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THEME: DIFFERENT APPROACHES TO TEACHING SUBSTANTIVIZED ADJECTIVES TO B2 LEVEL LEARNERS

Admitted to proof: Done by: Jurakuli M.

Head of the chair: Scientific supervisor: prof.
Ruzikhulov F. Sh.

Reviewer: Rasulov N

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ABSTRACT

The urgency of the research is determined by the inadequacy and limitations of the existing theoretical research in the area of actualization of a language and, consequently, the need to fill the existing gaps with the goal of deepening scientific knowledge, the demand for such scientific research as having a high applicative potential in terms of updating communicative strategies and, importantly, presence of necessary scientific premises allow us to reveal essence of the investigated phenomenon.

Preliminary examination of the actual language material, andalso the analysis of the indicated phenomenon in linguisticactualization makes it possible to distinguish within the framework of substantivized adjective parts of speech, i.e. the transition of the words of other parts of speech into nouns and various approaches to learn the substantivized adjectives[2,84].

The object of this study are the words of other parts of speech (primarily, the adjectives), which turn into nouns, i.e. substantivized adjectives of Russian and English languages and various approaches to teaching the substantivized adjectives.

CONTENT

INTRODUCTION

The adjective is the most important exponent of the exact determinative characteristic of objects, the phenomena of objective action. The morphological sign of adjectives vary by gender, number and case in Russian. Unlike the essential forms of the genus, the numbers and cases of adjectives are not an independent means of expressing lexical and grammatical meanings, since they completely depend on the gender, number and case of those nouns with which these adjectives are co-ordinated.

Words that denote a permanent feature of objects are called adjectives.The semantic basis of the name of the adjective is the notation of quality, attribute, belonging of objects as a relatively permanent property. Their semantics are diverse and cover various thematic series.

The suffixes forming adjectives indicate the syntactic connection of adjectives with nouns, and other parts of speech, that is, they perform the functions of grammatical forms of coordination with nouns.

Adjectives most often serve as a defining or a nominal part of the predicate, for example: the father works in a small room at the desk near the window ... (March); She is so young (bride), so innocent (chaste), and he's so windy (windy), so immoral.

The attribute of an object is denoted by the adjective or directly lexical meaning of its basis (yellow, crimson, cheerful), or through the ratio of the object to other objects (brick house / annual report / annual report, account /, gas stove / gas-cooker /, newspaper information / paper information /, etc.). In addition, adjectives may indicate the belonging of an object to any person or animal (din bicycle / avuncular bicycle /, cat's house / cat's house / etc.).

All adjectives are divided into the following main groups: qualitative, relative, possessive depending on how and what attribute is

indicated by the adjective, and also, what grammatical properties the adjective possesses[14,42].

I.LITERATURE REVIEW

A. Substantifiedadjectives

Grouping of adjectives by value.

Words that denote a permanent feature of objects are called adjectives.The semantic basis of the name of the adjective is the notation of quality, attribute, belonging of objects as a relatively permanent property. Their semantics are diverse and cover various thematic series. The adjective is the most important exponent of the exact determinative characteristic of objects, the phenomena of objective action. The morphological sign of adjectives vary by gender, number and case in Russian. Unlike the essential forms of the genus, the numbers and cases of adjectives are not an independent means of expressing lexical and grammatical meanings, since they completely depend on the gender, number and case of those nouns with which these adjectives are co-ordinated[1,22].

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Qualitative adjectives.

Qualitative adjectives are adjectives that designate the attributes, properties and qualities of objects, which we perceive primarily directly, that is, they are direct names of characteristics. Lexical meanings of qualitative adjectives are diverse. They designate colors (white, crimson, light brown, brown, gray), spatial concepts (straight, left, wide), qualities (acid, salty, hot, heavy, strong), character traits (sympathetic, mean, physical or physical, the quality of people and animals (curly, thick) and other signs.

Qualitative adjectives have the following lexical and grammatical features:

1) the presence of a complete and concise form: white, clean, hot, interesting, strong, expensive;

2) the possibility of forming the degrees of comparison: expensive, expensive, more expensive, most expensive; clever, smarter, more intelligent, etc .;

3) the presence of forms of subjective evaluation diminutives, such as lessboileddeep bright, fair light, lightwadded, light-colored, light-colored, etc .;

4) the possibility of education from most qualitativeadjectives adverbs -ly: beautifully, unnecessary;

5) the possibility to enter into antonymic pairs of words: bright - dull, light - dark, good - evil, high - low;

6) the possibility of the formation of abstract names of creators with the help of suffixes -out-, -in-, -ost, -est, -in-, -strength and others: emptiness, steepness, stinginess, flowability, magnitude, wealth and etc.;

7) the possibility of being root (primitive), for example: blue, young, red, fair-haired, etc., and derivatives, formed with special suffixes, for example –ish, -ful, -less and others: bluish, youthful, harshless.

The listed lexical and grammatical features distinguish qualitative adjectives from possessive and relative. However, not every qualitative adjective possesses all the indicated features. The presence of individual characteristics is directly dependent on the time of appearance of an adjective in the language, from its semantics, morphological structure and style affiliation [7,43].

So, the qualitative adjectives of the classroom (classroom), the shock (shock brigade) and others, originally formerly adjective relative, as well as adjectives roots (business, white , comic, comradely) do not form brief forms and forms of subjective evaluation.

Qualitative adjectives, which call a sign that does not manifest itself to a greater or lesser extent (sick, lame, blind, barefoot, naked, oblique, bald, dumb, etc.), do not have the same degree of comparison.

Thus, the noted lexical and grammatical features of qualitative adjectives are, to a certain extent, usable. Nevertheless, the presence of at least some of these features makes it possible to distinguish qualitative adjectives from possessive and relative, to which all these attributes are not characteristic.

Relative adjectives.

Relative adjectives are those adjectives that designate the attribute not directly, but its relation to another object, phenomenon or action, that is, indirectly. They refer to the relation to the person (human

weaknesses, children's games), to the action (crushing machine, washing machine), to the time and place (morning hour, urban transport, local resident), to the number (triple somersault), to the abstract notion (religious prejudices, idealistic delusions), and so on.

The general lexical meaning of relative adjectives is unchangeable and can be defined as "relating to a given object", "characteristic of the given subject". This circumstance makes it possible to replace relative adjectives with prepositional-nominal combinations with words from which these adjectives are formed (most often nouns). For example: a silver cup - a bowl of silver; vegetable ragout - ragout of vegetables, etc.

Morphologically relative adjectives differ from qualitative ones. They, as a rule, do not form comparative degrees, short forms and forms of subjective evaluation, they do not have antonyms, they do not form adverbs -ly, etc.

In contrast to qualitative adjectives, which are basically root, relative adjectives in the overwhelming majority have a derived basis, and they are characterized by special word-building suffixes (for example, -ish-, -less, -full, -y, etc .: sandy, childish).

The transition of relative adjectives to qualitative ones.

Qualitative and relative adjectives in modern English are not closed groups. The grammatical border between them is mobile, since the semantic signs that allow one to distinguish one category of adjectives from another are subject to change.

Almost all relative adjectives have in meaning a shade of quality, which as a result of certain pricings sometimes develops into an independent meaning. For example, the relative adjectives of gold, iron, stone, steel, wood, fraternal, class, theatrical, concerto and many others can also be used in their basic meaning of relative adjectives (gold bracelet, iron lattice, stone house, steel cable, a wooden fence, a common

grave, a school board, theatrical scenery) and in the sense of qualitative adjectives (golden character, iron will, stone face, steel nerves, wooden goose, fraternal union, theatrical gesture).

Relative adjectives, passing into the category of qualitative adjectives, sometimes (as a phenomenon of individual author's style) acquire and morphological features of the latter, for example, a brief form: We write that the day was cold (M.); degree of comparison: *His gait was becoming more wooden (Kor.); And the Colonel himself, who, the more he drank, became all glass, and the other officers had a desperate mood (Fad.)*; the ability to form abstract nouns and adverbs: *They did not know the roles, played <u>woodenly, hesitantly</u>* (Ch.).

Some relative adjectives as a result of consumption in the meaning of qualitative ones finally lost their original meaning and passed into the category of qualitative adjectives. Such a path of development was, for example, adjective, outrageous, seductive, attentive, stormy, and many others.

Possessive adjectives denote the appropriateness of an object to a particular person or (to an animal): fathers, sisters, cats, etc. The semantic basis of possessive adjectives is an indication of the owner-individual.

As a rule, possessive adjectives are formed from nouns denoting animate objects, with the help of suffixes -ine, -hood, -ish, -'s. For example: Lisa - Lysine; brother- brotherhood; girl - girlish; father - fathers; Vladislav - Vladislavlev; Pushkin - Pushkin's (Pushkin's apartment) K

Possessive adjectives, formed from substantive, denoting inanimate objects, are very rare. Their use is characteristic of the individual style of individual authors. The use of possessive adjectives with suffixes –'s, as part of free phrases is limited by conversational styles of the language.

In other styles of the language, possessive adjectives are usually used as elements of separate phraseological turns (Procrustean bed, Herculean pillars, tantalum flours, crocodile tears, etc.) or elements of complex scientific terms (voltaic arc, caesarean section, Anton's fire, arch honey screws, Graves disease, etc.).

Adjectives are possessive only if they are associated with the idea of individual belonging to a particular person. For example: *I visited the Pushkin apartment in Moscow; He returned to his father's house.* These same adjectives, having lost the importance of belonging, can act as qualitative ones. For example: *The young poet wrote several poems in the Pushkin style; He showed paternal care in relation to his younger brother.*

In the history of the English literary language possessive adjectives were the basis for the formation of many names, names, geographical names (london's, New-York, etc.).Possessive adjectives denote a common generic accessory, and not belonging to one person or animal.

To the same group of adjectives are also adjectives on (chicken (chicken soup, cat (cat paw), etc.). Adjectives in modern English language usually mean a property inherent in one or another living being. This semantic feature allows this adjective to be relatively easily transferred to the category of relative and even qualitative adjectives. For example: *the bear den, the tail of the tail - possessive adjectives; bear service, wolfish appetite - qualitative adjectives*, etc[6,51].

The transition of the names of adjectives into nouns.

The transition to the category of nouns in other parts of speech is called substantivization (from the Latin substantive-noun). In the names of nouns, adjectives (mostly relative) often go over.

Many adjectives passed into nouns comparatively long ago, and their connections with the names of adjectives in modern English were

lost, unmotivated (the so-called historical substantivation). For example; peon, tailor, comma, lowdown, ins and outs, pedigree, bloodline, pavement, causeway, cake, dowry (dowry, dower, portion, jur.dot), and so on.

There is also a process of a different order, when the grammatical meanings of adjectives vary depending on the lexical environment in the context. In this case, substantivized words retain their connections with the names of adjectives. Cf. The use of the same words in the role of adjectives and in the role of nouns: Almost every day he passed by the confectionery (confectionery, sweet-shop) factory. - He ate without measure candy in the confectionery (confectionery, swet-shop) (G.); *There was a nursery cot, two chests, two armchairs, a table and nursery table and a stool in the room (L.T.). It was a children's room (playroom). Sadly hung his head, a black one-eyed Mishka was sitting on the closet, the roller was lying in a corner, on a low round table there were some collections, games* (Cover.).

In the nouns, separate qualitative adjectives pass. For example: curve (curve), young, young, pigeon, youngling, roast, sweet. Wed: *Pylko's heart is young, there is no love for his fries* (O' Henry) .- *The young stretches to love naturally and simply, like flowers to the sun* (Matteush).

Possessive adjectives plays a significant role in the replenishment of the nouns (mostly proper names), for example: Hoffman, Broadway, and so on.

Nouns sometimes are used with participles (pre-essentially valid) in the event that they acquire the meaning of objectivity. Wed: *These were masters willingly working (working, working people) over the manufacture of new wood products. - All workers (working people) in our country have the right to an annual state-paid rest.*

The role of nouns, individual passive participles can also be used, for example: killed, inaccessible, unspoken, etc. Cp .: *Unexplained (unspoken) for a long time tormented both .- No one expressed (no vernacular) assumption. Or: There were many dead on the battlefield (count) .- The ducks killed by the hunter were quickly prepared for roasting.*

In some cases, pronouns can be used as nouns (for example: I, myself) and interjections (for example: hurray!). Interviewing his "I" ("I") was for him the happiest of you (Gonch.) .- *I am not worthy of you, I know it (T.). Wed: The walls from "hurray" ("hurray") and trembled and trembled (D. Davydov) .- Women shouted: Hurray! and the caps were thrown into the air (Gr.).*

Adjectives (most often relative) can sometimes go into the category of nouns, that is, they are capable of substantivization.

As the class of nouns, adjectives remove their basic value of quality and acquire the meaning of objectivity, which is the semantic basis of the names of the existent.

The degree of substantivization of adjectives can be different. So, some adjectives (most often relative) have completely passed into nouns, having lost the ability to vary by birth (universe, governor, comma, pavement, tailor, rostovodnaya, etc.). Their connection with the adjectives from the point of view of the modern language is lost. Such formations are unmotivated. Other adjectives can be used as nouns (the doctor patiently listened to all complaints of the patient), and as adjectives (the doctor examined the sick child). Such adjectives are adjectives - greyhound, bay, horse, sentinel, military, bathroom, curve, dance and many others. Such formations are motivated. In this case, we can talk about the degree of substantivation[8,76].

Some special qualitative adjectives pass into the class of nouns, but they dramatically change their lexical meaning. Wed, for example: *Between the hot and Blanman'sTsimlyanskoy already (P.) .- Soldiers ran into a pile and met the advancing Turks with hot gun fire (Garsh.). Or: Somehow he fell ill with pneumonia (C.) .- And on the ship, and even in a combat situation, we are very modest, except for a light wine, the inspector will never put anything on the table (Step.).*

The translation of words from other parts of speech into adjectives.

The use of different parts of speech as adjectives is called adjectivation (Latin adjective - adjective).In the category of adjectives, a significant number of participle passes: a worn dress, a choked voice, an uplifting mood, etc. When passing into adjectives, the participles lose their main verbal signs: time , the type and ability of the verb control.

The category of adjectives sometimes possess nouns with plurals: favorite flower, invisible tears, indeclinable nouns.

Adjectives formed from passive participles with the help of the suffix -m- (-im-), in English are relatively few. Already in the second half of the XVIII century.Qualitative adjectives are formed directly from the verbal foundations of the perfect and imperfect species with the help of the suffix -ish, -ing, -ed, bypassing the stage of formation of participles. In modern English, they are most often used with a particle-attachment-not-elusive, ineradicable, insoluble, etc[11,21].

The participles that have passed into the category of adjectives sometimes acquire characteristic grammatical features of qualitative adjectives: the ability to have full and short forms (the mood is elevated, the result is unexpected), and the ability to form forms of degrees of comparison (this invitation was more unexpected than that) and etc.

There are cases of transition to the category of adjectives and real participles of the present tense (tremendous news, knowing the student, the next day, a brilliant response, blooming health, etc.), which also lose verbal signs and sometimes acquire certain features characteristic of adjectives (short form , the degree of comparison, the form of subjective evaluation, etc.). For example: *I have not heard a more brilliant answer; The most brilliant number of the program at the concert was reading poetry by V. Mayakovsky; His deeds were not very brilliant. Cf. also the use in the book language (most often in the author's style) of short forms of participles that have become adjectives: Look ... there was something already too fixed and testing (Dost.); The bayonet is sharp and pre-emptive (AN T.).*

In addition to participles, other parts of speech can pass into the category of adjectives. Thus, in the role of qualitative adjectives, certain place-names and ordinal numerals can be used in the context of the context. Wed, for example: The year passes and another - there is no news (P.). - *I'm no speaker, between lunch break (Gran.). Or: Three treasures in this life were a joy to me. And the first treasure was my honor (P.) .- Soon the boy became the first pupil in the class.*

Nouns in the process of language development can pass into other parts of speech. It is not uncommon to use nouns, for example, such as a brother, sister, business, in the role of place, for example: *That's someone else's hands you want to rake up heat. We know your brother (T.) (ie such /such/).- One morning my younger brother (younger brother) came to my bed ... (Kor.).*

Some nouns served as a basis for the emergence of adverbs. And adverbs of nouns are most often formed by merging the case form with a preposition, for example: *afterward, ford, squatting, fit, secretly, secret, in petto, , forever (forever), in flames, externally, crosswise, from afar,*

upward (uppermost), etc. Wed: Gavrila sought refuge in terrible priests (T.) .- Worker in a hurry, ran to him with a cry: "Fire! fire!"(T.).

Sometimes adverbs resulted from the isolation of one of the decisive forms from the general system of declination, for example: head over heels, around, free, for nothing, arrect, trot, jogtrot, gropingly and others.

Individual nouns can act as unions (most often in conjunction with other words), for example: because (see against, so); while (till); since (ever since, ever after), etc.It is not uncommon for nouns to be used in the function of prepositions, for example: in continuation, during, for example, for purposes, depending, according to, for, by, etc. for example: *Due to the rain, the road became very uncomfortable (Miklukhno -Maklai) .- The prosecutor intervened in the investigation into the offenders' case; During the supper Grushnitsky whispered and pereemigivalsya with the dragoon captain (L.) .- In the continuation of the story introduced new characters.*

There is observed the use of nouns as input words or the participation of nouns in the formation of modal phrases, for example: the right, the truth; to my happiness, unfortunately, to the surprise, in a word, a word to say, etc. For example: *Right, come, maybe together we will come up with something good (A. Ostr.) .- The right of the strong reigned within these walls in its full scope (M.-S.); I meet, I imagine, myself. Growth, figure, coat, voice. In a word - I (Romashov) .-* In a word it is difficult to answer such a difficult question.

Finally, individual nouns can be used in the function of interjections and interjectional expressions, for example: *Guard! March! Mother! Horror! That's the story! etc. Wed: There was a piercing, pleading cry ...- Brothers, what is it? Brothers, leave! Guard! (Pomil.).- Parades,*

guard, training - all these odes will not inspire, but only the soul will dry up (P.).

Adverbs formed from the names of adjectives and participles.

The most productive group of adverbs, formed from the names of adjectives and participles.Without adverbs, adverbs of qualitative adjectives are created with the help of suffixes –ly, -ful: bad, cold, fast, fun, easy, bold, skillful, high, low, sincerely, singing. These adverbs are homonymous with a short adjective of the middle kind and differ only in syntactic function: short adjective - predicate, adverb - circumstance. For example: *Coats are good; He sings well.*

From the real participles of the present time adjectivized, that is, converted into adjectives, adverbs are formed with the suffix -ing: menacingly, defiantly, incinerating, pleading, exciting, suffocating. The passive participles of the past, adverbs are formed with the suffix -ing: excitedly, organized, cohesive.

The relative names of adjectives with the suffix -are -area on -o, -e (with a limited range of values-time, number, order) are formed with the prefix: monthly, day-by-day, every minute, serially, line by line, line by line; and more - without a prefix, each piece, hourly.

From the relative adjectives in -skish, -sky, -ic the adverbs are formed with the help of the suffix - "(with the prefix without and without it): in German, childishly, in Greek, in a pig, in a masculine, enemy ,Uharski, fraternally, heroically, hysterically, factually, ironically. Some adverbs allow for a dual formation: friendly - friendly, brotherly - brotherly.

From the possessive adjectives on-i adverbs form ¬ with the suffix –like, -ish, with the prefix-in the form of a woman, human-like, bearish, hare-like, camel-like.

Adverbs can also be formed from a combination of the names of the adjectives: unexpectedly.

From the indirect cases of adjectives, both short and full, adverbs are formed with the help of various prepositions, which have been transformed into adverbs into adverbs. For example: with the pretext on - to dry, tight, forever, clean, naked, for long, light, naudal, spontaneous; with the pretext for - alive, dead, fresh, often; with a preposition in the - left, right, soon, blindly, hand-to-hand, hard-boiled, cleanly, and also in combination with the base of the numeral half; with the pretext of (co) - in youth, left, right, drunk, again, blind, hot; with a pretext from - long, out of yellow, sidelong, bright, blue, exhausted; with the pretext of being up to - do dry, clean, full; with the pretext, in general, in a long, simple, empty, equal, military, summer, nightingale; with a combination of prepositions[2,37].

B. Various training approaches

Modern pedagogical technologies.

The word "technology" comes from the Greek word: "techne" - art, skill, skill and "logos" - word, teaching, science, law. Literally "technology" is the science of mastery. The term "pedagogical technology" literally means - the teaching of pedagogical art, craftsmanship.

The concept of "pedagogical technology" has made its way into pedagogical science for several decades. With the introduction of technology into the educational process in the West, they started talking about the technology of teaching, linking it with technical training facilities (TCO) at first. In Russia, the concept of "learning technology" was broadened to the term "teaching technologies", meaning the meaningful technique of the teaching and upbringing process.

What is the difference between methodology and pedagogical technologies? Briefly, we can say this: the methodology is a set of specific techniques used to realize the tasks set in the sphere of education, science, psychology, and pedagogical technology is a concrete scientifically justified, specially organized training for attaining a concrete, realizable goal training, education and development of the trainee. When developing the technology of teaching, it is predicted that the teacher and the trainee will be very specific, using or without TSS.

So, the difference between the above categories can be represented as follows: the technique can be called the direction of movement, the road map along which the performer will move. A technology is a detailed route, which allows you to predict the speed, distance and other important nuances. Thus, the methodology is the core of technology: the applied toolkit can change, speeding up production processes, but the essence remains the same.

Teaching technology is a way of realizing the content of training provided for in the curriculum, representing a system of forms, methods and means of instruction that ensures the most effective achievement of the goals set.

First, the basis of technology is a clear definition of the ultimate goal. Conservative teachers do not consider the problem of the goals of the leader, the degree of their achievement is not determined accurately, "by eye." In technology, the goal is considered as a central component, which allows us to determine the degree of its achievement more accurately.

Secondly, technology, in which the goal is defined accurately, allows us to develop objective methods for monitoring its achievement.

Thirdly, the technology makes it possible to minimize the situation when the teacher has to switch to pedagogical impromptu in finding an acceptable option.

Fourthly, in contrast to the previously used methodological pourochnye developments, aimed at teachers and types of its activities, technology offers a project of the educational process that determines the structure and content of educational and cognitive activities of students.

Scope of the concept of "technology" in pedagogy.

As V.P. Bespalko notes the concept of "technology" is used in pedagogy in at least three senses.

1. As a synonym for the terms "methodology" or "form of training organization" (technology for writing test work, technology for organizing group activities, communication technology, etc.).

2. As a set of all methods, means and forms used in a particular pedagogical system (VV Davydov's technology, traditional technology of teaching, etc.).

3. As a set and sequence of methods and processes that allow to obtain a product with specified properties.

The use of the concept of "technology" in the first sense does not give pedagogy anything new, does not specify the learning process. Simply, one concept is replaced by another. If previously said "method (or system) V.V. Davydova, D.B. Elkonin ", now, in order to flash their erudition, they say" technology VV. Davydova, D.B. Elkonin. " From the change of words the essence of the subject (the system of VV Davydov, DB El'konin) has not changed.

In the second case, when by technology is meant the totality of all methods, means and forms used in a particular pedagogical system, we are talking about a new concept with its own meaning. However, in this case the term "technology" loses the original meaning with which it

came from the industrial sphere. The conclusion can be made unambiguous: the replacement of well-known and well-developed concepts with more general and non-specific ones is a definite step backward, a departure from scientific positions. Therefore, the use of the term "technology" is most justified in the third interpretation.

The technology of teaching the substantivized adjective.

According to V.Dal's definition, the word technology is defined as the science of technology, therefore, the technology of learning is the science of teaching techniques (in our case it is the science of the technique of teaching the substantivized adjective). This emphasizes the fact that training should be carried out on a scientific basis, i.e. teaches you need to master modern knowledge, a set of scientific knowledge about what to teach, how to teach, why to teach so, and not otherwise.

Thus, the technology of teaching presupposes a scientific approach to the content of learning (linguistic, psychological, methodological content).

We will try to describe the technology of teaching the substantivized adjective, identify and open some of its component components, which, it seems to us, will help the future teacher-teacher in his work in the conditions that currently has an education in the Republic of Uzbekistan to get the B2 level to study English language.

As is known, the organization and implementation of the pedagogical process takes place through various approaches, methods and methods of teaching; with the help of a variety of teaching aids; with the help of various organizational forms of work of students; taking into account the age of the students, their level of preparation for substantivized adjectives and general development, the level of training, the degree of training, the teaching material and the time devoted to the study of this subject. All of the above is included as a component in the

learning technology and is directly related to the problem of how to teach. Let us dwell briefly on each of these approaches.

1. In the pedagogical process, the teacher and the learner interact: one teaches, the other learns. This interaction is carried out by means of methods and techniques. As methods, i.e., those methods by which interaction is carried out in the system, the teacher-student at the present stage is distinguished by the diversity of modern pedagogical methods, among which the leading place is given to communicative and interactive. No less important is the choice of methodical methods for the implementation of the above methods of teaching.

So, for example, when organizing an introduction to new material, the teacher must strive to mobilize students' thinking without spending a lot of time on it; when conducting training, it is necessary to take into account the individual characteristics of students, to strive to ensure that the proposed tasks are perceived by the students not as exercises, but as a speech act. It can be a conversation about what is happening and facts, literary heroes of books read, movies viewed, etc. At the same time, it is very important that students not only retell the content of what they read or see, but also express their attitude to facts and phenomena and give them an assessment. An extremely important factor in the implementation of teaching methods is the organization of the student's independent work.

2. At the present time, a teacher-teacher of literature has a whole arsenal of teaching aids, which he can use in the teaching and educational process. These include TCO and visibility. Technical training tools are interactive whiteboard, linguaphone, training films, slides, video, computer, etc. Visibility is a textbook, a book for reading (newspapers in English), grammar guides, dictionaries, material (in the form of cards), tables (phonetic, grammatical, lexical, spelling), pictures

(subject, situational, thematic), albums, maps, plans (places, buildings, rooms, etc.), class board,

The teaching of a substantive adjective at the present level is impossible without the wide use of various teaching aids. Sufficient diversity of visual means of teaching, skillful and reasonable use of them enables the teacher to involve students in active work. They allow to affect the emotional sphere of students' life, to activate their thought processes (analysis, synthesis, comparison, inference) and stimulate their speech activity.

3. Increase the time of active work of each student is possible provided that the following organizational forms of work are used: front, group, pair, individual.

To learn to listen, to work on reading to oneself, to make an annotation or to perform some other kind of written work, to use a dictionary or grammar guide (when all students do the same job), frontal work is recommended. The teacher turns to her whenever he needs to show the students the rational ways of working. The group form of work (in each group of 3-5 students) allows, on the one hand, to provide training under the supervision of the group expert for the performance of the exercise, on the other - to create conditions for communication: each group informs its classmates something new. The success of this work is determined by how well the teacher of his students knows, the capabilities of each of them, to properly divide them into groups and to allocate in each such expert, which you can rely on.

To learn dialogical speech, you should use a pair form of work. In pairs, you can carry out question-answer exercises, train in building dialogical units on a model, make dialogues for a given situation, learn a dialogue. The effectiveness of this work depends on how the teacher distributes his / her attention, how he / she performs the control over the

performance of the assignment and provides assistance to those who need it.

4. When choosing methodical methods in the teaching and educational process, the age of students, the level of their general development and language training, the level of instruction and the degree of training, as well as the teaching material and the learning conditions (the amount of time devoted to studying the substantivized adjectives / literature, the number of students, the equipment of the office).

Thus, the technology of education should help in how to take into account the factors mentioned above, so that the mastering of the teaching material, the development of the skills and abilities in the language being studied, is effective.

Modern society puts forward new demands on the school, on the educational environment as a whole. New social demands determine the goals of education as a general cultural, personal and cognitive development of students, providing such a key competence of education as "to teach to learn."

Therefore, the school faces the task of forming a meta-study:

• Theoretical thinking (generalization, systematization, definition of concepts, classification, proof, etc.);

• Skills of information processing (analysis, synthesis, interpretation, extrapolation, evaluation, argumentation, ability to collapse information);

• Critical thinking (the ability to distinguish facts from opinions, determine the conformity of the statement with facts, the reliability of the source, see the ambiguity of the statement, unspoken positions, bias, logical inconsistencies, etc.);

• Creative thinking (shifting, seeing a new function, seeing the problem in a standard situation, seeing the structure of an object, an alternative solution, combining known methods of activity with new ones)

• The quality of thinking (flexibility, capacity for broad transfer, etc.)

The core of the development of intellectual skills is critical thinking.

The organization of the educational process in the new information and educational environment is based on modern pedagogical technologies, and the teacher is free to choose them. In this regard, the following pedagogical technologies become most relevant:

- technology of project training,

- Technology of development of critical thinking,

- thought-activity pedagogy,

- Problem training,

- project training,

- Logical-semantic modeling technologies and others.

The development of rational, critical thinking over the past decades is one of the educational goals generally recognized in pedagogy. In socio-pedagogical terms, its importance is usually associated with the idea of supporting a democratic society in the balanced critical thinking of citizens and the associated ability to make deliberate, informed decisions.

The technology is based on the ideas of great psychologists about the creative cooperation of the pupil and the teacher, the need for development in the students of an analytical and creative approach to any material, in order to educate them not by consumers of information, but by active creative people.

Critical thinking means thinking appraisal, reflective thinking. This is an open mindset that does not accept dogma, evolving by imposing new information on personal life experience. This is the difference between critical thinking and creative thinking, which does not provide an appraisal, but involves the production of new ideas that often go beyond the scope of life experience, external norms and rules. However, it is difficult to draw a clear line between critical and creative thinking. It can be said that critical thinking is the starting point for the development of creative thinking, moreover, critical and creative thinking develops in synthesis, interdependent[16,55].

In order for the student to take advantage of his own critical thinking abilities, it is important that he develops a number of important qualities:

1. Readiness for planning. It is important to streamline the thoughts, decide in which order they should be stated. The orderliness of thought is a sign of confidence.

2. Flexibility. If the student is not ready to perceive the ideas of others, he can never himself become a generator of ideas and thoughts. Flexibility allows you to wait until a judgment is made, until the student has a variety of information.

3. Perseverance. Often, when faced with a difficult task, we decide to postpone its decision for later. Developing persistence in the tension of the mind, the student will certainly achieve much better results in training.

4. Readiness to correct your mistakes. A critical person will try not to justify their wrong decisions, but make the right conclusions for themselves, take advantage of this error to continue learning.

5. Awareness involves the ability to observe oneself in the process of thinking activity, Track the course of reasoning.

6. Search for compromise solutions. It is important that other people can accept the decisions made, otherwise these decisions will remain at the level of statements.

What is critical thinking? D. Cluster proposes the definition of this concept, consisting of five points.

First, critical thinking is independent thinking. When the lesson is built on the principles of critical thinking, one formulates his ideas, assessments, beliefs independently of the others. Consequently, thinking can be critical only when it is of an individual character. This is especially true when working with unfamiliar text: to form your own opinion about it.

Secondly, information is the starting point, and by no means the ultimate point of critical thinking. Knowledge creates a motivation, without which a person can not think critically. As it is sometimes said, "it's hard to think with an empty head." To generate a complex idea, you need to rework the mountain of facts, ideas, texts, data, etc. It is necessary to teach the children to perceive the most complex concepts and to keep a variety of information in memory. Learning critical thinking is only part of the multifaceted work of an English teacher.

Third, critical thinking begins with asking questions and understanding the problems that need to be addressed. People are curious by their nature. We notice something new and want to know what it is. The genuine cognitive process at any stage is characterized by the desire of the cognizer to solve problems and answer questions arising from his own interests and needs.

"Consequently," concludes John Bean, "the complexity of teaching critical thinking is partly to help students see the infinite variety of problems that surround us"

Fourth, critical thinking tends to convincing arguments. A critical-minded person finds his own solution to the problem and supports this decision with reasonable, well-founded arguments. He also realizes that other solutions to one problem are possible, and tries to prove that the solution chosen by him is more logical and rational than others.

Every argument contains three basic elements: a statement, a proof, a foundation.

And, finally, fifthly, critical thinking is social thinking. Every thought is tested and refined when it is shared with others - or, as philosopher Hannah Arendt writes, "perfection can only be achieved in someone's presence." When we argue, read, discuss, object and exchange opinions with other people, we clarify and deepen our own position. Therefore, teachers working in the mainstream of critical thinking always try to use all kinds of pair and group work in their classes, including debates and discussions, as well as various types of publications written by students[8,62].

Technology "Development of critical thinking through reading and writing" developed by the International Reading Association of the University of Northern Iowa and the colleges of Hobard and William Smith in the late 20th century. The authors of the program - Charles Temple, Ginny Steele, Kurt Meredith - members of the Consortium for Democratic Education. Since 1996, this technology has been tested in schools in many countries.

American scientists modified the ideas of free education and creative self-development of the individual (Zh.Z. Rousseau, LN Tolstoy, J. Dewey, J. Piaget, Maria Montessori), the activity approach to learning (Lev SemenovichVygotsky, AN Leontiev, SL Rubinstein), the principles of personal-oriented education (E. Fromm, K. Rogers, EN Gusinsky, VladislavVladislavovichSerikov, EV Bondarevskaya), as well

as ideas (Andrei ViktorovichKhutorskoy) heuristic training and brought them to the level of technology.

Technology attracts by what can be used in various subject areas (literature, history, social studies, legal education, foreign language, geography, ecology, world art culture, primary classes and others). This is a universal, "supra-subject" technology, open to dialogue with other pedagogical approaches and technologies.

Children are not easily motivated. And you have to constantly invent how to interest the child? Sometimes in this process teachers prefer the form and forget about the content. RWCT technology with a clear structure, algorithmic, sketchy and clearness of its methods, graphic organization of the material allows not only to diversify the lesson, make it non-standard, but also to achieve specific educational results:

• the formation of a new style of thinking (openness, flexibility, reflexivity, awareness, alternative);

• Development of the basic qualities of the individual (creativity, communicative, critical thinking, mobility, independence, responsibility);

• formation of a culture of reading and writing;

• the formation of the ability to ask questions, formulate a hypothesis;

• stimulation of independent search creative activity;

• launching mechanisms of self-education and self-organization.

Let's turn to the terminological arsenal of Technology.

Development is an irreversible process aimed at changing material and spiritual objects in order to improve them.

Thinking is the process of reflecting objective reality, which constitutes the highest stage of human cognition.

Critical - from the "critic" (from the Greek "kritike" -evaluation, analysis, discussion, hence "critical" - making assessment, analysis, etc.)

How would you define what critical thinking is?

Critical thinking:

- a natural way of interacting with ideas and information;

- A sensible, balanced approach to making complex decisions, how to proceed and what to believe;

- a special kind of activity that allows the student to make a sound judgment about the point of view or model of behavior offered to him;

- the starting point for the development of creative thinking.

It is creative processing, analysis, interpretation, etc. the information

Critical thinking has 5 characteristics (D. Cluster)

• Firstly - this thinking is independent

• Secondly, this generalized thinking

• Thirdly - this thinking is problematic and evaluative

• Fourthly, it is reasoned thinking

• Fifthly - critical thinking is social thinking

Critical thinker:

• Forms own opinion

• Make a deliberate choice between different opinions

• Solves problems

• Argumentedly argues

• Appreciates the joint work in which a common solution arises

• Is able to appreciate someone else's point of view and is aware that the perception of a person and his attitude to any issue is formed under the influence of many factors

Forms and means of development of KM

• data collection

• Text analysis

• comparison of alternative points of view

• Collective discussion

• different types of pair and group work

• the debate

• discussions

• Publication of written works of students

KM - written work

Basic skills: reading and writing

Reading for KM development

In the lessons built on the basis of TRAMMC, students work with two main types of texts - information (scientific, journalistic) and artistic. Techniques of technology, basically, work equally on both types of texts and allow students:

• Be guided in the sources of information

• use different reading strategies

• adequately understand what has been read

• sort the information in terms of its importance

• critically evaluate new knowledge

• draw conclusions

Letter for the development of KM

Writing skills play a crucial role in the development of critical thinking, since they allow you to fix unformed thoughts or images, examine them from all sides and "awaken consciousness."

Written speech deepens understanding: the writer fixes a thought, then studies it recorded, and as a response to this fixed thought, a new, even more interesting, appears.

Written speech sharpens curiosity, makes children more active observers, because to fix something, you need to study it, learn more about it.

Written speech develops reading skills in children, because they begin to "read as writers" and accordingly better understand how to design the text to achieve the goal.

When teaching written speech it is necessary to show the students how to get a good written text, to show each stage of this process. The teacher must remember that when teaching the letter, the main meaning should be thought and experience (the content and composition side of the text), and not just literacy

What is the innovation of the presented model?

This model represents the experience of practical implementation of the personality-oriented approach in teaching. The peculiarity of this pedagogical technology is that the student himself constructs this process in the process of learning, proceeding from real and specific goals, he himself tracks the directions of his development, he himself determines the final result.

On the other hand, the use of this strategy is focused on developing skills of thoughtful work with information, with text.

To develop critical thinking, it is necessary to create and apply special methodological tools.

One of these effective tools has become technology to develop critical thinking through reading and writing. The structure of this pedagogical technology is slender and logical.The basis of technology is a three-phase structure of the lesson, which repeats the process of perceiving information.

Each lesson in this technology is organized according to the scheme: challenge, reflection, reflection.

Technological stages.

Phase I Challenge (awakening: available knowledge of interest in obtaining new information

II phase Comprehension of content (getting new information)

III phase Reflection (comprehension, the birth of new knowledge)

2.3. Interactive learning approaches.

Three forms of interaction between the teacher and the student have been formed, established and widely disseminated in education.

1. Passive form.

2. Active form.

3. Interactive form.

Each of them has its own peculiarities.

Interactive learning technology is the organization of educational activity, which is carried out under the condition of constant, active interaction of all participants. This is a mutual learning, where both the pupil and the teacher are equal subjects of learning. It effectively contributes to the formation of skills and skills, creating an atmosphere of cooperation, interaction. During interactive learning, students turn to social experience - their own and other people, while they have to jointly solve the tasks, overcome conflicts, find common points of contact, make compromises.

In the course of interactive interaction, students' cognitive activity is activated, their independence and initiative are increased. The joint activity of students in the process of cognition, mastering of the teaching material means that each contributes its own individual contribution to this process, that knowledge, ideas, ways of activity, values are exchanged. And it happens in an atmosphere of benevolence and mutual support.

Interactive forms strengthen the motivation for learning, help to understand complex interpersonal relationships, help to study the characteristics of individual behavior. The use of interactive forms makes it possible to achieve a wider range of educational objectives more fully than with traditional forms of instruction.

Principles of the interactive approach

Analysis of numerous literature has allowed to formulate some basic principles of an interactive approach to learning.

1. Obligation of joint activity with the purpose of obtaining and producing information that is equally interesting and important for all participants of the educational process.

2. Changing the traditional role of the teacher in the learning process, the transition to a democratic style of communication: the teacher only regulates the process and engages in its overall organization, prepares the necessary tasks, formulates questions or topics for discussion in groups, advises, controls the time and order of implementation of the plan.

3. Reflectivity of learning, involving a conscious and critical understanding of the action, its motives, quality and results, both from the teacher and from the students.

From the perspective of modern views on the educational process and taking into account the principles of interactive learning, it seems necessary to add another manifestation of activity - social and psychological adaptation. In addition to knowledge, skills and abilities, the student should receive at school and as close to the real emotional and personal perception of future professional activity, the conditions for its implementation in all the diversity of social, social and production ties.

By the methods of interactive learning we mean a set of pedagogical actions and techniques aimed at organizing the learning process and creating conditions that motivate students to develop their own learning materials in an interactive, interactive and interactive way among students and in the process of communicating with the teacher.

C. Various training approaches substantified approaching to the exercising degree B2

The game in the hands of a good organizer, according to K.D. Ushinsky, turns into an effective tool for both training and education, requiring great intellectual tension from the students and at the same time bringing them great pleasure and satisfaction. The phenomenon of the game is that, as entertainment, rest, it can grow into education, upbringing, into creativity, into a model such as human relations and manifestations in labor[18,45].

The game, as a method of teaching the transmission of the experience of the older generations younger, people have used since antiquity.

The game is a type of activity in the context of a situation aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves.

A. S. Makarenko and other teachers argue that it is necessary to widely use the game in the educational process, as it gives the opportunity to embody the knowledge of the world in forms that are not similar to ordinary learning: here and fantasy, and independent search for an answer, and a new look on already known facts and phenomena, the replenishment and expansion of knowledge, the establishment of connections, similarities and differences between different events. With

age, as many psychologists say, the need for play does not disappear, only its character changes and the time it is given is reduced.

The game contributes to the acquisition of knowledge is not necessary, but at the request of the students themselves and is not formal, but interested. According to MN Skatkin, "there is no compulsion in the game, and there is also no immediate vital, so-called utilitarian necessity. This is purely voluntary activity. "

As pedagogical technology, the game is interesting in that it creates an emotional upsurge, and the motives of the game activity are focused on the process of understanding its meaning.

The concept of "gaming pedagogical technologies" includes a fairly broad group of methods and techniques for organizing the educational process in the form of various pedagogical games.

In contrast to games in general, the pedagogical game has a clearly defined goal of instruction and the corresponding pedagogical result. The main goal of the use of gaming technologies is the development of a stable cognitive interest among students through a variety of game forms of instruction.

The game form corresponds to the logic of activity, includes moments of social interaction, prepares for constructive professional training. Values are formed in games, stereotypes are more easily overcome, self-esteem is corrected. In games the personality, its individual features, style of business partnership is shown. For children, the game, first of all, is an exciting activity. It is capable of even weak students. Moreover, a weak learner can become the first in the game: resourcefulness and ingenuity are sometimes more important than knowledge of the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of feasibility of tasks - all this gives the children the opportunity to overcome shyness and has a beneficial effect

on learning outcomes. Inconspicuously acquired language material, and with it a sense of satisfaction arises.

The game is also considered as a situational-variational exercise, where an opportunity is created for repeated repetition of a speech pattern under conditions that are as close to real speech communication as are inherent in it - emotionality, spontaneity, purposefulness of speech impact.

Conditions for the success of the use of gaming technology.

1. In the game, relations that exist in conditions of reproductive education (imitation, imitation of models) are inadmissible and are built on relationships based on the authoritarianism of the teacher. During the game, the teacher should create an atmosphere of confidence in the class, students' confidence in their own abilities and the attainability of the goals set. The key to this is the benevolence, tactfulness of the teacher, encouragement, approval of the actions of students.

2. A special feature of the game is its collective character. Therefore, relations with each other should be based on cooperation. The teacher's task is to cultivate the collaborative beginning of the students. He must be attentive, watch and see every student, not allowing conflict situations.

3. Any game offered by the teacher should be deeply thought out and well-prepared. You can not, for simplicity of the game, refuse to be clear, if it is offered, carelessly do props, etc.

4. The teacher should be very attentive to how much his students are prepared in the language plan for the game, especially to creative games, where students are given a greater degree of independence.

Functions of gaming technology

Game technology in the learning process performs the following basic functions.

Learning function.

Educational function.

Entertaining function.

Communicative function.

Relaxation function.

Developing function.

Function of self-expression.

Classification of games

At present, there is no unique classification of games in the philosophical, psychological, pedagogical and methodical literature.

Speaking of classification, it should be noted that attempts to classify games were made in the last century by both foreign and Russian researchers who were engaged in the problem of gaming technology.

Among the variety of classifications, there are some.

MP Anikeeva offers the following game classification:

• games - dramatizations, based on the performance of a plot, the script of which is not a rigid canon;

• games - improvisations, where the actors know the main plot of the game, the nature of its role, and the game itself develops in the form of improvisation;

• games where a specific cognitive task is being performed;

• business games in which situations are played out, based on the identification of functional relationships and relationships between different levels of management and organization.

The well-known psychologist LS Vygotsky gives a psychological classification of games, proceeding from the fact that the game contains the actions connected with the child's activity:

• mobile, which are associated with the development of the ability to move yourself in the environment and navigate it;

• Construction related to work on the material, which teach the accuracy and correctness of movements, develop valuable skills, diversify and multiply reactions;

• conditional, which arise from purely conditional rules, related actions, and organize higher forms of behavior.

ShaheenAra identifies two types of games: preparatory, conducive to the formation of speech skills, and creative games, the purpose of which is to further develop the speech skills and abilities. It also subdivides the games:

by type of activity on: physical (motor), intellectual (mental), labor, social, psychological;

by the nature of the pedagogical process on: teaching, training, controlling, generalizing, cognitive, educational, developing, reproductive, productive, creative, communicative, diagnostic, vocational;on the subject area on: mathematical, musical, physical education, etc .;by the nature of the game methodology on: subject, subject, role, imitation, play-dramatization[13,30].

It is necessary to highlight didactic games, tk. first of all, they are a source of knowledge acquisition, formation of skills, allow to awaken and support cognitive interests of students, improve the visibility of the teaching material, making it more accessible, and also help to intensify the independent work of students. The didactic game is applicable to all types of lessons.

on the goals and objectives, the didactic games can be divided into the following groups:

• games-trainings (games-exercises);

• Games-competitions (with division into teams);

- story games for fixing the material;

- intellectual cognitive games;

- games to find links and patterns;

- intellectual and creative games, etc.

In the real practice of teaching, all kinds of games can act as both independent and mutually complementary. The use of each kind of games and their various combinations is determined by the features of the educational material, the age of the students and other pedagogical factors.

Problem training in the practice of teaching the substantivized adjective

The history of the problematic learning itself begins with the introduction of the so-called research method, many of which were developed by John Dewey.

Deep studies in the field of problem training began in the 60s of the twentieth century. The idea and principles of problem training in the light of the study of the psychology of thinking were developed by the psychologists S.L. Rubinstein, Widdowson, H. G., Conrad, S. Mand in the application to school instruction by such didactics as MA. Danilov, M.N. Skatkin, T.V. Kudryavtsev, D.V. Wilkeev, Yu.K. Babansky, M.I. Makhmutov, I.Ya. Lerner etc.

Problem training is training, in which the teacher, systematically creating problem situations and organizing the activities of students to solve problems, provides an optimal combination of their independent, search activity with the assimilation of ready-made conclusions of science. At the heart of the organization of problem training is the personality-activity principle, i.e. discovery by students under the guidance of a teacher, conclusions of science, ways of acting, the invention of new subjects or ways of applying knowledge to practice.

The content of the problem situation is a learning problem that creates the need for solving an intellectual problem, the desire to think and operates with such concepts as a problem problem, a problem question, a problem task, problematic as a learning principle.

A problem problem is an educational problem with clear conditions given by the teacher or by any of the trainees. Here the content is a contradiction between known and unknown knowledge and puts the learner in a problem situation, depriving him of the opportunity to receive a ready answer. He must find it by means of thought processes, using as a means previously acquired knowledge.

The problematic question presupposes the possibility of finding the necessary variant of an answer to this question from a set of these variants or formulating a response outside this set. The question can contain a hidden contradiction, cause different, sometimes opposing positions in resolving it. They stimulate thought, activate thinking, make people think, usually start with such question words and phrases as "why", "why", "how", "how to understand it," "how to prove (justify) "," What follows from this (what is the conclusion) ", etc.

The problem task is a training task, which is made up in the form of a problem task or a problematic issue for the purpose of setting trainees in a problem situation.

Problem as a principle of learning. The essence of it is this: in the organization of the learning process, the content of the teaching material is not presented in ready-made form, but is given as part of the problem problem as an unknown target. It can become known and assimilated only as a result of its own search thinking activity to solve a problem problem.

The problem situation is the psychological state of the intellectual difficulty that arises in a person if he can not explain a new fact with the

help of existing knowledge or perform a certain action by previous methods familiar to him and must find a new one. The problem situation determines the beginning of thinking in the process of setting and solving problems. The teacher develops tasks and tasks, creates problem situations that allow students to be included in the active cognitive process[14,76].

To create a problematic situation means to introduce a contradiction, the collision with which causes an emotional reaction of surprise or embarrassment in schoolchildren.

Advantages of problem training:

1. New information students receive in the course of an independent solution of theoretical and practical problems, which ensures the strength of the acquired knowledge.

2. Thinking, cognitive and creative abilities of students develop.

3. The active creative personality of the student is educated, who knows how to see problems, correctly put them and find non-standard approaches to their successful resolution.

4. Increased student activity, which contributes to the development of positive motivation for learning.

Practice shows that the process of problematic learning generates various levels of cognitive activity: the cognitive independence of the learner can be either very high or almost completely absent. In this regard, it is possible to identify the types of problem-based learning that are most correctly distinguished by existing types of creativity:

- scientific creativity - theoretical research, that is, searches, discovery by trainees of a new rule, law, proof; the basis for this type of education is the formulation and solution of theoretical educational problems;

- practical creativity - the search for a way to apply known knowledge in a new situation, design, invention; the basis for this type of education is the formulation and solution of practical educational problems;

- artistic creativity - a reflection of reality on the basis of creative imagination, including drawing, playing, playing music, etc.

All kinds of problem training are characterized by the availability of reproductive, productive and creative activity of trainees, the presence of a search and solution of the problem. Each kind of problem training has a complex structure, which, depending on many factors, has different effectiveness. An effective learning process can be considered that determines:

- Increase the amount of knowledge, skills, skills of students;

- deepening and consolidation of knowledge, a new level of training;

- a new level of cognitive learning needs;

- a new level of the formation of cognitive independence and creative abilities.

Stages of problem learning

Stage 1 - setting the pedagogical problem situation.

Stage 2 - the translation of a pedagogically organized problematic situation into a psychological one.

Stage 3 - the search for a solution to the problem, a way out of the impasse of a contradiction.

Stage 4 - "aga-reaction", the emergence of the idea of solution.

Stage 5 - implementation of the solution found.

Stage 6 - Tracking of distant learning outcomes.

Proceeding from the idea of developing the cognitive independence of students, all the varieties of the modern lesson on the basis of the problematic principle are divided into problem and unproblematic ones.

From the point of view of internal specifics, it is necessary to consider a lesson in which the teacher deliberately creates problematic situations and organizes students' search activity by independently setting up learning problems and solving them (the highest level of problems) or he himself poses problems and solves them, showing the students the logic of the movement of thought in the search situation (the lowest level of problems)[5, 41].

II. RESEACH PLAN

A. Statement of purpose

The aim of the study is to determine the assignment of substantivized parts of speech, i.e. words of other parts of speech that have passed into nouns, in the study of their functional significance, as well as interactive learning approaches.

In accordance with the stated goal, the following tasks are set in the work:

1) clarify the concept of substantivized frequent speech (primarily, the adjectives), as a form of expansion of the matrix offers;

2) designate the criteria for distinguishing the types of substantivized parts of speech and delimitation them from others that are close in terms of formal syntactic indicators phenomena;

3) to find modern effective approaches in the practice of teaching a substantivized adjective for students of degree B2.

Note that the concept of linguistic status implies the acceptance of the thesis that substantivized often speech is not equivalent to other units of the linguistic system, that is, it is not its systemic component, but is a purely verbal phenomenon providing pragmatic objectives of locating. This fact explains the impossibility of their qualification at the level of the members of the proposal.

The empirical base of the research is formed by a targeted selection of examples, according to the initial positions of the work, which assumes the delineation of the polypropositional, intrapropositional and over-propositional extension of the matrix proposal, and makes up the case of the study material of about 3000 contextual inclusions.

Orientation to the fullest possible representation and description

of the material in question predetermines the complexity of research methods, including heuristic techniques (object delineation, demonstration modeling, hypothesis advancement), analytical procedures (definition analysis, semantic deployment), interpretative (elimination, periphrasis, contextual interpretation) and verification (substitution) techniques. As an auxiliary operation, inference is used as cognitive processing of the text.

1.The goal of the research

The principle of an integrated approach to the research material is also laid in the basis of a meaningful structuring of the work, which called for a recourse to a consistent description of the system and actualization features of the proposal, which provided an opportunity:

1) to reveal the status categories of substantivized parts of speech;

2) determine their mandatory and optional components;

3) to delineate the functional types of substantivized adjectives;

4) determine the structural status of substantivized adjectives.

All this combined has allowed to formulate the initial hypothesis.

In the course of analyzing the state of the study of the problem in such a wide format, the theoretical basis of the research was formed.

In describing the general characteristics of the substantivized parts of speech, the conceptual apparatus developed is used. In particular, the paper proposes a differentiation of the intercalated (built-in) and modus (sub-structured) substantivized parts of speech. The distinction is made between the systemic (defined by the rules of lexical combinatorics components at the level of the semantics of the sentence as a linguistic unit), the graphic (stylistically marked in the actualization of system entities) and the compositional (organizing the text space) syntax. At the same time, compositional syntax not only organizes the actualization units from the proposal to more complex structural entities (for example,

dictations), but also includes the mechanisms of semantic coordination (Bogushevich 1997). This is the scientific novelty of this study.

The theoretical significance lies in the creation of a reasoned basis for the linguistic analysis of the actualization of the phenomenon of substantivized parts of speech (the definition of the criteria for distinguishing their formal-content types), as well as the development, refinement and adaptation to the linguistic material of certain provisions of the nonclassical (for a given study multivalued probabilistic epistemic) logic Ivin 1998, 122-373), including the interpretation of the propositional component and reference. Methodologically important is the correspondence of the conceptual-categorial apparatus used to the phenomenon under study.

Practical significance of the research performed is that analytical tools that can be used in the analysis of other objects of a similar type are described. It includes analog and analytical models. The former demonstrate the nature of relations in collocations, the latter allow us to reconstruct the genesis of the structure under study. In addition, the study reveals the actualization characteristics of substantivized parts of speech, which becomes particularly important on the applicative plane, both in terms of the interpretation of the statement that includes them, and in terms of teaching the generation of utterances with a given illocutionary force.

The analysis of the state of the study of the problem and the analysis of the language of factology make it possible to take the following positions:

1. Structurally substantivized parts of speech is one of the forms of complicating the semantics of the matrix sentence, which is operationally implemented within the framework of compositional syntax. According to the nature of the correlation with the matrix

proposal, the substantive part of speech can be intercalated, breaking the information flow, and modal, over-building over the matrix proposal that does not violate the integrity of the object / factual information, and conveys the character of its comprehension by the producer.

. The criteria for distinguishing between the intercalated and the commentary (modus) substantivized parts of speech in English and English are: the degree of their semantic sufficiency (autosemantic / synonymic), the nature of entry into the structure of the matrix (inclusive) sentence and the type of its expansion occurring at the same time.

3. From the point of view of the linguistic concepts considered, the substantivized parts of speech (in our case adjectives) are not a system element of the English language, representing a fact of speech. It is this factor that makes it impossible for them to qualify at the systemic syntactic level in terms of "supply terms".

The certain complexity of the material and the desire to disclose the problems, the sequence of the solution of the tasks posed led to the structural organization of the work, which contains formally binding components - an introduction, three chapters, a conclusion.

In the introduction, the main provisions of the work are formulated, the substantiation of the choice of the topic is given, its relevance is revealed, the goals, objectives, object and methods of research are identified, the theoretical and practical significance of the work is determined, the main provisions to be defended are set out, and a summary of the study is given.

2.The objectives of the research

The urgency of the research is determined by the inadequacy and limitations of the existing theoretical research in this area of actualization of the language and, consequently, the need to fill the

existing gaps with the goal of deepening scientific knowledge, the demand for such scientific research as having a high applicative potential in terms of updating communicative strategies and, importantly, presence of necessary scientific premises, allowing to reveal essence of the investigated phenomenon.

Preliminary examination of the actual language material, and

also an analysis of the state of study of the indicated phenomenon of linguistic

actualization makes it possible to distinguish within the framework of substantivized parts of speech, i.e. the transition of the words of other parts of speech into nouns and various approaches to learning the substantivized adjective.

The object of this study are the words of other parts of speech (primarily, the adjectives), which turn into nouns, i.e. substantivized adjectives of Russian and English languages and various approaches to teaching the substantivized adjective.

The subject of the study is the actualization potential of substantivized words and various approaches to learning.

B. Methods and techniques used during the lesson

"Different approaches to learning," is devoted to the analysis and use of various modern interactive methods and methods of teaching the substantivized adjective. It describes the conditions for a meaningful expansion of the main features of pedagogical technologies.

In the third chapter, "Different Approaches to Teaching the Substantivized Adjective for the Degree B2", a consistent analysis of the use of innovative technologies is conducted, in accordance with the basic provisions of the theory of teaching pedagogical technologies, its methodological significance is revealed.

In conclusion, the results of the study are summarized and possible prospects for further study of the problems under study are outlined.

C. The procedures of the lessons

Teaching practice has an important place in our future profession. In the institute we only learnt theoretical side of teaching but in the teaching practice we had an opportunity to use all our knowledge that we got from institute. We are began our teaching practice from February 1 and lasted 60 days. The period of teaching practice divided into 2 parts:

1.   Passive

2.   Active

The passive practice began from February 1. On the first day our passive practice was conference for all one year students of English Language Faculty and it was held by our dean of faculty and deputy of rectorRuziqulov F. SH. and other teachers. They gave information about teaching practice.

We have been sent to school №10 to pass the practice. Director gave classes and mine was 8B group. In the class was 32 pupils, 21 of them were boys other were girls. Their English teacher was SadriddinzodaFarzona. The level of them was pre-intermediate. During my passive practice I observed English lessons of that class and learnt some new methods from teacher. During pedagogical practice I understood that being a school teacher and working with children is very difficult and we should practice more and reach our experience.

A.   **Data analysis**

B.   **Observation form 2**

C.   **Name of the observer:**RasulovBunyodjon

D.   **Date:** 05.03.2018

E.   **Form:** 8 "B"

F.   **Number of the Pupils:** 16 pupils

G.   **Name ofa student-teacher:**JurakuliMurodjon

H.   **Location:** room 41

I.   **Level of the pupils**: Pre-intermediate

J.   **Topic of the lesson:** My future profession

K.   **The aim of the topic:** To develop speaking, reading, listening skills to enrich their vocabulary on the base of the new material.

L.   **The aim of the current observation:** To analyze all stages of the lesson properly. To find any mistakes in teaching process with further discussion

	Room Arrangement	Dealing with Discipline	Time Management
Classroom Management	There were banners on the walls and a clean blackboard	Completely deals with English	All activities were done in time.
	Body language	Giving Instruction	Rapport
Teacher presence	There was a good eye contact.	The instructions were clean and understandable.	There was a good rapport with pupils. But some of them were very naughty.
	Classroom Organization	Emotional Support	Instructional Support
Teacher – student	Some pupils were	He tried to involve all pupils	He corrected mistakes in

Interaction	misbehavioured but in general the interaction was good.	in doing activities	speech and grammar activity
	Models of Communication	Team-Based Activities	Evidence of cooperative
Student – student Interaction	Students work in pair and groups but sometimes it was noisy during the game	Mixed Letters game	Pupils in general were very active and tried to do all activities despite making mistakes in making up sentences.

M.

N.   **Other comments:** The lesson was active. JurakuliMurodjon tried to use modern and effective ways of teaching English. The most interesting part was overcoming the new task. But it was a little bit noisy during playing the game.

O.

P.   **Observer's Signature**_____

Q.

R.

S.

T.   3.2 Observation form 2

U.   **Name of the observer:**Petrosyan N.V

V.   **Date:** 12.03.2018

W.   **Form:** 8 "B"

X.   **Number of the Pupils:** 16 pupils

Y.   **Name ofa student-teacher:**JurakuliMurodjon

Z.   **Location:** room 41

AA.   **Level of the pupils**: Pre-intermediate

BB.   **Topic of the lesson:** Football and England

CC.   **The aim of the topic:** To develop speaking, reading, listening skills to enrich their vocabulary on the base of the new material.

DD.   **The aim of the current observation:** To analyze all stages of the lesson properly. To find any mistakes in teaching process with further discussion. To know if a student can use new methods of teaching English and can consist lesson plan correctly.

EE.

FF.

GG.

HH.

II.

	Room Arrangement	Dealing with Discipline	Time Management
Classroom Management	There were banners on the walls and a clean blackboard	Completely deals with English	All activities were done in time.
	Body language	Giving Instruction	Rapport
Teacher presence	There was a good eye contact.	The instructions were clean and understandable.	There was a good rapport with pupils. But some of

			them were very naughty.
	Classroom Organization	Emotional Support	Instructional Support
Teacher – student Interaction	Some pupils were misbeha-vioured but in general the inte-raction was good.	He tried to involve all pupils in doing activities	He corrected mistakes in speech and grammar activity
	Models of Communication	Team-Based Activities	Evidence of cooperative
Student – student Interaction	Students work in pair and groups but sometimes it was noisy during the game	Mixed Letters game	Pupils in general were very active and tried to do all activities despite making mistakes in making up sentences.

JJ.

KK.   **Other comments:** The lesson was active. JurakuliMurodjon tried to use modern and effective ways of teaching English. The most interesting part was overcoming the new task. But it was a little bit noisy during playing the game.

LL.

MM.   **Observer's Signature _____**

NN.

III.DATA COLLECTION

To examine the role of using different activities to teach Business English and business letter writing.

Twenty pupils are involved in the study, forming one group of the 8th form pupils of 2nd secondary school of Samarkand province.

To test the hypothesis of whether using different activities to teach Business English helps in improving business correspondence the students were put through two rounds of tests - a pre-test (to ascertain their levels at the start) and a post-test administered four weeks after the pre-test to check the results of performed activities. For all two tests, the pupils were given a choice of two questions, of which they had to answer one. The questions described various scenarios and the learners were required to write either a bad news or a persuasive letter or a letter which is a combination of both. For all the tests, the learners were graded according to the school marking criteria, which consisted of format from 1 to 5 where 1 was the worth mark and 5 was the best one.

To examine communicative effectiveness, a qualitative analysis of the results was also undertaken. At the end of the research pupils filled in a questionnaire about what kinds of activities they preferred doing in Business English lessons and what kinds of activities they disliked doing in Business English lessons. Besides, in the questionnaire it was them to recommend the activities that pupils prefer at Business English lessons.

Testing pupils:

According to Schargel tests are currently being used to evaluate students, teachers, and the entire educational system. Because of this emphasis, more standardized tests are being examined and homework and class work time is being devoted to preparing students to take them while less time is being spent on instruction. Standardized tests are sometimes used by certain countries to manage the quality of their

educational institutions. In practice, these assessments typically appear in the form of standardized tests. Test scores of students in specific grades of an educational institution are then used to determine the status of that educational institution, i.e., whether it should be allowed to continue to operate in the same way or to receive funding. The application of one the flyers test was in order to let us know student`s level according to their age and the educational level they were, also it let us know the necessities, strengths and weaknesses from pupils in seventh form in order to create strategies to improve vocabulary learning and reading comprehension using interactive reading. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading and writing.

Ideally, all the test scripts (pre-test and post-test) should have been marked by both my supervisor and student-teacher.. Despite this, we are confident there is inter-rater consistency. So the marks for the post-test were determined after the standardisation meeting for the module, and the criteria applied to marking the post-test were the same criteria used for the pre-test.

This report includes my teaching practices and experiences as an English teacher at school number 10. During the practice, I learnt a lot of methods of teaching a foreign language and studied the objectives, techniques of instruction and methods of training and teaching foreign language material.

I mostly used Communicative language teaching in all my classes. With this method I enabled the learners to communicative effectively and appropriately in the various situations. Because this approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved I real

communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

I also learnt that if I want to influence learners for good, I should not only love to teach, I should love each person I teach. As I show my love for them, I teach, they became more open to learning from me.

Furthermore, I took into consideration that no teacher should fall into a monotonous pattern of presenting the same kind of lesson week after week. When we teach with variety, learners tend to understand principles better and retain more.

As a gospel teacher, I tried to create an atmosphere that contributes to learning. Preparing a comfortable classroom is important to encouraging learning. Helping class members will also contribute to a learning atmosphere.

I began by being a good example of reverent behavior and set limits that define what behavior was accepted and unaccepted in my class. If I teach children, I should take time to explain clearly what reverent behavior is. Using music in the lessons I teach helped learners feel reverent.

I tried to help the pupils participate in positive ways, and if necessary spoke privately with the person. However, I had some difficulties in interaction with passive learners because of their character and different levels of knowledge.

During the teaching, I created principles that affected positively for my practice. First of all, I should make sure that the classroom is neat and well organized. Second, I should encourage learners to respect me and each other by inviting them to listen to others, speak in turn, and respond positively to others comments. Then in order to encourage reverence, preparing the lessons carefully is also important and creates little confusion and so I can vary my lesson as necessary to restore a

reverent atmosphere. When learners are disruptive, I should move closer to them or invite them to participate in the lesson.

In conclusion, my practice focused on investigating the relationship between teaching and practice and learning educational level of the pupils. Moreover, teaching practice strengthened my methodical preparation in order to be a qualified teacher in future.

IV.RESULTS AND DISCUSSION
A. Pre-Presentation Results

Before doing the tests the teacher did not realize that there were school-children could have serious problems with communication and reproducing. It was difficult for them to organize their ideas in oral form, consequently construct phrases from words and sentences. Some pupils were very passive and did not take part in the lesson. Exercises from school textbooks were difficult for them to understand so it caused some problems in reading, speaking and writing activities.

B. Post - Presentation Results

After doing the survey we came to conclusion that mentioned above techniques can greatly increase the effectiveness of the lesson and make the class more active and fruitful. During the session all students were interested in making exercises, various kinds of activities and games. They all made some progress, especially children with problems in reading and writing, in spelling words, constructing phrases, sentences. Moreover, it was very useful for children to make drills, make their own poems. Furthermore, the implementation of modern techniques of teaching English at school can rise the knowledge of students and focus their attention on some difficulties in learning English. As statistics shows the results of learners' knowledge obviously different at the beginning of our research and at the end:

Table.3 The results of the test and survey on number of pupils with writing difficulties at the given period of time
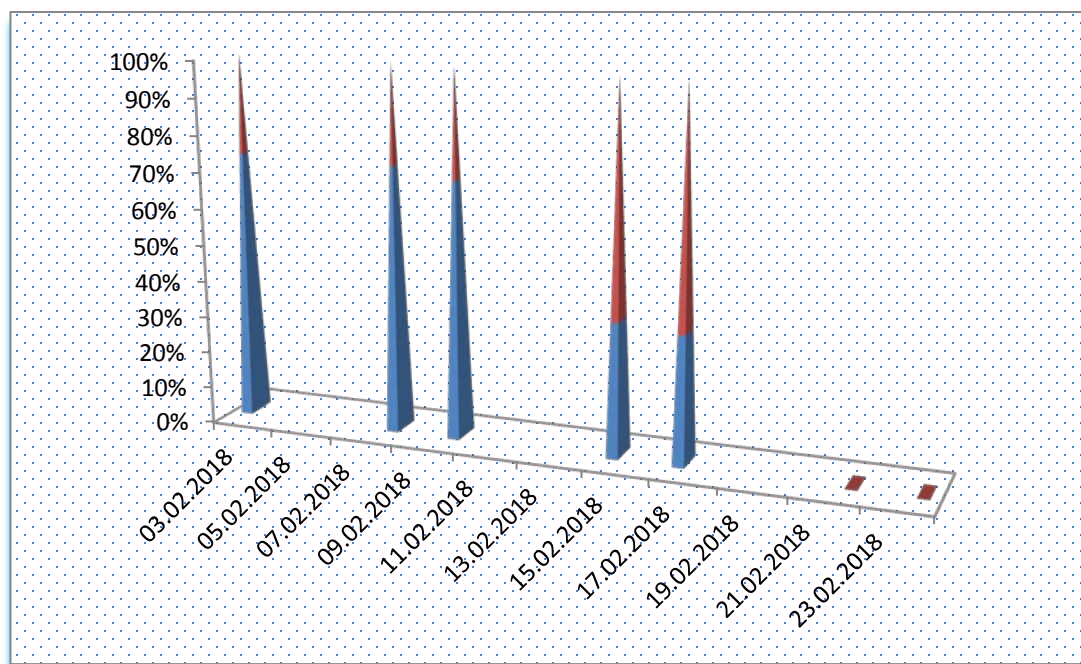

C. Comparative analyses of pre – test and post- test

We can see from the result pre – test results were more lower then post – test results. As I mentioned in my first trial lesson pupils played the game " finding the name". Above researcher showed the results of game. For comparing the results researcher gave that game for her first demo lesson. As researcher mentioned above pupils were divided into two groups. The first group consisted of 8 members and second group consisted of 7 members. After explaining about intensive method the results were following:
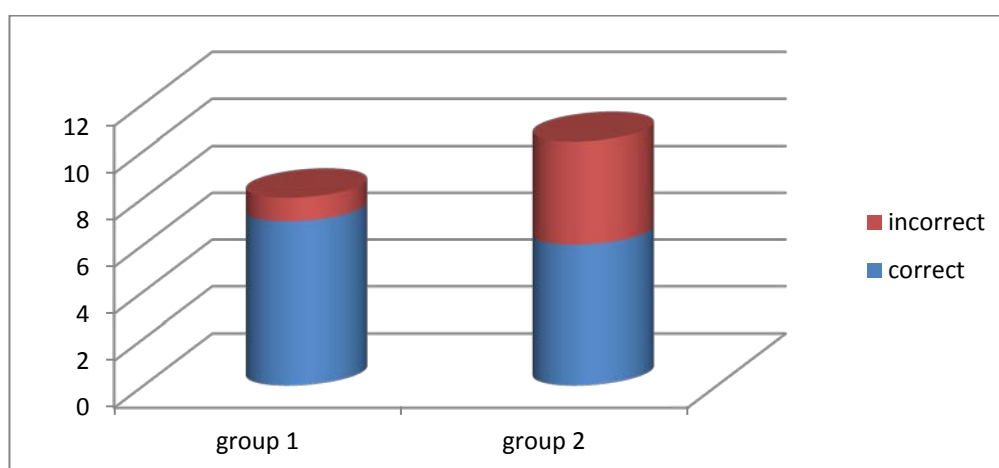
Next exercise was crossword. The exercise was group activity. Pupils were divided into four groups. The name of groups were England, Scotland, Wales and Northern Ireland. They sat as a circle and found the hidden words according to main word which was written in crossword. There were 10 questions. We spent 10 minutes for doing exercise. The first group found 9, second group 10, third group 8 and last group 7 correct answers. The result was following:
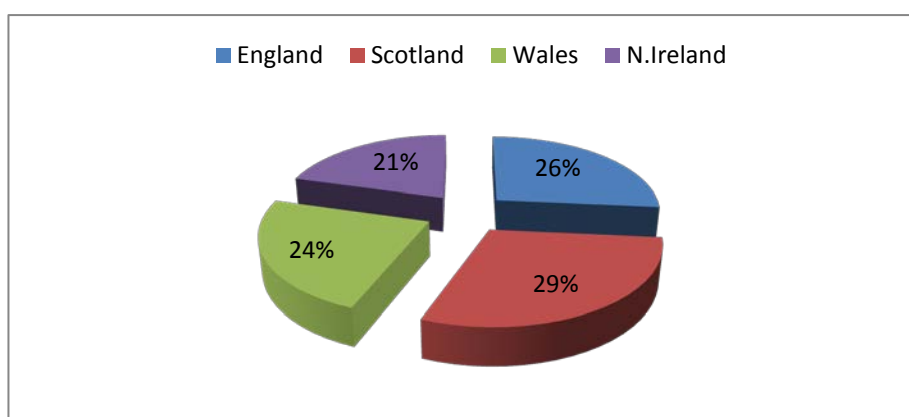
1. From the group of "Skilful"

No	Names	Marks
1	AbdullayevAnvar	4
2	AzimovaShaxlo	5
3	BurxonovaXurshida	4
4	BaxodirovBegzod	5
5	DavronovaKamola	5
6	Do'stovJamshid	4
7	Imomqulova Lobar	4
8	XamrayevAlisher	3

2. From the group of "Clever"

No	Names	Marks
1	MaxmudovaSevara	4
2	MuxammadiyevSanjar	5

3	MansurovaRayxona	4
4	NizomiddinovaDilnoza	5
5	Nizomova Sabina	4
6	Olimova Halima	5
7	QodirovaRa'no	4

As researcher mentioned in her second demo lesson was about Grammar. Past continues. We saw that before explaining intensive method the results were lower. For comparing the post and pre – presentation result we did exercises according to intensive method. For example in researcher`s second demo lesson pupils did grammar exercises according to intensive method. Group consisted of 15 pupils. the exercise was individual exercise. The rule of this exercise was following: there were 15 sentences according to Past Continues. They should fill the gaps with the correct form of verbs.13 pupils wrote answers but two pupils didn`t write.The result was following:

D. Results of Teachers' Questionnaire

1. **How can teachers identify communicative problems of school children?**

- Teachers stressed on repetition, dictations and traditional assigments mostly. Creative skills and approaches were rarely practiced in the classrooms. This factor caused forming automatic repeating after the teacher and feeble reaction on delivering individual communicative tasks

2. **Do you have specific techniques and activities individually directed on the development of communicative skills of school-children?**

- As a result of previous answer teacher do not use any techniques for developing communicativeskills as a part of their learning process.

3.   **Do you think communicative approach should be implemented / taught as an individual aspect or be integrated as a whole lesson of English?**

- Nearly 40 % of teachers would like to have English lessons based on CLTas a separate aspect to work thoroughly on developing skills and specific exercises aimed on it, while the rest part of questioned mentioned about interconnection of all skills and their interdependence .

4.   **Why do you think reading and writing are the most difficult aspects for learners to cope with?**

-Almost all participants of the survey agreed that these are the most difficult aspects not only to learn, but also to teach as it demands knowledge of grammar, vocabulary, register, common world vision.

5.   **What methods would you suggest for teaching speaking?**

-30 % of the teachers believe in the effectiveness of traditional methods, while the rest majority would like to implement task-based approach, communicative tasks for developing speaking skills

Table.4 Activities used in the research lessons and their effect on learners

Name of the activity	Liked	Disliked	Liked but was difficult
Coughing dictation	70 %	20%	10%
Mind mapping	80%	10%	10%
Clustering	70 %	20%	10%
Peer checking	100%	0	0
Matching	90%	0	10%
Chain game	100%	0	0

V. FINAL REFLECTIONS

At the present stage, the main task of the state educational policy is to create conditions for achieving a new quality of education in accordance with modern life, ensuring the accessibility of education for all children.

Studies have shown that most adjectives passed to nouns comparatively long ago, and their links to adjectives in modern English and English were lost, unmotivated (the so-called historical substantivation). For example, weight, tailor, comma, lowdown, pedigree, pavement, cake, dowry, etc.

The profound changes taking place in modern education are put forward as a priority issue by the use of new technologies of education and upbringing. Use of pedagogical technologies in English language lessons as a condition for ensuring the modern quality of education.

Today we will present in this work new approaches to the organization of interaction between the teacher and students in the English language classes.

The main objectives of this methodical work are:

1) to educate educators about the modern teaching technologies as a way to influence the teacher on students, on the one hand, and the totality of the forms and methods of presenting educational information, on the other;

2) to ensure the improvement of professional skills of English teachers.

3) develop the creative attitude of teachers to the technological development of the learning process, based on a high methodological culture.

An innovative approach to learning allows you to organize the learning process in such a way that the child learns a lesson in joy, and benefits, without turning into just fun or play. And, perhaps, it was in such a lesson, as Cicero said, "that the eyes of the hearer will light up on the speaker's eye."

The definition of "innovation" as a pedagogical criterion is often found and reduces, as a rule, to the notion of "innovation", "novelty". Meanwhile, the innovation in the exact translation from the Latin language means not "new", but "new".

Innovative learning is based on the following technologies:

• Developing training;

• Problem training;

• develop critical thinking;

• a differentiated approach to learning;

• creating a situation of success in the lesson.

Computer technologies in teaching a substantival adjective.

At the beginning of the 21st century, multimedia and Internet technologies have become widespread in our lives, which allows us to use them as a means of learning, including teaching substantival adjectives and literature.

Information technology allows any teacher to achieve high learning outcomes using a "package" of didactic and technical means.

Currently, programs focused on the use of computer and Internet technologies, created by scientists and subject teachers, can be divided into three large groups:

presentation

-information-learning

-testing.

With the use of innovative technologies in teaching the substantivized adjectives and literature, the following techniques are successfully applied:

• associative series;

• reference summary;

• INSERT (interactive recording system for effective reading and reflection);

• brain attack;

• syncvein;

• essays;

• cluster;

• entangled logical chains;

• media projectors;

• didactic game;

• Linguistic maps;

• work with tests;

• non-traditional forms of homework.

Let's dwell on some of them.

The INSERT method

INSERT (Interactive Noting System for Effective Reading and Thinking) - receiving of text marking - an interactive system of notes for effective reading and reflection.

• Mark "tick" (V) - check the text already known to you;

• Sign "plus" (+) - mark new information;

• The minus sign (-) - indicates what is contrary to the ideas you have, what you thought differently;

• The question mark (?) - notes what remained incomprehensible and requires additional study and understanding, something that you would like to know more about.

• The sign "exclamation mark" (!) - notes that caused interest and a desire to learn more about it.

Sinkwein

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

Rules of compilation:

1 line (one word) - the name of the poem, a theme, usually a noun.

2 lines (two words - adjectives or participles). Description of the topic, the words can be combined with alliances and pretexts.

3 lines (three words - verbs). Actions related to the topic.

4 line (four words) - a sentence. Phrase, which shows the author's attitude to the topic in the first line.

5 line (one word) - an association, a synonym that repeats the essence of the topic in the first line, usually a noun.

Brainstorming, brainstorming (the dolphy method) is the method by which any student response to a given question is accepted.

It is important not to give an assessment to the points of view expressed at once, but to take everything and record the opinion of everyone on the board or a piece of paper. Participants should be aware that they are not required to justify or explain the answers.

"Brainstorming" is used when it is necessary to find out the awareness or attitude of the participants to a particular issue. You can use this form of work to get feedback.

The algorithm for conducting:

1. Ask the participants a specific topic or question for discussion.

2. Offer to express your thoughts on this matter.

3. Record all the uttered statements (accept them all without objection). It is possible to refine the statements if they seem unclear to you (in any case, write down the idea the way it sounded from the mouth of the participant).

4. When all ideas and judgments are expressed, it is necessary to repeat what task was given, and list all that is written down by you according to the participants.

5. Finish the work by asking participants what conclusions they think can be drawn from the results obtained and how this can be related to the topic of the lesson.

After the "brainstorming" (which should not take much time, on average 4-5 minutes), it is necessary to discuss all the options for answers, choose the main and secondary.

"Brainstorming" is an effective method if necessary:

• Discussion of disputes;

• encouraging insecure learners to participate in the discussion;

• Collecting a large number of ideas in a short period of time;

• clarify the awareness or preparedness of the audience.

Thus, the substantivized adjectives, i. adjectives that have passed into nouns are quite common and activate speech, give emotionality in the context. Especially such words are found in English. The bulk of these words have equivalents also in English.

In a word, when studying any foreign language, one should pay attention to scientific works characterizing certain grammatical, lexical, phonetic and stylistic features. This allows for detailed, deeper study of that language and fluency in the language.

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APPENDIX

LESSON PLAN 2

Stage, time	Teacher	Pupil	Black-board
Organizational moment 1 min	- Good morning, children! - How are you today? - I am OK. Who is on duty today? - What is the date today? - Do you like to study English?	- Good morning teacher - We are fine, thank you. And you? - I am, Teacher. From 8-K is ready for the English lesson. - Today is 5th of March - Yes, we do!	The 5th of March
Phonetic drill 4 min	W -Work with flash-cards. On the desk shows pictures with different professions. The task of students-is to define what kind of professions is it. -Types of professions: Professor, secretary, singer, surgeon, photographer,		

	hairdresser, reporter, director, postman, vet, pilot, teacher, builder, shop-assistant. - Afterthatontheblackboardwechange to anothertheme MyfutureCareer!,		
Checking the home work 10min	. OK, let's check up your homework! - What was your homework for today?	- The home task was repeating all information. Learn new words	
New material 15 min	- Well, let's begin our lesson. . Now look at the pictures and say about our lesson's theme The teacher will say about theme's aim Write down today's date, class work, and theme "My future profession" Write down 2 words on 2 languages which you associate when hear this theme Say me please. Do you like your profession? Why you choose this profession? And say me please 3 reasons why you like your	Students will say wishes write date, theme Students will look and about theme Students write down words in pairs They have little discuss. For me future profession are… .	

	profession?		
Work in class for fortifi cation 10 min	Ok. Thank you for your answer. Now write down proverbs - Never ask a hairdresser if you need a haircut - The work shows the workman All new words students repeat after teacher. Hairdresser - парикмахер Pleasure – удовольствие Beauty – красота Workfor – работать на Hardworking – трудолюбие Factors for choosing a Profession: Job satisfaction, money, personal qualities, promotional prospects, travel, social importance, other people influence Answer the questions What is your future profession? - Read this text and translate There are many professions in	T Students write down proverbs and repeat after teacher Students write down new words and repeat after teacher Students will discuss about factors for choosing a profession My future profession is a hairdresser Students will read	

	the world, and all of them are interesting and exciting. My future profession will give people pleasure and beauty. All because of that I decided to become a Hairdresser. I want to be able to everything that makes the hairdresser: carefully cut, curl colors, make highlights, stylish look and so on!	this text and translate	
Assessment 1 min	Well. Today you work hard. Do you like our lesson. If you like or dislike, you can take funny smile or sad smile You marks are	Students will choose smile	
Home assignment 3 min	Your home task: to learn new words, to make 10 sentences about Present Continuous Tense	.Write down their home task.	
End of the lesson 1 min	The lesson is over. Good bye!	Good bye, teacher!	

Student-teacher: Supervisor:

Lesson 2

Theme: My future profession

Date:	The 5th of March
Form:	8 B
Student:	JurakuliMurodjonRustamo`g`li
Mentor:	SadriddinzodaFarzona
Supervisor:	PetrosyanNelyaValeryevna
Aim of the lesson:	To present the new material the new topical words, to teach to speak on the theme to enrich student's knowledge about future simple tense and to develop pupils speaking, reading, listening skills to enrich their vocabulary on the base of the new material.
Equipment of the lesson:	Lap top, pictures, cards and projector
Number of pupils:	17
Place of teaching:	41 room on the 2nd floor at school number 10
Structure of the lesson:	-organizational moment-3 min -phonetic drill -checking the homework -new material -work in class for fortification -assessment -home assignment - end of the lesson

Lesson 3

Theme: Football and England

Date:	The 12th of March
Form:	8 B
Student:	JurakuliMurodjonRustamo`g`li
Mentor:	SadriddinzodaFarzona
Supervisor:	PetrosyanNelyaValeryevna
Aim of the lesson:	By the end of the lesson students should know words and word combinations of the subject and use them in their speech. To bring-up the interest and love to sport. To develop memory, understanding, oral and written skills. To improve speaking and listening skills. To develop student's thinking, ability to express their opinions in speech.
Equipment of the lesson:	Lap top, pictures, cards and projector
Number of pupils:	17
Place of teaching:	41 room on the 2nd floor at school number 10
Structure of the lesson:	-organizational moment-3 min -phonetic drill -checking the homework -new material -work in class for fortification -assessment -home assignment

	- end of the lesson		

LESSON PLAN 3

Stage, time	Teacher	Pupil	Black-board
Organizational moment 1 min	- Good morning dear children! I am glad to see you. Sit down, please. - How are you today? - I am OK. Who is on duty today? - What is the date today?	- Good day teacher - We are fine, thank you. And you? - I am, Teacher. From 8-K is ready for the English lesson. - Today is 12th of March	The 12th of March
Phonetic drill 4 min	- Let's practice our pronunciation! "Good health is above wealth", "Early to bed and early to rise make man healthy, wealthy and wise". "A healthy mind in a healthy body"	Students are repeat after teacher	
Checking the home work	- Today we will have new and interesting theme and we will get acquainted with new information by means of	Learn new words	

10min	listening, reading, writing and discussion. But first of all I would like check upyouhomework. What was your homework?		
New materi al 15 min	- Today we will have new theme, the title of our theme is "**Football and England**" We will speak about football in England and famous football teams. Discuss about health. Sports are an important part of any society. To examine the influence sports have on you answer the questions below. What is your favourite sport to play? What is your favourite sport to watch? Is your favourite sport one you play, or one that you watch on TV?	Students will answer the questions	
Work in class for	Let's read and write new words in your dictionaries Vocabulary: To involve – включать	Students write down new words	

fortification 10 min	To kick – пинать To score – набрать To originate – возникнуть Ancient – древний Rugby – регби To attempt – попытаться Kick off – податьмяч To award – наградить Make some sentences with these new words The history of football I am going to tell you about the history of football, one of the most popular sport games all over the World. Football is a popular sport played all over the world. It is the national sport of most European and Latin-American countries and of many other nations. London children in about 1100 played a form of soccer in the streets. During the 1800's the people of England played a game similar to football. Many rules changed and each person interpreted the	Students will make some sentences Students will answer the questions and discuss about these paragraph	

	rules differently. Now, the sport has grown to a global scale, including men's and women's teams and the World Cup and European Championship competitions, which is played every four years. Also there is League of Champions and FIFA Cup competitions which take place every year in Europe. Football originated with kicking games played by people in ancient times. The modern version came from England. Questions: Is football a very popular sport? Is football a game of the Olympics? What competitions played every four years do you know? Give the names to the paragraph Do you like this text and why?		

Assessment 1 min	Thank you for the lesson. You all worked hard and tried to do your best. - It was pleasant for me to listen to all your opinions. And now, I want to assess you!	Thank you!	
Home assignment 3 min	Your home task is to prepare presentations about football teams of our country and retell the text.	Write down their home task.	
End of the lesson 1 min	The lesson is over. You are free. Good bye!	Good bye, teacher!	

Student-teacher: Supervisor:

Entry 2. Lesson Plans and Teaching Materials

N	Date	Group	Room	Theme of the lesson	Supervisor's signatures
1	07.022018	8B	42	My favourite music	
2	12.02.2018	8B	42	Music of Uzbekistan	

3	19.02.2018	8B	42	Music festivals	
4	21.02.2018	8B	42	Classical music and dance	
5	26.02.2018	8B	42	Grammar exercises	
6	28.02.2018	8B	42	Art is for enjoyment	
7	05.03.2018	8B	41	My future profession	
8	07.03.2018	8B	41	Famous statues	
9	12.03.2018	8B	42	Football and England	
10	14.03.2018	8B	42	Revision of grammar	

2.1 List of Lessons

Observation form

Observation form ____

Name of the observer: _____

Date: _____

Number of the Pupils: _____

Name ofthe Teacher: _____

Class/Group: _____

Level of the pupils: _____

The topic of the day: _____

The aim of the topic: _____

The aim of the current observation: _____

_____

_____

_____

_____

	Room Arrangement	Dealing with Discipline	Time Management
Classroom Management			
	Body language	Giving Instruction	Rapport
Teacher presence			
	Classroom Organization	Emotional Support	Instructional Support
Teacher – student Interaction			
	Models of Communication	Team-Based Activities	Evidence of cooperative
Student –student Interaction			

Other comments:

_____

_____

_____

_____

_____

_____

_____

Observer's Signature _____

¹P	R	E	²S	I	D	E	N	³T	
O			I					W	
L			X			⁴C	⁵O	O	K
⁶I	N						N		
C		⁷T	E	⁸A	C	H	E	R	

JOBS

E				C						⁹F
	¹⁰D	E	N	T	I	S	T			O
				O						U
¹¹P	R	¹²O	G	R	¹³A	M	M	E	R
		N			T				

Across - по горизонтали **Down** – по вертикали

1. A person who leads a country.

4. A person who works at a restaurant.

6. My book is __ bag.

7. A person who teaches.

10. A person who fixed teeth.

11. A person who uses a computer.

12. my book is __ my desk?

13. I study __ school.

1. People who catch robbers.

2. What's three times two?

3. What's two time one?

5. What's one time one?

8. A person who is in movies?

9. What's five minus one?

Lesson 1

Theme: Art is for enjoyment

Data:	The 28th of February
Form:	8B
Student:	JurakuliMurodjonRustamo`g`li
Mentor:	SadridinzodaFarzona
Supervisor:	PetrosyanNelyaValeryevna
Aim of the lesson:	To bring-up the interest and love art. To develop memory, understanding, oral and written skills. To improve speaking and listening skills. To develop student's thinking, ability to express their opinions in speech.
Equipment of the lesson:	Computer, pictures, and projector
Number of pupils:	17
Place of teaching:	41 room on the 2nd floor at school number 10
Structure of the lesson:	- Organizational moment - Phonetic drill - Checking homework - New material - Work in class for fortification - Home assignment - Assessment

LESSON PLAN 1

Stage,	Time	Teacher	Pupil	Black-board
Organ	1	Good morning children!	Good morning	The

ization al mome nt	min	How are you? Who is on duty today? Who is absent?	teacher! Fine! Sarvar-I am on duty today Malika,Parvina are absent!	28th of februar y
Phone tic drill	4 min	Let's start our lesson with warming up. I have prepared for you an interesting crossword. It is about jobs. Now I will check how well do you know jobs. I am going to divide you into three groups. I give you 3 (three) minutes for solving this crossword. (after 3 minutes) Let's check your answers		Across: 1.Presid ent 4. Cook 6. in 7. teacher 10. dentist 11. progra mmer Down: 1. Police 2. six 3. two 5. one 8. actor 9. four 12. on 13. at
Check	10	Let's check up your	Madina- we are	

ing the home work	min	homework. What was your homework?	should write about anny statue we know and talk about it.	
New materi al	15 min	Today's our new theme is "**Art is for enjoyment**" What is enjoyment? What do you prefer painting or photographs? Why? How often do you visit to art museums?		Handou ts (cards, pictures , photos …)
Work in class for fortifi cation	10 min	Now you should be divided into 3 (three) groups. Make dialogs; 1-group – in art museum 2-group – in art gallery of one of your friends 3-group in art schools I give you 10 minutes for this task.		
Home assign ment	3 min	Now, write your homework on your notebook. Bring pictures by famous artists, or pictures you like, or choose pictures from the Classbook, and be ready to		Homew ork: Bring pictures by famous artists,

				or pictures you like and be ready to talk about them!!!
Assessment	1 min	Now, I am going to assess you! Madina, Nodir, Javohir – 5 (excellent) Laziz, Aziz, Zarina – 4 (good mark)	Madina – thank you! Nodir – Thank you teacher! Aziz – Thanks!	
End of the lesson	1 min	Thank you for the lesson. You all worked hard and tried to do your best. The lesson is over. Good bye!	Good bye teacher!	

Расписание   I Смена   8Б

№	Понедельник	Вторник	Среда
1	География	ИНН	Правоведение
2	Биология	Анг. язык	Родной язык
3	Родной язык	Черчение	Алгебра
4	Анг. Язык	Технология	Геометрия
5	История	Информатика	Физика
6	Химия	Алгебра	Узб. язык

7			
	Четверг	**Пятница**	**Суббота**
1	Физ. Культура	Духовный час	Физ. Культура
2	Литература	Узб. язык	История
3	Биология	Алгебра	Экономика
4	Родной язык	История	Информатика
5	Физика	География	Геометрия
6	Узб. язык	Родной язык	
7		Зд. Пок.	

A Strong Start

You will need to begin by presenting basic adjectives to your students. The **adjectives** you choose will depend on your class make-up. Younger students should learn basic words, but **adults** will need to go further. If your adult class is specific to a job, for example if you are teaching a group of workers from a bakery, you will want to tailor your list to them. As you present each word, you will need a large picture showing it accompanied by the word written clearly. Introduce the words slowly, reviewing as necessary.

Clever Categories

Divide the class into two teams for this fun activity. Put a noun up on the board (show the actual object, if possible). Give each team one minute (or an appropriate amount of time for your class) to come up with as many adjectives as possible to describe that noun. At the end of the minute, have a reader from each team read their list aloud. They get one point for every adjective that the other team did not list. The first team to get ten points wins.

It's in the Bag

You will need to have enough small items for each student in your class to have at least one each. Show all of these items to your students, reviewing their **names**. Depending on the class, you may want to put up all of the item names on the board. Next, put all of the items in a bag. Have your students take turns leaving the room and picking one item out of the bag. Let them come back in and use three adjectives to describe the item. The other students will take turns guessing what the item could be. The difficulty of this game can be varied greatly, such as by using items very similar or very different, or not putting up the names of the items on the board, and so on. This makes it an activity which can be used at almost any level.

Who Am I?

This activity gets students talking, which is always our goal. Review your list of adjectives, and introduce any that are commonly used to **describe** a person which you have not covered. For a more advanced class, you may want them to brainstorm these adjectives as a class, guiding them as necessary. Have the list up on the board. Next, tell students they need to pick five adjectives to describe themselves. As the teacher, you read the list of adjectives aloud, and allow the students to guess who it is. This enjoyable activity is a good one for sparking conversation.

Opposing Opposites

Introduce (or review, depending on the level of your class) some pairs of adjectives that are opposites, such as "hot and cold," "expensive and cheap" or "tall and short." Have them written on cards. If you have a small class, you may just need one set of cards. For a larger class, have multiple sets and they can play in pairs or groups. Have students place all cards face down. Take turns turning over two

cards each. If the students pick two cards that are opposites, they keep them. If not, the next player goes. Play until all cards are gone. Make sure all students are reading the cards as they turn them over.

Cut-Ups

This activity is fun, but requires your students to be able to write a sentence. Pass out two or three sentence strips to each student, and have them write a simple sentence on it. For example, "The cat is on the bed," or "The boy is at the store." Next, have them trade sentences with another student. Now have them separate each word by cutting them apart. Have that student add one or two adjectives to the sentence. For example, "The clever cat is under the enormous bed." Have students share their new sentences. If you would like, they could pass their originals to another student and repeat the process. This activity is bound to create some smiles!

Outstanding Outfits

Have students bring in a picture (or get one from their phone) from home. Have them write a description of themselves, using as many adjectives as possible. When everyone is done, have them share what they have written. An extension of this would be to hang up all of the photos and then you, as the teacher, read the descriptions. Students would then guess who is being described.

BC's of Adjectives

Give students a page with the alphabet written on the left hand going down. You can have students write **the alphabet** themselves if you would like them to practice the alphabet in English. Tell students they need to try to think of an adjective that begins with every letter. Depending on the class, you may have to give them support with a word bank, just letting them fill the words in the right spots.

Example

• Lead is the _heaviest_ of all the metals. (Superlative degree)

1. This coffee is very weak. I prefer it a bit _____. ( )

2. The Wabash River flows _____ in spring than in fall. ( )

3. Bill has bought a _____ car. ( )

4. The giraffe is _____ than the man. ( )

5. Paul is the _____ boy in our class. ( )

6. Whoisyour _____ singer? ( )

7. Samis _____ thanTom. ( )

8. You look _____. Have you lost weight? ( )

9. Thechildrenlook _____ today. ( )

10. It's _____ todaythanyesterday. ( )

Give a sheet of paper to each student. Ask them to write their names on the sheet and to draw three columns for the Positive, Comparative and Superlative degrees. Next, let a student read a short text loudly for the class. Ask the students to listen carefully and write words having the Positive, Comparative and Superlative degree in their respective columns. Let the class listen to the passage a second time if necessary. At the end, the teacher collects the sheets and redistributes them, randomly, amongst the students. The teacher then draws three columns on the board and writes the answers. Let the students mark the answer sheets by giving one point for each correct answer. Thestudentwhoscoresthehighestwins.

1. A cow is a large animal. (positivedegree)

2. The elephant has a long trunk. (positivedegree)

3. A rhinoceroses is larger than a cow. (comparativedegree)

4. A cow has thinner legs than a rhinoceroses. (comparativedegree)

5. An elephant is the largest of all these animals. (superlativedegree)

6. The cow has the longest tail. (superlativedegree)