



## METHODS AND TECHNIQUES FOR ENHANCING THE INTERCULTURAL COMMUNICATION ACTIVITIES OF STUDENTS IN THE STUDY OF A FOREIGN LANGUAGE

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**ABSTRACT:** - This article describes some methods for teaching oral speech to high school students in English classes. The purpose of the article is to consider methods and techniques that increase the motivation of students in English lessons. The article offers types of tasks that develop not only language skills and speech skills, but also thinking skills, the formation of communicative-cognitive and social skills.

**KEYWORDS:** Activation of activity, communicative (speech) exercises, effective interaction.

### INTRODUCTION

Today, the successful development of a foreign language at home and abroad is to strengthen friendship with representatives of various countries, training in the field of institutional. At the current stage of development of school education, one of the new problems associated with the study of a foreign language is the subject of the curriculum.

Reading in a foreign language is difficult for many children and requires extensive exercise. A working system can be added by arranging exercises in the form of a game that suits the characteristics of young people.

### THE MAIN RESULTS AND FINDINGS

You can use photos and competitions. Most games correspond to multi-purpose exercises, they also improve lexical, receptive graphic skills, develop attention, reaction speed,

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logical thinking. It is recommended to apply the games in the order corresponding to the stages of skill formation. In the proposed complex, games are divided into: A) intended for teaching sound-letter correspondences and syllable division (analytical-synthetic way of learning): "Make a word", "Stand in a circle", "Ladder", etc. ; for example, in the game "Stand in a circle", the task of the players is to read the syllables printed on the cards, correctly form words and complete the circle faster than the opposing team; B) reading whole words and sentences: "Domino", "Find a couple", "Make a phrase", "Tic-tac-toe", "TV announcer". For example,

To organize the current and final learning equipment, games can be used, for example, in the game "TV" - quickly and accurately read the text presented as soon as possible.

The use of games in a foreign language improves elementary school students.

Modern foreign methodologists agree on concepts in which the process of learning a foreign language is similar to the process of foreclosing a native language. Due to the experiment, the child's native language is incorrect, he will strive for an internal system and constantly try to develop an internal language system.

Therefore, at an early stage of learning a foreign language in the classroom issued a grammatical history, because the foreign language is assigned a limited communication function. But this assimilation does not exist in space or time. Thus, it can be noted that in addition to formal research, it is necessary to distribute its assimilation.

It seems possible to note that only by following the general didactic and general methodological principles (such as consciousness, activity, visibility, accessibility,

systematicity, strength), as well as particular methodological provisions, it is possible to activate the oral interaction of students in a foreign language lesson at school [1].

Activation of students is a targeted process of creative cooperation between teachers and students, in which positive activity, independence must be self-control and creativity, in this form of activity. The structure of speech-thinking activity includes the following components: motivational, content, procedural and creative [2, p. 5-17].

One way to activate students is to create difficult situations. For example.

1. Sovereign assistance to students by the teacher (or the level of knowledge that has been achieved) with scientific evidence that students do not have knowledge, do not have life experience. This approach can be: experience; stories about experiences; various visual aids, TCO; which students require impossible mistakes or tasks.
2. Determine the most popular action method and require action when trying to perform new tasks in the old ways.
3. Comparison, comparison and opposition of contradictory: facts, phenomena, data; judgments, opinions of great scientists, writers, critics, politicians; the opinions of the students themselves; various versions of texts of works of art, documents, various types of art.
4. Use typical student mistakes or a one-sided approach to phenomena. Communication with students before making assumptions, preliminary and state conclusions.

In the course of educational activities, which uses the following methods: conversations, voting, tasks and exercises, to establish the nature of schoolchildren in the activities of schoolchildren.

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To update middle school students, using practical methods such as Carousel, Associative Row, Become a Teacher, Agree Disagree, Sinkwine for any stage of the lesson, project activities and the Finish the Sentence technique.

Reception "Associative series" is used for real knowledge. When learning any concept is written in the columns of dictionaries. Further students are asked to define these words in order to define one or the other concept. After discussing all the options, the final version is being recorded recently.

## CONCLUSION

Before using the Become a Teacher technique, students are told that each student will test himself as a teacher. This means that the stages of the classes are carried out by independent activities: vocabulary tasks, test tasks or other activities to achieve evidence of interaction. For example, it is proposed to conduct a dictation to test the quality of knowledge for describing a person's character. The purpose of these functions is that students understand how they remember the words and what to look for in the house.

One of the conditions for the activation of students is the existence of sustainable motivation, which is expressed in relation to the desire of students to independently.

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