DEVELOPING STUDENTS' WRITING SKILLS IN TEACHING ENGLISH

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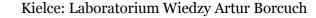
Abstract

This article dedicates fostering students' interest in and attitude toward learning a foreign language while teaching English. It suggests conducting each lesson in an interactive, i.e. e. to teach them additional material outside of class and to help them comprehend the procedure in an interactive manner. The emphasis is placed on ideas like the widespread application of conventional techniques.

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The reader today, his personality, and his particular interior focus on the world are the main points of attention. Consequently, it is the primary objective of the contemporary teacher. Based on the fact that the educational activity is optimally consistent with the stated goal of students' personal development, methods and forms of organization are chosen. The use of new informational technologies in schools is a growingly important issue in recent years [1]. The learning process is being approached in a new way, and it's not just using new technical means but also new forms and methods of teaching. The primary goal of teaching foreign languages in schools is to develop students' communicative cultures and prepare them to speak the target language [2]. A person cannot acquire all of their knowledge in school. However, it can impart fundamental knowledge and basic instructions to the student. A student's cognitive interests and skills can and should be developed in school, as well as the fundamental skills necessary for self-education being instilled in them.[17]

At the current stage of development of society in Russia, the modernization of educational content is associated with innovative processes, at least in the organization of foreign language teaching. The humanistic direction of education, in which personal potential (principle) takes the lead, has become a priority in the development of the modern school. It envisions implementing a differentiated approach to training while taking into account the needs and interests of the students [3]. Today, the student, his personality, and his distinct inner world are the primary concerns. Therefore, the main goal of the modern teacher is to choose the methods and forms of organization of educational activities that best meet the stated goal of personal development of students [4]. Utilizing additional materials, students' interest and attitude toward learning a foreign language through auxiliary teaching aids, conducting each lesson in an interactive manner that involves active student participation, providing students with additional instruction outside of class, and using the traditional method all require extensive use of techniques. Students' independent creative work skills and abilities are enhanced by cutting-edge technologies during lessons conducted in a foreign language [5].

According to the literature, "innovation" (English innovation) invention, introduced in science and

technology "innovation") represents, "technology" as a linguo-didactic concept, less time, effort, and a set of logical methods of scientific organization of efforts to achieve the goals of education at the expense of funds. Cinquain, Brainstorming, Use Cases, Zigzag, Cluster, Project, Method, and Mind Mapping are examples of specific innovative technology methods that have been successful in traditional pedagogy. We discuss emerging pedagogies in more detail below [6]. 1) The use of artificial intelligence in education. Computer systems are referred to as "artificial intelligence" (AI) in this context. Systems for teaching with artificial intelligence are being adopted quickly in universities, colleges, and schools. Most people are robots with artificial intelligence. Although they are regarded as teachers, it also has its benefits. [16] Applications for students created for intelligent learning systems, dialog-based learning systems, research-based learning environments, automatic writing assessments, and interview agents. Even though it's one of the few programs specifically made for teachers, it aids in teachers' knowledge expansion. It should be noted that skills like critical thinking, creativity, communication, and teamwork should be considered when evaluating students and teachers.

Teachers, researchers and other stakeholders are committed to the development of both artificial intelligence applications and teaching and learning methods. [15]

1. It would be a great light upon light.

2. Learning through open data.

More than 250 national, local, and city governments as well as international organizations exchange, produce, and use information with one another. These groups work to make information accessible to the general public, and a number of cutting-edge services offer tools for exploring open data. They were inspired by later projects to pursue innovative education. [14] The key factor is authenticity, so the question is what does open data offer as material and what is its role in learning and teaching? Real processes occurring within big organizations produce shared data. Our lives and the environment around us are impacted by the knowledge that is frequently used in professional work. This knowledge is crucial for developing students' capacity, which is the second factor. It is extremely potent and may have psychological effects. Students are present in their own towns, cities, and classrooms. They are able to contrast the current situation with nearby and distant events. They may also draw the local or entire community's attention to the problems as a result of the problems they identify during the process. For instance, in Italy, the state funds high school students' construction projects while they are learning about awards. There is no doubt that open data links students to one another through data literacy, transparency, and evidence. As a result, social movements for stronger incentives have appeared. [7] 3). addressing the moral use of information. Growing up is accompanied by an ongoing rise in ethical concerns regarding the use of digital technology in education. Who owns the information, how to interpret it, how to protect students' and professors' privacy, and there have even been instances of criticizing people they are not aware of are just a few of the ethical issues involved. Perhaps it is simply a matter of time. [13] Students' interaction analysis of any information in their relationships, managing their education to become familiar with their ideas about the system, creating an effective training system, as well as student and staff support issues should also be taken into account. Training to prevent such problems should also be considered. There aren't any scheduled classes at the moment. Teachers advise students to create an opportunity in order to accomplish this. The exchange of information between universities and institutions today further increases their effectiveness. Students should be able to read the text independently after receiving proper reading instruction. The teacher can only read it aloud before developing their reading technique, and it is the kinesthetic rather than the graphic image that is being studied. The first step in teaching students to read is to introduce them to the letters. Cards may be utilized.[12]

1) Exercises for students to form a word "rep" by distributing cards with the letters r, n, e;

2) check students' reading of letters and letter combinations;

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3) find examples of the letter "r", ie write words beginning with the letter "r";

4) o students by showing sounds that they mean

Ask to write letters Similar exercises can be used to teach word reading:

1) an unusual reader of words such as have, take, lake, give ...find the words.

2) ask students to read in a contrasting way words that they often make mistakes, that is, they do not differentiate when pronounced.

3) ask students to say the letters that distinguish the words from each other.for example: hear - near; since -science; hear -hare; with –which.

4) Ask students to find words in the text that contain certain digraphs to ask For example: oo, ow, igh, sa [8].

It is advised to use transcription when teaching words whose graphic image and pronunciation image differ. From the fifth grade onward, transcription can be taught; the teacher reads the text at first. This kind of reading is only appropriate for some topics. The chorus should be shortened but not lost. Every classroom should consider using reading aloud as a method of teaching a foreign language, with an emphasis on improving students' reading abilities [9].

The educator employs the following teaching modalities to achieve this goal: 1. Diagnostic reading (students read, and the teacher checks for errors); 2. Reading for instruction (students read in accordance with the teacher's example); 3. Students who are given reading tests tend to mimic their teachers. One of the key concerns is identifying the errors that students make when teaching English, as well as how to correct them. G.V. Rogova asserts that the student should correct his own errors [10], but who should fix them and how? He must be corrected by the teacher if he is in the wrong. It is advisable to abide by the following guidance when instructing students in reading and correcting their errors: The teacher writes the word in English on the board (in black) and reads the letter "ck" in it. He queries the birds. One of the students inquires in Uzbek as to the word for the error. In order to conclude, one student narrates the text while the others speak in turn, for instance: What does the English word "ishlamoq" mean? You can request different paragraphs of text separately. The student's memory of any typos will be permanently etched, so it is advisable to check them.[11]

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