

USE OF GAME, CLASSIFIED, MODULAR, INDIVIDUAL LEARNING TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS' ENGLISH PHONETICS

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Abstract: *Phonetic competence is a person's ability to implement pronunciation norms of the language being studied in accordance with foreign language communicative competence, based on knowledge, skills, competences and attitudes. In the formation of phonetic competence, it is important that interlocutors interact and understand each other, as well as that phonetic competence affects all components of foreign language communicative competence.*

It consists of 4 structural components of phonetic competence, i.e. cognitive, pragmatic, reflexive and socio-cultural. This article recommends the use of game, differentiated, modular, individual educational technologies in the development of English phonetics of students.

Keywords: *phonetic, communicative, English language, individual competence, cognitive, pragmatic, reflexive, socio-cultural, component.*

In practice, all dictionary compilers demarcate the categories "competence" and "competence". The definition of competence is similar and replaces (complements) each other, while at the same time there is no single interpretation of the word competence, this concept is "a set of powers (rights and obligations) of some body or official, determined by law, regulations of this body or other circumstances", "to have (possess) knowledge that allows one to think about something", "a set of questions (area) that someone is well informed about" is understood[4].

Like many other languages, English has experienced wide variations in pronunciation, both historically and from dialect to dialect. In general, regional dialects of English have a largely similar (but not identical) phonological system.

Phonetic competence is a person's ability to implement the pronunciation norms of the language being studied in accordance with foreign language communicative competence, based on knowledge, skills, skills and attitudes. The interaction of interlocutors and their mutual understanding in the organization of phonetic competence, as well as the influence of phonetic competence on all components of foreign language communicative competence it is important to do [10].

It consists of 4 structural components of phonetic competence, i.e. cognitive, pragmatic, reflexive and socio-cultural components. We recommend the use of game, differentiated, modular, individual learning technologies in the development of students' English phonetics. Here are examples of the projects of this person-oriented educational technology.

It is one of the types of person-oriented education (pedagogical technology) that represents conditional learning situations aimed at forming all forms of mastering social experiences: knowledge, skills, competences and the process of emotional-evaluative activity. Game technologies serve to prepare students for a certain process, to form preliminary skills and qualifications for direct participation in certain life realities and events [3].

A poem is given to the game "Who is faster". The task of students is not only to read quickly, but also to correctly cope with the specific tempo, rhythm, intonation, logical pauses and accents characteristic of English phonetics. The student who performs the task most accurately and without mistakes is the winner.

In the "Fill in the blanks" game, the student listens to a small poem / rhyme / excerpt from a song several times. Complex and unknown words are written in the team. The task of the participants is to remember and fill in the blanks on the cards that are distributed to them.

In the game "Remember the text" a task is given according to the type of listening. Students read the text they listen to several times. Then they reproduce it from memory. It is good if the students first write down what happened and then read it. This task strengthens the memory well.

In the game "Restore the order" students are given sentences from the song. After listening to it, you need to restore the text in the correct order. The winner is the one who completes this task the fastest.

In the Sing It Fast game, students are asked to play a song, speeding up with each repetition; rap is perfect for this purpose. Whoever copies better gets one point.

In the game "Lips reading", the task helps to develop the articulation of sounds; you have to lip read a line from a popular song by an artist (clip included) or a bandmate. Whoever guesses gets a point and guesses the next song [9].

Differentiated teaching as a form of organizing the educational process is based on the principle of general didactics and ensures the specialization of the educational process in specially organized homogeneous groups of learners. means creating conditions. The highest level of teaching is individual teaching. There are positive aspects as well as negative aspects of stratification of students in general education schools according to the level of mental development [1].

Students are divided by educational level as follows: the first group is highly qualified and creative students. All tasks are performed independently by students, they do not have great difficulties in performing modified tasks, they are able to explain their actions, and they are able to consciously master the program material. He used the help of adults to perform relatively complex tasks. They are ready to perform creative tasks; the second group has an average and sufficient level of preparation. Students mainly understand the teacher's explanation, remember the studied material well, but they cannot make a general conclusion without external help; the third group consists of students with a low and satisfactory level of preparation. For such students, it is difficult to determine the main thing in the studied material, establish a logical connection, and distinguish secondary material

Modular training creates opportunities to comprehensively solve the following modern issues of professional education:

Acceptance and systematization of teaching content on the basis of the module-activity approach, ensuring variability and flexibility of programs; individualization of teaching; control the effectiveness of training at the level of teaching practical activities and evaluating observable actions; on the basis of professional motivation (interest), activation of the teaching process, independence and full realization of teaching opportunities.

In the modern theory and practice of modular teaching, two different approaches can be distinguished: teaching technologies based on the approach of activity in science and the approach of systematic activity [1].

The difference from other educational systems is explained in the content of modular education. First, educational content is appropriately presented in legally independent components (information blocks). The didactic goal is formed to determine the student's readiness and not only the content of the studied content, but also the level. In addition, each student receives written advice from the teacher on how to act wisely, where to find the necessary study material.

Secondly, the form of communication between student and teacher is changing. It is done through personal communication and modules. Modules transfer learning to the subject. The relationship

between teacher and student becomes equal. Third, the student works independently as much as possible, learns goal setting, self-planning, self-organization, self-management, and self-esteem.

The importance of student success with the module depends on the content of the study. In this case, the student should learn it effectively. That is, the teacher talks to the students, activates them to think, predict, motivate, and guide them to success. To implement this principle, the module structure is of great importance

Individual teaching is a form of organization of the educational process, in which the pedagogue deals with students one-on-one; the student receives continuous independent education with the help of educational tools (books, computer, etc.). Advantages of individualized teaching: possibility of adaptation of the pedagogical process to the abilities of the learner.

An optimal pedagogical process is established as a result of the continuous monitoring of the student's level of education and the introduction of necessary corrections. Individual approach - according to the pedagogical principle, the interaction of the pedagogue with students in the pedagogical process is built taking into account their personal characteristics, and a psychological-pedagogical environment is created for the development of the whole group and each individual student.

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