



EFFECTIVE TECHNIQUES FOR CREATING EMOTIONALLY POSITIVE THE ATMOSPHERE IN TEACHING A FOREIGN LANGUAGE

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ANNOTATION

This article discusses about objectives of teaching a foreign language at the present stage of development of society, the concept of the educational process, moral culture, the reasons for the low efficiency of training, play - as a method of creating an atmosphere of goodwill in the classroom, developing imagination and creativity and the use of group and pair work promotes student cooperation and is an important positive factor.

What is teaching a foreign language at the present stage of development of society?

The goal category is one of the most important in philosophy. The goal is considered as one of the elements of human activity, transformation of the surrounding world, as an ideal anticipation of the result of activity.

KEY WORDS: *Culture, technique, moral culture, foreign language, equal distribution, training, student, qualified personnel, pedagogy.*

DISCUSSION

In teaching, the goal is a kind of intermediate link between the social and the methodological. Teaching foreign languages pursues a comprehensive implementation of practical, educational, educational and developmental goals: at the same time, educational, educational and developmental goals are achieved in the process of practical mastering of a foreign language. "A truly comprehensive approach to learning goals, as EI Passov notes, requires the introduction of all aspects as components of the goal on equal terms (education, cognition, development)."

Only in this case should the training system include special means to achieve these components of the goal. "Equal rights" means an equal distribution of time for all aspects, and their equality only in terms of significance for the formation of the student's personality. Let's consider in more detail the concept of the educational process. In the modern

process of humanization of society, understanding a person as an intrinsic value, which cannot act as a means for someone, but can only be a goal, and for society - an end in itself of social development, there is an acute problem of educating a person as a person capable not only of mastering the values of culture, and who knows how to navigate in the system of social values, but also to be the subject of his life, the strategist of his own destiny, and therefore to be responsible, including for personal safety. Education - purposeful organization of the student's interaction with the outside world at the level of the achievements of modern culture.

The fundamental procedurality of upbringing is that upbringing appears as an independently related system of activities of the educator and the pupil, based on a dynamically changing system of relations, selectively established by the participants in the educational process; as a fundamentally unfinished process of ascent of a pupil and a teacher to the highest levels of being, the



development of their socio - cultural intellectual potential, moral improvement. What is this interaction?

Actually, subject-object relations are a condensed invariant formula of the integral pedagogical process (educator and student).

What principles formed the basis of the educational process?

1. Taking into account the social situation of the child's development;
2. Transformation of education into a continuous innovation process;
3. Abandoning the idea that you can change a child's life. The only thing that a teacher can help a little person make a choice in a particular situation at the cultural level.

The goal of the process of value interaction organized by the teacher is to move towards an unrecorded result. The "measure of movement", the comprehension of cultural values will be different for each student. The only thing that a student is not allowed to do is stop, lack of development. Constant comprehension of Goodness, Beauty, Truth. The result of the school's activity is the upbringing of a person who is ready for constant change, the development of human culture, capable, on the basis of assimilating modern culture, to continue the relay race of generations.

In this regard, the following system of measures can be proposed. In this regard, the following system of measures can be proposed.

During the school year at school, it is necessary to conduct a micro-survey to study the level of education of students. It often shows that the level of education of students is low: students lack the skills of cultural behavior, and they do not always behave correctly in relation to teachers and each other, do not know the basics of life safety. Therefore, it is necessary to develop an algorithm for extracurricular work: a cyclogram of excursions, school-wide activities, class hours (situational, thematic class hours "Get away from trouble", "What is self-control?" "Behavior has consequences", meetings with a traffic police inspector, to correct student behavior, including in emergency situations), planning the life of the classroom for a month with subsequent assessment and analysis. Forms of events can be individual and different for the whole class, group. Collaboration with scientific and methodological centers is required. If these conditions are met, it is possible to achieve the education of the morality of the growing person.

A didactic game in a foreign language lesson helps the child to realize important moral signs of communication, such as kindness, love for one's neighbor, mutual assistance. Play is an effective educational tool. She is one of the ways children

learn about the world, reality. In play, the child comprehends and experiences important social events. In the game, the emotions of children are especially clearly manifested and formed, useful skills, skills and habits, new knowledge are acquired. The child is able to memorize linguistic material in whole blocks, as if "imprinting" it into memory. ... But this happens only when he has created the appropriate setting and it is very important for him to master this or that material. This happens most easily in the game. If in order to achieve success in a game, a child needs to perform some kind of speech action, then it is mastered almost without effort. Play creates a wonderful natural environment for language acquisition at any age, but it is especially productive in early school years. At this age, play is a way of introducing adults to the world, a way of knowing. Games for teaching a foreign language are widely used. Classes are structured so that the atmosphere of the game reigns on them from the first to the last minute. What games and at what stages of the lesson is it advisable to conduct? Competition games, travel games, training games, game situations, association games, games that develop certain mental processes: memory, observation, attention, reaction speed. In the game, the child learns to use the knowledge gained in new conditions that activate him as much as possible, thereby helping him to better consolidate the learned material. This form of work supports children's interest in learning and develops it. The group and pair form of work in the lessons of a foreign language is no less effective in educational and educational terms. The use of this type of activity as a means of developing students' independence contributes to their meaningful cooperation with each other in the lesson, which is undoubtedly of interest. In this case, having a communication partner is an important positive factor. Working in pairs contributes to the formation of automated language skills. The teacher stimulates the work of students with positive evaluative remarks. Pair and group work contributes to the development of the ability to conduct a conversation, listen and speak oneself, recalling the studied structures and vocabulary, evaluate their achievements, comparing them with the activities of comrades, and exercise self-control. The group can include students on the basis of common interests, personal relationships. Pair work is usually preceded by a sample showing: the teacher conducts a conversation with one of the students, then invites the children to start completing the assignment. After a short period of time, the teacher asks one pair from each group for assessment. Exercises with keys for self-control can be used for independent work in pairs and individual work in the classroom. Or one of the students of each pair receives the text of the exercise (stimuli and patterns of reactions to them,



that is, keys) and acts in the role of a teacher, the second in the role of a student. After completing half of the exercise, they switch roles. In independent work in the classroom, the student himself reads the stimuli one by one and, without looking into the text, reacts to them, and then checks his answer with the key. When studying a foreign language, good results are given by the following forms of work:[8,217] a) competition between two teams, including various tasks, including staging a dialogue;

b) thematic conferences on the development of conversational skills using ICT, visual aids, additional literature;

c) thematic conferences, the purpose of which is to summarize the results of the frontal reading.

Pedagogical contact is inextricably linked with such a component of the modern methodological and pedagogical norms as the successful interaction of the teacher and students in educational work. The age-related needs of adolescents in the development of generalized methods of mental activity are met by all those forms of work that imply hierarchy and causal dependences of information elements, highlighting the main thing, etc. Schoolchildren are characterized by such a state of mind as expectation of communication, the search for communication. They see it as evidence of their social and human worth. In such conditions of personality self-expression, a real speech task arises, as well as communicative motivation, which ensures a person's proactive participation in communication. Thus, the choice of rational forms of organizing the educational process is of paramount importance. Often the teacher sees two aspects: how is the assimilation of the program going and what the child's behavior is. An unequal substitution of education and training took place. Valeologists, physiologists, hygienists, believe that the child should be seen as a whole; his mental, physical and functional state.[7,305] It is necessary to take into account the influence of the whole complex of factors.

External - social conditions of life, ecology, school impact, pedagogical impact. Internal - health, changes at each age stage; the load with which schooling is associated must correspond to the capabilities of the growing organism.

The educational process itself is often built without taking into account physiology and hygiene. It is necessary to outline a framework within which the educational process is effective and coincides with the capabilities and characteristics of the student. The reasons for the low effectiveness of training should be sought in the fact that teaching methods, tactics, training programs do not always correspond to the physiology of the age for which they are designed. It is impossible to identify homogeneous groups of

students; there are as many classes as there are children. The division of children into groups (strong and weak) generates social disaffection. The creation of a situation of "joy", "success", emotional and psychological support in school, classroom is a requirement of the time. It is important to implement health-preserving technologies in the upbringing and educational process: lessons must be built taking into account the age-related physiological characteristics of children with frequent changes in activities and physical culture minutes, dynamic pauses. In order to strengthen and preserve the health of students and form them the necessary skills for a healthy lifestyle, sanitary and hygienic requirements should be systematically fulfilled (airing the office, observing the light regime, etc.); take into account the hygienic conditions of the office, pay attention to the correct seating of students during the lesson, take into account the recommendations of the medical worker of the educational institution. Lessons should be structured optimally comfortably for students, so that the study load does not contradict regulatory and legal requirements, teaching methods are selected taking into account the preservation of the psycho-emotional and physical health of students, a high level of general performance. We must remember that there is no ideal technique. Children are so different, their individual characteristics are so obvious and essential that one must always remember that only an idea can be one, and the tactics and methods of teaching must be different.

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