



ISSN 2410-3586

УЧЕНЫЙ XXI ВЕКА

научный журнал



3-3
2020

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**CONCEPTUAL FOUNDATIONS OF DESIGN TECHNIQUES USED
IN ENGLISH LESSONS**

B.R. Rafieva¹

Abstract

The article considers the urgent problem of applying the design methodology in the changed paradigm of educational standards. Analysis of practical activities allows the author to reveal the conceptual foundations of the design methodology. This happens as part of a system-activity approach in the process of forming students' core competencies in English lessons. The author pays special attention to the development of communication skills, cognitive interest, and creative abilities.

Key words: design methodology, system-activity approach, key competencies, communication skills, cognitive interest, creative abilities.

The main quality that a student must acquire in a rapidly changing world, in accordance with state standard, is the ability to independently and proactively find solutions to various problems. This is facilitated by a system-activity approach that defines the purpose and main result of education as the upbringing and development of the personality of students, their readiness for self-development and continuing education, which meets the requirements of the information society; transition to a strategy of social design and construction. standard establishes requirements for the results of students: personal, meta-subject, subject. The main task of an English teacher is the formation of students' core competencies: value-semantic, cultural, educational, educational, informational, communicative, social, labor, personal self-improvement competencies [2, 3].

The main task of teaching English is the development of a student's personality, capable and willing to participate in intercultural communication in the language being studied, self-perfection in the foreign-language speech activity mastered by him [4].

For this, a design technique that is based on goal-setting is effective. The design methodology provides training in constructive communication in English, expansion of the lexical stock and practical mastering of the grammatical structures of the language in conditions of psychological comfort - a specially simulated situation of a business game. In a game situation, an image of one's "I" is formed, goal-setting, motivation, self-organization, self-and mutual control skills. Learning English, children form the skills of a dialogue culture, develop all mental processes on the basis of familiarization with cultural-historical and universal values by means of verbal communication [2, 3, 4].

Before starting work, it is necessary to determine the structure of the project and the process of its implementation, consisting of the following steps:

- analysis, formulation of the idea, goals of the project: formulation of the idea, specification of the problem, putting forward assumptions for resolving the problem, translating the problem into a series of tasks;
- project implementation: planning the stages of the project, discussing possible means of solving problems, putting forward hypotheses for solving the problem by the brainstorming method; discussion of methods for testing accepted hypotheses in small groups (in each group one hypothesis), presentation of the results;
- preparation of the final product: preparation of the final results (presentation, defense, creative reports, etc.);
- reflection: discussion of the project, conclusions, assessment of the achieved result;
- identification of new problems [2, 3].

The basic requirements for using the project method are: the presence of a significant task that requires integrated knowledge, the search for its solution (for example, organizing trips to different countries, family problems, the problem of relations

¹Рафиева Бунафша Рустамовна – преподаватель английского языка, Самаркандский государственный институт ветеринарной медицины, Узбекистан.



between generations, the problem of free time among young people, researching the history of various holidays in English speaking countries, etc.); practical, theoretical significance of the expected results (for example, a presentation on this issue, a joint issue of an electronic newspaper, video almanacs with reports from the scene, a tourist route program, a plan for arranging a house, park, etc.); independent (individual, paired, group) activities of students in the classroom or after school hours; structuring the content of the project (indicating phased results and the distribution of roles); use of research methods; definition of a problem; presentation of final results; analysis of the data obtained; summing up, adjustment, conclusions (methods of "brainstorming", "round table", creative reports, project protection, etc.) [2, 3].

In English classes, it is necessary to organize the educational environment so that in it the child learns and assimilates what characterizes him as a person (the tasks offered in the lessons imply aspects of moral education); as a person of limitless possibilities, created for good deeds and creation; as a seeker of public space for the development of his true nature; as a person interested in cultural values, aesthetics, worldview. English lessons should be opposed to sources provoking the child to asocial manifestations (rudeness in relationships, infringement of his personality and dignity, authoritarianism, coercion, injustice) [1, 4].

The implementation of the design methodology is determined by the need to build a personality-oriented approach to learning English.

1. In the center of training is the child himself with his cognitive, emotional-volitional, motivational and personal characteristics.

2. Temperament, character, ability and ability of each child determine the educational goals and objectives of the English lesson.

3. The child's verbal ideas about himself, about his peers, family, and self-esteem - "I-image" - are the center of personality-oriented learning

The design methodology creates optimal conditions for the realization of students' creative abilities, allows you to integrate practice-oriented knowledge of students from different fields in society, develops their cognitive sphere, enables the teacher to be focused on each student, and allows to effectively achieve predicted results. The application of the design technique of the child in the English lessons allows you to gain experience in public speaking, to realize your own intrinsic value, to communicate constructively in English, to develop creative abilities based on persistent cognitive interest.

At the same time, cognitive interest arises when students have a positive attitude towards the teacher, the subject "English language", and the activities that the teacher offers in this subject. The activity consists of a design technique based on creative assignments that support interest in the English language. In direct activity, educational motivation also arises. All these components help students to acquire personal meanings in the process of developing a language ability in English.

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