



## PEDAGOGICAL BASES OF DEVELOPING CREATIVE ACTIVITY OF REQUIREMENTS IN ENGLISH TEACHING.

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**Annotation.** *This article discusses the issues of developing students' creative activity in teaching English. The article also lists the lesson plan, its structure, and the main problems in teaching English.*

**Keywords.** *teaching, methodology, problem, activity, idea, skill, formation.*

**Introduction.** Technological map of the organization of the English language. Theme: Consonant "S" (pronunciation) The purpose of the lesson. 1. Practical goal To develop skills in students through the use of word materials, the ability to use words in independent speech, to understand their meaning. 2. Educational purpose. To provide students with a general education on the topic, to further enrich the vocabulary of students through new words, to form their worldview. 3. Educational purpose. To be able to explain the letter "S" to students, to find the letter "S" in texts and sentences, and to form the spirit of students, to give them a moral, aesthetic education. 4. Developmental goal. The aim is to develop students' ability to consolidate the learned letter "S" through words, to use the words they have learned in speech independently, to form words using those words, to find the letter "S" in sentences with sound, to use dictionaries and manuals. Course Equipment: Textbook "Fly high 5", various letter drawings, visual aids with letters and other textbooks. [1,38]

PLAN: I. Organizational part:

Date report

T: Good morning (Good afternoon).



P: Good morning teacher.

Г: Who is on duty today? P: I am on duty today. My full name is . . .

T: Who is absent today?

P: Lola is absent today

T: Why? Do you know?

P: She is ill. She has a high temperature

T: Oh! That's too bad.

T: What date is it today?

P: Today is the 12<sup>th</sup> of February.

T: Please, come to the black board and write down the date.

T: What is the weather like today?

P: The weather is cold but the sunny.

T: O.K. thank you for your report. Sit down, please.[2,24]

II. Checking home up the work. The aim: to control the degree of knowledge of the pupil last lesson.

Г: What was the homework for today?

P: You memorized 10 words related to the 2 letters "V" in Alphabet.

Г: Are you ready?

P: yes

Г: Not "Yes", Ye. or Yes. Are you understand me? How are the English consonants formed? If the air stream which comes out from the lung meets and some obstruction in the mouth or nasal cavity the English consonants are formed. There are 20 consonant letters in English alphabet and the some consonants make two sounds. There are c [s.k], g [g, dz], s [s, z] x [ks, gz] It is also explained in Uzbek. I Presentation of new theme: we will go through the letter "S" with you today. It is in the 3<sup>rd</sup> place in the English alphabet and it is said that "S" and "k" are read, and in which cases the letter "S" [s] and [q] are read, it attracts the readers' attention. [3,18]



**Discussion and results.** The main problems in teaching foreign languages, especially English, in general secondary schools are the same as the problems that can arise in teaching any foreign language as a second language. But when it comes to school children and younger learners, the teaching process seems to be several times more difficult. From my personal experience and observations, I have come to the conclusion that the following 10 main problems are most common in teaching English to school-age learners:

1. **STUDENT RELYING ON THE TEACHER.** I've seen this happen a lot, both in groups and with individual students. If students do not know the correct answers to some of the questions, they are silently waiting for the teacher to give the correct answer. Maybe it depends on the child's learning psychology. But in such situations, I think it would be better for the teacher to encourage the student to think independently and find the answer independently, even if it is using a book or notebook. Excessive attachment to the teacher can be observed even in students who know and can say the correct answer. You ask a question, the student knows the correct answer, says the answer, but still looks at you with the gaze of getting the right answer. I think this behavior is not about knowing the answer is right, but rather about not believing in the answer itself. Every English teacher should encourage students to reduce such situations and to help them think independently as much as possible. Inspiration is very important in this situation, because it increases the student's self-confidence.

2. **MORE USE OF MOTHER TONGUE.** It is not possible to teach a foreign language in a foreign language class. It is possible to teach in this way in large classes of the school, especially with graduates, but I think it is impossible to teach English with young learners without using Uzbek. However, overuse of the first language (mother tongue) can also be a major barrier to students learning a foreign language. In English classes, there should be a balance between the teacher's use of English and Uzbek. But how do you find that standard? If Uzbek is spoken a lot,



it seems that English is not spoken enough to the students. Conversely, if English is spoken a lot and students do not fully understand what they are talking about, they may not be able to fully understand some of the tasks. [4,52] In any case, the use of language in classes between mother tongue and English is me. The problem with the crack, I think, worries most teachers.

3. NOISEY, RABBETING, DISCONTINUING STUDENTS. Although such students can cause disruption of any lesson, the presence of such students in English classes is primarily the fault of the teacher and secondly the lesson that the student is not interested in and is not equipped with sufficient equipment. The presence of such students in Uzbek-language subjects such as history and geography can be interpreted as "the child is not interested in science", but not only in English. In English, in order for a child to be interested in a lesson, to be interested in science, he must first understand at least a little bit of science. It is important that the explanation is based not only on oral information, but also on visual aids, multimedia. In order to engage students in foreign language classes, to acquaint them with at least a little bit of science information, the lesson should be enriched with colorful pictures, drawings, multimedia tools that help to convey information to students even without knowing the language necessary.

4. STUDENTS "ESCAPE" THE SUBJECT OF THE LESSON. This issue is different from the previous one. Examples of student "kidnappings" include: a topic-based conversation begins, students engage in a conversation, a topic-based discussion continues, and students try to speak enough English. At a time when everything seems so good, students suddenly, sometimes unknowingly, start talking about something very similar to the topic, but completely different. While this is seen as a broader way of thinking, adding additional information, it is a departure from the topic and can go so far as to completely distract students from the main topic.



5. DISPUTES BETWEEN STUDENTS. Sometimes a friendly discussion can lead to unexpectedly big arguments and negative ones. Although this happens not only in English classes, but also in any other science classes, the reason for such cases is that students do not have enough interest or understanding in science. To prevent such negative situations in the classroom, every teacher should try to follow the recommendations given in Problem 3 above as much as possible.

6. STUDENTS DO NOT FULLY UNDERSTAND THE ASSIGNMENT. In English classes, it is recommended that all assignments be given in English, if possible, without forgetting to use the native language. But what if students do not understand the assignments in English well enough? In order for the explanation to be clear, the teacher should also try to explain the task to the student visually based on hand movements, facial expressions, and special movement signs. [5,74] Verbal + visual explanation is always two fold brings good results.

7. STUDENTS ARE BORED. It is natural for students, regardless of their age, to get bored in boring classes. To make the lessons more interesting, teachers need to be able to talk to each student in the class, learn about the personal interests of the class members, and move on to explaining the topic, taking into account the general interests of the class.

8. PERMANENT PREFERENCE OF ONE OR MANY EXCELLENT STUDENTS. This situation, which causes students to be constantly separated and students to always be second to each other, should not be allowed in English classes. Everyone should participate in English classes equally and learn equally. While some students who are better educated than others may be given good grades in the classroom and a certain amount of incentives, it is important to keep in mind students who are slower to learn or who are not fully involved in the class. They need to be encouraged more than others and given the opportunity to take an active part in the lesson.



9. STUDENT ARRIVALS IN PREPARATION FOR CLASSES. The first reason for this is that the teacher does not pay enough attention to the completion of the assignment on the topic of the lesson. If the teacher spends a certain portion of each lesson checking only the assignments based on the topic covered, and no student in the class is left out, the class will be significantly more likely to be ready for class. The second reason for not preparing for class may be that students do not do their homework because they say they do not understand. To prevent this from happening, the teacher should clearly explain the homework at the end of each lesson, make sure that each student understands it, and do the homework correctly by working with the students separately after class, if necessary. should give instructions about.

10. LATE TO LESSONS. It is important to explain to students that being late for class is not only disrespectful to the teacher and the class, but also distracts the learners and can be a negative situation. In order to discipline students who are chronically late and to reduce the number of delays in future classes, it is necessary to include rules prohibiting delays in the "English lessons rules". If necessary, light penalties should also be established for students who are late or permanently late. It is up to the teacher to make sure that each lesson goes smoothly. Teacher-student collaboration plays an important role in finding solutions to almost all of the 10 most common problems in the example above. Therefore, in addition to being a mentor to their students, it is important for a successful teacher to make friends with them.

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