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“XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUVLAR VA YANGICHA YO‘NALISHLAR”

**Mavzusidagi Xalqaro ilmiy-amaliy
onlayn anjuman materiallari**

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ZAMONAVIY YONDASHUVLAR VA
YANGICHA YO‘NALISHLAR”**

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knowledge, as on the formation of professional competence, skills and abilities of mental activity, the development of personal abilities.

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IMPORTANCE OF IMPLEMENTING INNOVATIVE TECHNOLOGIES IN TEACHING READING AND WRITING

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***Abstract:** The article examines the main aspects of the connection between reading and writing, as well as their inextricable complement to each other, as a tool for correct development speech. The article also*

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discusses the innovative experience of world experts in the field of this area, supported by various relevant methods and techniques that can diversify the information content of each lesson.

Keywords: *method, technique, calligraphy skills, auditory-speech-motor analyzer, coding, decoding, “flat” text.*

Introduction

On the importance of using innovative technologies in modern education attracts the attention of many domestic and foreign scientists, since the use of innovative technologies makes it possible to significantly diversify the content, methods and forms of education. Moreover, innovative technologies provide students with unlimited amount of information that can be effectively used as independent work [10, p. 65]. Currently, innovation in education is understood as successful application of developed technologies. In UNESCO documents “technology training” is considered as a systematic method of creating, applying and determining the process of teaching and learning, taking into account technical and human resources and their interactions and aimed at optimizing forms of education [6]. In modern society there is a great demand for specialists with abilities and skills that allow a professional to be more maneuverable and successful in the current market conditions, effectively perform a large volume of work activity, being at this is quite socially adapted.

Literary analysis and methodology

Recently, the issue of forming a professionally competent working specialist in any field of modern production has become especially relevant in psychological and pedagogical research. Recently, the issue of forming a professionally competent working specialist in any field of modern production has become especially relevant in psychological and pedagogical research.

In the modern social environment, the model of socio-psychological literacy of a specialist focuses on such psychological qualities of a personality as independence in solving complex problems, autonomous use of knowledge, skills, discipline, a satisfactory image of oneself; the ability to conduct well-coordinated communication, managing personal communication in a team, an internal need for self-development.[1, c. 86]

Methodically, writing has long been considered the "cinderella of methodology" and has been almost completely eliminated from the learning process, which, according to E.I. Passov, it was a strategic miscalculation [4, p. 98]. In recent years, the role of writing in teaching a foreign language has been gradually increasing, and, in a sense, writing is beginning to be considered as a reserve in improving the effectiveness of teaching a foreign language. It is impossible not to take into account the practical importance of written speech communication in the light of modern means of communication, such as e-mail, the Internet, etc. Recent years, writing as a type of verbal communication develops on the basis of only authentic material. Foreign internships of students, postgraduates and young scientists involve the ability to make notes in a foreign language, compose and fill out a questionnaire, answer questionnaire questions, write an application for admission to study or work, write a short or expanded autobiography, write personal or business letters using the necessary form of speech etiquette of native speakers, including the form business etiquette.

Writing and written speech in the methodology of teaching a foreign language act not only as a means of teaching, but more and more as a goal of teaching a foreign language. Writing is a technical component of writing. Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content with graphic signs. The psychophysical basis of written speech is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in training it gives a much greater effect. According to psychologists, the material heard is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded by 50%, when speaking by 70%, when teaching another by 90%. [3, c 111]. Psychologists believe that the basis of written speech is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words are needed, how to combine them in an utterance) and to the realization of the idea by means of language orally or in writing.

As you know, writing is closely related to reading. There is one graphical language system in their system. When writing, thoughts are encoded or encrypted using graphic symbols; when reading, they are decoded or decrypted. If you correctly define the goals of teaching writing

and writing, take into account the role of writing in the development of other skills, use exercises that fully correspond to the goals, perform these exercises at a suitable stage of learning, then oral speech gradually becomes richer and more logical.

Writing plays an auxiliary role in the development of grammatical skills, when performing written tasks from simple copying to tasks requiring a creative approach, which creates the necessary conditions for memorization. Without relying on writing, it is difficult for students to retain lexical and grammatical material in their memory.

The whole system of language and conditional speech exercises performed in writing refers to educational writing. Written statements, essays, creative dictation, drawing up plans and abstracts for a message on a given topic, writing a personal or business letter, that is, written stories on given situations, belong to communicative writing. In other words, it is a written speech exercise on a studied or related topic of conversational practice.

Written speech is considered as a creative communicative skill, understood as the ability to express one's thoughts in writing. To do this, you need to possess spelling and calligraphic skills, the ability to compositionally construct and arrange in writing a speech work composed in internal speech, as well as the ability to choose adequate lexical and grammatical units. [7, c. 243]

The practice of writing allows you to make an arrangement of printed text or audio text from memory, according to plan, or to make written suggestions for solving a specific issue or a specific problem. The cycle of lessons on the topic ends with a home essay (self-dictation - a written retelling of part of the text or the entire text). The ability to express your thoughts in writing in a foreign language should be developed consistently and constantly. To solve this problem, there are a number of reproductive and productive exercises. The exercises proposed, for example, by the German methodologist Gerhard Neuner [13, p.41] are composed in a certain sequence from simple to complex, from reproduction to making up your own opinion, position. All exercises are performed in writing. In our opinion, such tasks are of interest, for example:

- restore the beginning and end of the story;
- restore the dialogue on individual "guiding" lines;

- change the type of text (message to conversation, dialog to description);
- describe the ambiguous situation in various texts and dialogues;
- explain the contradiction between textual and illustrative information;
- reply to the letter by letter, phone conversation, conversation, etc.;
- select keywords that lead to a certain pre-known result, etc.

The distinctive features of these exercises are that they are necessarily performed in writing, the content is of a verbal creative or semi-creative nature, interesting and fascinating for both students and teachers. Poems by famous poets are played, monograms are used, funny stories are written collectively, letters are written to fictional characters.

Discussion and results

One should not forget the three most important conditions when introducing creative writing in the classroom: learning goals, principles, methods and techniques of learning, and there is also a training control. The problem of learning to read in many countries is still relevant. Numerous conferences and TV shows on the problem of illiteracy in France point to the importance of introducing young children to reading. Practical teachers point out the need to work with a book and listen to stories from an early age. In their opinion, starting from kindergarten, it is necessary to explain to the child the special role that reading plays in his life.

Experts insist that it is necessary to teach a child to read, not to guess. The better prepared the reader is, the less he guesses. Illustrations, for example, make it easier to recognize unknown words, but do not help to make it out. Guessing is only a way to solve a difficulty, but it is not a way to learn. All researchers believe that reading requires not only recognition, but also understanding that it is necessary to work out the understanding of speech by ear (this is what the senior kindergarten group does), understanding oral speech precedes learning to read, and then writing.

Practical teachers emphasize that listening comprehension is very rarely practiced in the classroom. It is necessary to make it clear to the student that he is reading in order to understand the content, because for some of them it is not at all obvious. Grammar should be studied at the same time as reading. To help a student who has difficulty reading, you

need to give him the opportunity to think and correct his mistakes himself, rather than correct him. It is better to give him time and the opportunity to "run through" the entire text before starting reading. Practical teachers draw attention to the study of words, graphemes, sounds (phonemes). Work on reading should be carried out at the word level, when children isolate it from the text with the help of a teacher. Such work is necessary in elementary school. But this work will be effective only if it is carried out: work with words that make sense to children (learning the form of a word cannot be outside the meaning, without understanding it); work on the difference between words, sounds, letters, but also on their similarity; activities in a playful way, where the child will be given the opportunity for creative search.

In contrast to TV and computer, it is important to offer children texts that feed the imagination, develop a sense of humor, and encourage activity. On the one hand, it is important to find simple (but not simplified texts) that make you want to continue them. To do this, the text should bring an interesting or entertaining story to the stage; make fascinating characters come to life; provide useful or original information; he introduced an idea or a message that needs to be thought about. On the other hand, long and heavy texts are unsuitable, as children risk getting lost and getting lost in the confusing text. It is necessary to take care of choosing easy questions for the text, there should be no more than three or four of them. But at the same time, easy questions should not turn out to be empty and meaningless, they should pursue a specific goal. Questions should be thought-provoking, evoke emotions and discussion in the classroom. It is better if the answers to the questions are discussed in small and large groups.

Conclusion

In conclusion, I would like to note that the prospects for the development of education are associated both with the use of innovative methods and technologies in the meaningfulness of the educational process, and with the growth of professional competence of the teacher [2, p. 109]. Thus, to teach how to record oral speech, including how to write personal and business letters, fill out questionnaires, write a short and detailed autobiography, an application for employment or study, etc. – all these are the main goals of teaching writing, which also performs a

supporting role in teaching reading, oral speech, grammar, vocabulary. The enemy of learning to read can be called a "flat" text that means nothing, where nothing happens. Accordingly, it is necessary to diversify and alternate texts: simple and more complex, short and longer, funny and serious, famous and less famous, yesterday and today.

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