

INTERACTIVE METHODS FOR TEACHING THE ENGLISH VERBALIZERS OF THE LINGUOCULTURAL CONCEPT OF "TIME" AT UZBEK HIGH SCHOOLS

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In the methodology of teaching English there has been a transition from a communicative approach to an interactive one. The interactive approach is one of the varieties of the communicative approach.

Interactive ("Inter" - mutual and "act" - to act) - means the ability to interact, to be in the mode of conversation, dialogue with someone. Interactive learning is dialogue learning, during which the teacher interacts with students.

The goal of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher serves as an assistant. The interactive teaching method increases motivation in learning English, the learning process becomes more interesting and exciting, and students feel freer. In addition, all methods and techniques develop communication skills, teach you to work in a team and listen to each other.

During dialogue, students learn to think, solve problems, make decisions and participate in discussions. Modern pedagogy has many interactive methods.

Technique for drawing up a "Mind Map". For the first time, the term was proposed by the British psychologist, author of the memorization technique, Tony Buzan. A map is a diagram that visually demonstrates various ideas, tasks, theses, related to each other and united by some common problem. The map allows you to cover the entire situation as a whole, as well as keep a large amount of information in your mind at the same time. Graphically, this map can be drawn in the form of a sun (in the center of which the main concept is indicated) from which rays of association extend. For example, a "mental map" of phrasal verbs. In the center is written a verb (to look) from which radiate the prepositions with which it is used (to look for - to search; to look after - to care; to look on - to count, etc.).

Another example of such a card is the Fishbone method. We are offered a fish skeleton. In the "head" we highlight the main problem, on the upper bones the students highlight the cause of the problem, and on the lower ones they write down facts that reflect the essence of the problem.

“Choose a position” method. Students are given a problem question where they must divide into 3 groups. The first group has a “For” point of view, the second “Against” and the third “I don’t know, haven’t decided on my own position.” Students are divided into groups and discuss the correctness of their position. One or more members of each group argue their position, after which there is a collective discussion of the problem and making the right decision. For example, discussing such a problem as “The Internet”.

Initially, the teacher provides the students with the phrase: Just a century ago we didn’t even know about computers and the Internet. But today we take them for granted and can't imagine our life without these inventions, especially without internet... After which the topic is discussed in groups.

The most interesting method used in practice is the Siquain method.

Siquain - (from the French cinquains, English cinquain) is a five-line poetic form that arose in the USA at the beginning of the 20th century under the influence of Japanese poetry. Later it began to be used for didactic purposes, as an effective method of developing figurative speech, which allows you to quickly get results.

1. The first line is a designation of the topic using one word (noun);
2. Description of the topic (2 adjectives);
3. Description of the action, according to the proposed topic (3 verbs);
4. Compiling a phrase of 4 words that expresses an attitude to the topic (different parts of speech);
5. Selection of a synonym for the topic (1 word).

Lesson plan:

Theme of the lesson: “What’s the time?”

Objective of the lesson: Students should learn to form time and answer a question “What’s the time?”

Pedagogical technologies used: mind-map technology, ICT, collaborative learning technologies.

Equipments:

- “clock” diagram to explain educational material;
- scheme for working out education time;
- handout cards for working in pairs.

Appendixes: No. 1 “clock” diagram;

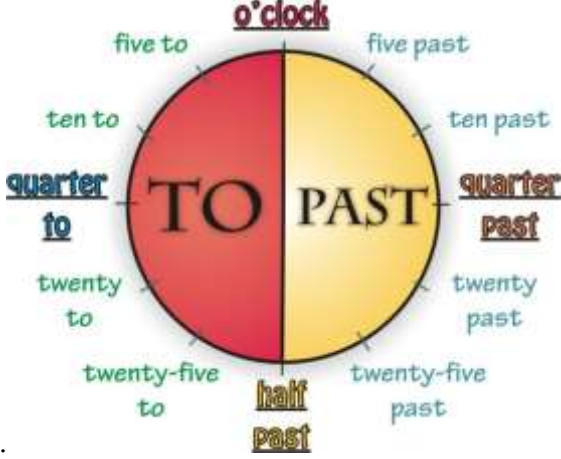
No. 2 scheme for practicing education time;

No. 3 handout cards for working in groups.

LESSON PROCEDURE

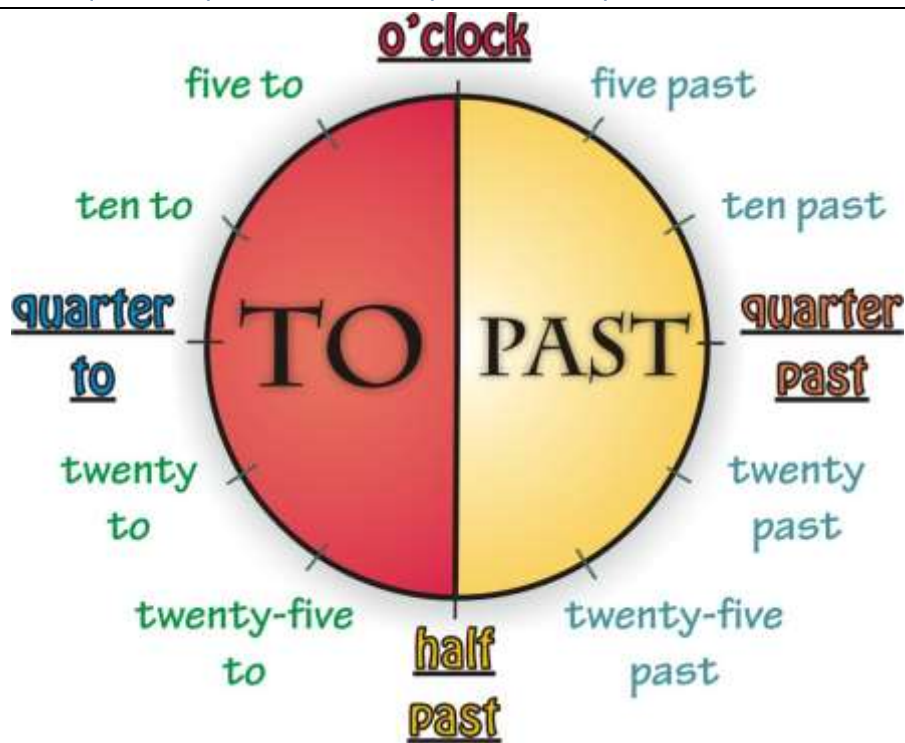
Lesson stages	The activities of the teacher	The activities of the
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		pupils
Organizational moment	<p>Conducting speech exercises</p> <p>What season is it today?</p> <p>What month is it today?</p> <p>What date is it today?</p> <p>What is the weather like today?</p>	Pupils answer the questions
Phonetical drills	<p>Let's repeat after me all together:</p> <p>in - in summer, in winter, in January, in February, in June, in July,</p> <p>on- on Sundays, on Mondays, on Fridays, on nights, on 1st September, on 26th April, on my birthday,</p> <p>at - at Christmas, at Easter, at four o'clock, at night, at the weekend.</p>	Pupils repeat after the teacher
Setting the goal and objectives of the lesson	<p>Look at the blackboard and guess what we are going to speak about?</p> <p>Do you know how people answer the question "What's the time?"</p> <p>The theme of our lesson is "What's the time?"</p>	<p>Pupils look at the board (presentation), make assumptions about what the topic of the lesson is and what they will study today; express their opinion about whether they know how to answer the question "What time is it?";</p> <p>They formulate the topic of the lesson.</p>
Explaining new educational material	<p>The main question that you may be asked regarding "what time is it"</p> <p>What time is it (now)? или What's the time?</p> <p>To get started, you should know the following:</p> <ul style="list-style-type: none"> - in English they don't like to use 24 hour time, but usually use 12 hour time. To avoid confusion, the British use abbreviations. The time from 00 am to 12 pm is designated a.m. , and the time is from 12 noon to 00 am p.m. - before starting you need to put it's. - before half an hour you should use "past", and after half an hour - "to". - instead of the word "fifteen" you should use quarter. - the word minutes is usually omitted in 	<p>Pupils make notes of the words in bold.</p> <p>Pupils copy the "clock" diagram into their notebooks to better understand the rules of time formation.</p>

	 <p>English.</p> <p>00.00 (midnight) - midnight, it will also be useful to know - at midnight - at midnight, after midnight - after midnight;</p> <p>00.05 (five minutes past midnight) - it's five past zero am;</p> <p>02.15 (fifteen minutes past two in the morning) - it's a quarter past two am;</p> <p>04.25 (twenty-five minutes past four in the morning) - it's twenty five past four am;</p> <p>05.30 (half past six in the morning) - it's half past five am</p> <p>07.40 (twenty minutes to eight in the morning) - it's twenty to eight am;</p> <p>08.45 (fifteen to nine in the morning) - it's a quarter to nine am;</p> <p>12.00 (noon) - noon or midday, time after noon - afternoon;</p> <p>1, 2, 3 ... o'clock they usually say simply - one, two, three ... o'clock, for example, ten o'clock in the morning - ten o'clock a.m.</p>	
<p>Class division into groups</p>	<p>Now we shall divide into 4 groups about 3-4 pupils in each group (Various options for dividing into groups are possible: by month of birth, by height, by personal interests of students, etc.)</p>	<p>Pupils are divided into 4 groups of 3-4 people in each group.</p>
<p>Student work in a group</p>	<p>You have some exercises to do. Task № 1 Write down the time in words: 2:00 pm 2:05 pm 4:10 pm 4:50 pm 5:55 pm 7:15 am</p>	<p>Working in a group, students jointly complete tasks and exercise mutual control.</p>

	7:45 am 8:30 am 9:00 am																					
	Task № 2 Tell what is the time one after another: <table border="1" data-bbox="414 504 813 828"> <tr> <td>1:00</td> <td>1:20</td> <td>2:05</td> <td>2:50</td> <td>3:15</td> </tr> <tr> <td>3:45</td> <td>4:10</td> <td>4:35</td> <td>5:25</td> <td>5:55</td> </tr> <tr> <td>6:30</td> <td>6:40</td> <td>7:00</td> <td>7:15</td> <td>8:30</td> </tr> <tr> <td>9:25</td> <td>9:35</td> <td>10:10</td> <td>11:55</td> <td>12:35</td> </tr> </table>	1:00	1:20	2:05	2:50	3:15	3:45	4:10	4:35	5:25	5:55	6:30	6:40	7:00	7:15	8:30	9:25	9:35	10:10	11:55	12:35	Pupils name the time one by one, checking that the time is formed correctly.
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	Task № 3 Tell what is the time one after another: (distribute pre-cut application cards No. 3)	Pupils name the time one by one, checking that the time is formed correctly.																				
Summing up the lesson, explaining homework	Our lesson will be over soon. Answer some questions: 1. Is it difficult to tell the time in English? 2. Can you give the answer on the question “ What’s the time? ” Your homework for the next lesson is to tell us what do you usually do at 7:00 am, 7:45am, 12:00, 16:30 pm,10:00 pm. The lesson is over.	Pupils answer the teacher's questions. Write down homework for the next lesson.																				

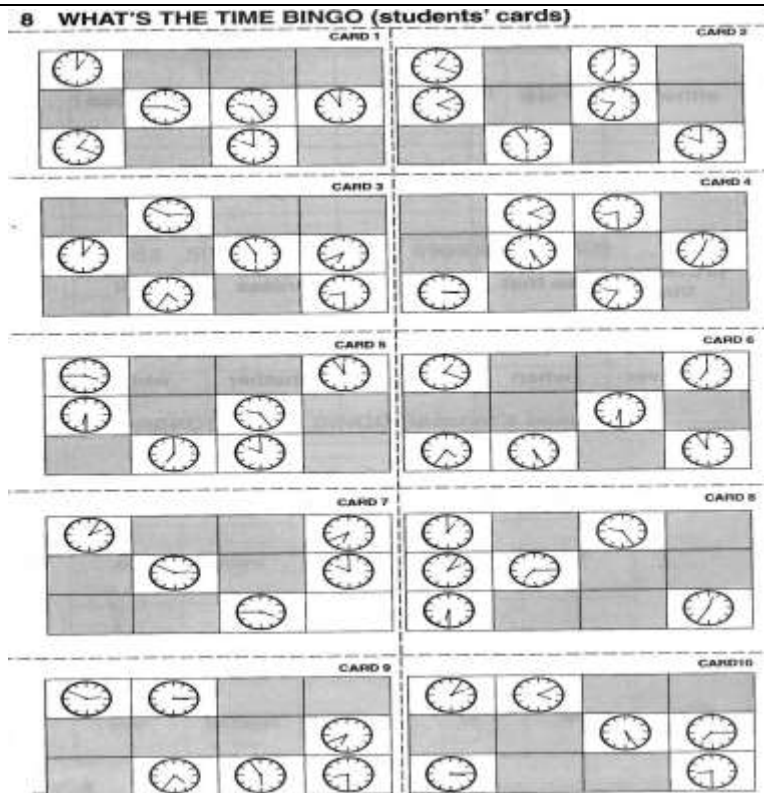
Appendix № 1



Appendix № 2

1:00	1:20	2:05	2:50	3:15
3:45	4:10	4:35	5:25	5:55
6:30	6:40	7:00	7:15	8:30
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Appendix № 3



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