educational technologies and interactive teaching methods to achieve this goal.

As there are many different ways of teaching communication skills in education, it is important to identify the most effective and advanced methods to enable students to have confident and accurate conversations in both their native language and foreign languages. To improve the efficiency and effectiveness of speaking, a system should be chosen that not only motivates students to learn English but also helps them develop various communication skills such as monologue, dialogue, public speaking, and discussion in a foreign language. Therefore, it is necessary to collect, organize, and enhance the experience of teaching speaking as a form of speech activity in English in the professional training of students.

Literature review. The practice of utilizing case studies for situational analysis in business and management originated at Harvard University in the early 1900s, during the time when Edwin F. Gay was serving as dean. Gay proposed the addition of classes that focused on discussing problematic situations in these fields, along with ways to resolve them. Today, Harvard continues to be a leader in the global "case industry," producing 600 high-quality cases each year. European teachers also visit Harvard to learn about the specifics of case education, and in the 1990s, Russia began sending trainees to Western business schools to learn how to teach this method.

In our assumption, the most precise explanation of the case method was provided by E.A. Mikhailova, who defined it as a synergistic technique that involves immersing a group in a situation, creating opportunities for knowledge multiplication, insight, exchange of discoveries, and so on. The complex case method system comprises several simple teaching techniques, including system analysis, description methods, discussions, modeling, game methods, problem method, thought experiment, and brainstorm. The teaching cases are representative of real-life situations encountered by senior students in their professional activities. The case method has immense potential in developing communicative competence as it enables students to exchange information in a group setting, thereby motivating them to speak a foreign language and

improving their analytical and research skills, dialogic and monologic speech abilities.

Discussion. The method involves replicating a real-life, problematic scenario in class and tasking students with understanding the situation, identifying the issue, discussing it, and proposing a viable solution based on the given case materials. There are usually multiple ways to resolve the problem, and there is no one right answer. As a result, students can suggest several alternative solutions during the discussion. After analyzing and debating the situation, the students can select what they consider to be the most effective solution, and then compare it to the solution that was implemented in practice.

- The student is an active participant in the educational process and the main character in the case methodology;

- The teacher controls this process and directs it in the right direction

In light of the sustainable development of the skill of communicative competence of older students, an English teacher should pay attention to: sentence structure; grammar of sentences; propositional logic; used vocabulary.

When mistakes are made, it's crucial to sensitively inform the student of them and, if needed, guide them to correct their response through clarifying questions. The benefit for students lies in the process of analyzing a scenario and determining a solution. However, it's also essential for them to demonstrate their abilities during a discussion and competently defend their chosen approach to problem-solving in English, which requires careful management during these activities. This technique can be attributed to the interactive teaching method, as it solves the following tasks:

- 1) will develop communication skills that help to establish emotional contacts between students;

- 2) will solve the information problem, since it provides students with the necessary information, without which it is impossible to implement joint activities;

- 3) will develop special skills and abilities: analysis; synthesis; goal setting, that is, provide a solution to learning problems;

- 4) will provide an educational task, as it teaches students to work in a team, to listen to the opinions of others [3, p. 156].

The training case contains: 1) situation - any problem, real life story, case;

- 2) the context of the situation - historical, chronological, features of the actions of the participants in the situation; 3) commentary on the situation; 4) tasks for working with the case; 5) various applications [4, p.109-117].

Furthermore, Surmin Yu.P. noted in his book that whatever the situation, it must meet the list of requirements, namely: 1) be close to real life; 2) is framed in such a way as to allow establishing a connection with the accumulated life experience, as well as with the future life situations of high school students; 3) allow interpretation from the point of view of the participants; 4) contain problems and conflicts; 5) be monitored and solved in terms of time

frames and individual knowledge, skills and abilities of high school students; 6) allow different solutions [5, p. 86].

Cases offer a benefit in that they allow for the effective integration of theory and practice, which is crucial in the learning process. By utilizing the case method, individuals can enhance their skills in analyzing situations, assessing different options, selecting the optimal solution, and devising a plan for execution. When this approach is repeatedly employed throughout the learning process, students can acquire a solid aptitude for tackling real-life problems.

What is the difference between a case study and a problem situation? The case does not offer students a problem in an open form, and the participants in the educational process will have to isolate it from the information contained in the description of the case. The technology of working with a case in the educational process is relatively simple and includes the following steps: individual independent work of students with case materials; identification of the problem, formulation of key alternatives, proposal of a solution to the recommended action; work in small groups to agree on the vision of the

key problem and its solutions; presentation and examination of the results of small groups at the general discussion within the study group. Case - stages:

Step 1: Formulate one specific problem and write it down.

Step 2: Identify and write down the main causes of its occurrence. The reasons are formulated with the words "not" and "no".

Steps 1 and 2 represent the "minus" situation. Further, it must be transferred to the "plus" situation.

Step 3: The problem is reformulated into a goal.

Step 4: Reasons become tasks.

Step 5: For each task, a set of measures is determined - steps to solve it, responsible persons are appointed for each step, who select a team to implement the measures.

Step 6: Responsible determine the necessary material resources and time to complete the event

Step 7: For each block of tasks, a specific product and criteria for the effectiveness of solving the problem are determined.

Distribution of functions between students and teacher:

Work phase	Teacher actions	Student actions
Before the lesson	1. Picks up a case 2. Defines the main and auxiliary materials for the preparation of students 3. Develops a lesson script	1. Receives a case and a list of recommended literature 2. Individually prepares for the lesson
During the lesson	1. Organizes a preliminary discussion of the case 2. Divides the group into subgroups 3. Leads the discussion of the case in subgroups, provides students with additional information	1. Asks questions that deepen understanding of the case and problem 2. Develops options for solutions, takes into account the opinions of others 3. Makes or participates in decision making
After the lesson	1. Evaluates student work 2. Evaluates the decisions made and the questions raised	Compiles a written report on the lesson in a given form

Conclusion. Thus, in this paper, it is considered the use of the case method as an interactive form in teaching EFL students, conducting a business conversation in order to form its rhetorical tools and professional communicative competence of students. We have made an attempt to describe the possibilities of this interactive technology, didactic principles of the method, the goals of the cases, sequence of stages of working with them, as well as recommendations for their use in an elective course when

teaching speaking skills in the EFL classes. Also, the development and improvement of case technologies, as a type of communicative, linguistic and grammatical competencies and the competence of creative thinking on the basis of active problem-situational analysis, based on learning by solving specific problems of situations, will be carried out most effectively if the practical goal of organizing training is defined as a high level of developing communicative competence.

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REZYUME. Ushbu maqolada chet tili (ingliz tili) darslarida talabalarning kasbiy kommunikativ kompetentsiyasini rivojlantirish uchun chet tilini o'qitish jarayonida keys usulining ahamiyati va qo'llanilishi tasvirlangan. Maqolada, ushbu

ta'lim texnologiyasining imkoniyatlari, maqsadlari, ular bilan ishlash bosqichlari, shuningdek, amaliy tavsiyalar keltirilgan. Muallifning xulosasiga ko'ra, agar o'qitishni tashkil etishning amaliy maqsadi kommunikativ kompetentsiyani takomillashtirish sifatida belgilansa, vaziyatlarning aniq muammolarini hal qilish orqali o'rganishga asoslangan keys texnologiyalarini ishlab chiqish, degan xulosaga keladi.

РЕЗЮМЕ. В данной статье описывается важность и использование кейс-метода в процессе обучения иностранному языку с целью развития профессиональной коммуникативной компетентности студентов на занятиях по английскому языку. В статье представлены возможности данной образовательной технологии, цели кейсов, этапы работы с ними, а также практические рекомендации. Автор приходит к выводу, что развитие кейс-технологий, основанных на обучении путем решения конкретных задач ситуаций, будет осуществляться, если определить практическую цель организации обучения как совершенствование коммуникативной компетентности.

SUMMARY. This article describes the importance and use of the case method in the process of teaching a foreign language in order to develop the professional communicative competence of students in the EFL classrooms. The article presents the possibilities of this educational technology, the goals of the cases, the stages of working with them, as well as practical recommendations. The author concludes that development of case technologies, based on learning by solving specific problems of situations will be carried out if the practical goal of organizing teaching is defined as improving communicative competence.

УШИНШИ РЕНЕССАНС ШАРАЯТЫНДА «ҮЗЛИКСИЗ РУЎХҲҲЫЙ ТӘРБИЯ» КОНЦЕПЦИЯСЫН ӘМЕЛГЕ АСЫРУЎ МАЗМУНЫ

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Таянч сўзлар: ижтимоийлаштириш, маънавият, уйғониш, маънавият, маънавият.

Ключевые слова: социализация, духовность, ренессанс, духовность, духовность.

Key words: Socialization, spirituality, renaissance, spirituality, spirituality.

Дүнья тәлим системасында оқыўшы – жаслардың руўхый – әдеплилик компетентлигин раўажландыруў методикасы, бәсекеге шыдамлы кадрларды таярлау методикасы, оқыўшылардың әдеплилик сыпатларын раўажландыруўдың әмелий педагогикалық системасы, оқытуў моделлери технологиялық раўажланыў идеялары менен сәйкеслендирилген интерактив дәстүрлер тәлим процессине енгизилген. Бирлескен Миллетлер Шөлкемининң “XXI әсирдин Жоқары билимлендириўи» Пүткил дүнья жүзлик декларациясы, ЮНЕСКОның “Жоқары билимлендириўди реформалау хәм раўажландыруў” дәстүрий хужжетлеринде дүнья жүзиндеги билимлендириў мәкемелеринде тәлим сыпатын асыруўға, модулли тәлимди шөлкемлестириўге, оқытуўдың заманагөй усылларын енгизиў арқалы талаба-жаслардың руўхый-әдеплилик тәрбия методикасын және де жетилистириўге айрықша итибар берилген. Дүнья тәлим системасында жасларды кәсиплик социалластыруў, руўхый-әдеплилик компетентлигин раўажландыруў, социаллық белсендилги хәм инициативлигин тәрбиялау методикасын жетилистириў бойынша илмий-изертлеу жумыслары алып барылмақта.

АҚШ, Россия, Германия, Франция, Қытай, Корея сыяқлы раўажланған мәмлекетлерде талаба-жаслардың ой-пикирлеўин өсириў, қабилетлерин ерте аныклау, руўхый-әдеплилик тәрбия механизмлериниң нәтийжелилигин асыруў методикасын жетилистириўде модул системасында оқытуў, “blended learning” (аралас оқытуў), шеберлик сабақлары, вебинарлар шөлкемлестирилмекте.

Жаңа ренессанс шараятында жаслар тәрбиясын заманагөй тийкарда илмий-технологиялық реформалау барысында алып барылып атырған жумыслар оны бүгинги күн талапларынан келип шыққан ҳалда илмий тийкарланған таяныш компетенциялар, пазийлетлер тийкарында шөлкемлестириўди талап етпекте. Тәрбияға жаңаша, системалы қатнас, балада таяныш пазийлетлерди кепилленген шөлкемлестириўде шаңарак, мектепке шекемги билимлендириў, орта билимлендириў, орта арнаулы кәсип-өнер хәм жоқары оқыў орынлары, мэхәллелердин социаллық-педагогикалық имканиятларын толық жүзеге

шығарыўды хәм олар ортасында илимий-педагогикалық үзликсизликти жаңа басқышқа көтериўди нәзерде тутады. Өзбекстан Республикасы Президентиниң 2017-жыл 7 -февральдағы ПФ-4947-санлы “Өзбекстан Республикасын және раўажландыруў бойынша Хәрекетлер стратегиясы туўралы”, 2020-жыл 6-ноябрдағы ПФ-6108-сан “Өзбекстанның жаңа раўажланыў дәўиринде тәлим-тәрбия хәм илим-пән тараўларын және раўажландыруў ис илажлары туўралы” пәрманлары, 2018-жыл 14-августтағы ПҚ-3907-Қарарында “Жасларды руўхый-әдепли хәм физикалық жақтан бәркамал етип тәрбиялау, оларға тәлим-тәрбия бериў системасын сыпат тәрпинен жаңа басқышқа көтериў ис илажлары туўралы”, 2019 -жыл 3 майдағы ПҚ-4307-сан “Руўхый-ағартыўшылық жумыслардың нәтийжелилигин асыруў бойынша қосымша ис илажлар туўралы”, 2021-жыл 26 марттағы ПҚ-5040-санлы “Руўхый-ағартыўшылық жумыслар системасын түптен жетилистириў туўралы» қарарлары, 2020-жыл 23-сентябрдағы ӨЗРН-637-санлы қарары менен тастыйықланған “Тәлим туўралы” Нызам, Министрел Кеңесиниң 2019-жыл 31-декабрдағы 1059-санлы “Үзликсиз руўхый тәрбия концепциясын тастыйықлау хәм оны әмелге асыруў ис илажлары ҳақкында” Қарары, Өзбекстан Республикасы Президентиниң 2022-жыл 28-январдағы ПФ-80-санлы 2022-2026-жылларға мөлшерленген “Жаңа Өзбекстанның раўажланыў стратегиясы” туўралы” Пәрманы хәмде усы искерликке тийисли басқа норматив-хуқықый хужжетлерде белгиленген ўазыйпаларды әмелге асыруўға белгили дәрежеде хызмет етеди.

Бүгинги күнде руўхыйлық мәселеси актуаль машқалалардың бири сыпатында түсинилип, жаслардың мазмунлық жақтан жетик, бәркамал шахс сыпатында камал табыўында тәлим-тәрбия процессин үзликсиз тәрizde оқытуў талап етилмекте. Президентимиз Ш.М.Мирзиеев руўхыйлыққа төмендегише тәрийп береді: “Жаңа Өзбекстанды пайда етиўдин тийкарларының бири-күшли руўхыйлық болып табылады. Егер кимдир, руўхыйлық мәселеси – бул тек ғана мәкемелер яки Руўхыйлық орайлары ямаса тийисли министрликлер хәм мәкемелердин жумысы деп ойласа