

Formation of Students' Research Skills in the Process of English Lessons

Narzieva Nargiza Norkuzievna

Samarkand State Institute of Foreign Languages, Associate Professor of Pedagogy and Psychology, (PhD),

E-mail: nargizanarziyeva09@gmail.com

Sattarova Gulnoza Solievna

Samarkand State Institute of Foreign Languages, 2nd year master.

Annotation. The article addresses current issues in the formation of students' research skills in the English language classroom.

Keywords. Student, ability, language skills, research skills, competence.

In practice, it is known that some students who are well versed in school subjects are not able to apply the knowledge and skills they have learned in solving problems related to non-standard situations encountered in class and in life situations. This is due to the fact that students do not have the appropriate competencies.

The professional potential and level of education of a foreign language teacher, knowledge of modern teaching methods are important in improving the quality of education.

The modular process of education forms an individualized learning direction for learners and creates a process that is entirely research-oriented. The change in this case is not only a change in the norm, depth of knowledge, method of learning, the form of competence, but also an increase in their desire to learn.

Research ability is the ability of students to consciously acquire new knowledge, skills and competencies based on the identification of personal qualities and the ability to acquire them independently.

Research ability refers to the development of a student's thinking process, research activity, i.e., the student's ability to identify a problem and find a solution, ask a question, determine the conditions of a problem, make assumptions about material and spiritual world events, and so on.

Research ability can be seen in the student's ability, activity, so in students it is - goal setting (definition (defining the main goal and activity)); goal achievement (intended) to achieve a defined goal result.

According to the theory of teaching and learning, information acquired by a child becomes real knowledge only if it is integrated (combined) with the child's previous skills. If this information can penetrate not only the thinking ability of the child, but also the heart, affecting his emotional state, this information becomes not only knowledge, but also the competence of a very valuable reader. This efficiency can be achieved through research projects that combine the integration of different disciplines.

The ability to learn a language in the educational process is combined with the basic competencies, that is, the product and effectiveness of education is formed.

We will now look at the development of research skills through project technology in our research at Secondary School No. 49 in Samarkand.

At a time when education is seen as the most important guarantee of giving a child social skills in life, we have chosen the subject of "English" as a child and social life skills. The uniqueness, the attractiveness, the controversy on various topics in this science are reflected in this very science. The child begins to explore what he sees.

The knowledge acquired in the English course is closer to the learner than the concepts in mathematics or native language, and are more quickly absorbed by the learner. In organizing the learning process, we used a system of projects. In this regard, it is advisable to supplement the research elements of students with the sciences of the artistic and aesthetic cycle - music, fine arts and artistic work.

Interesting student projects were achieved during the presentation of "Samples of student research." At School 53, the project has been running for many years.

In the subject "English language" we chose the theme "Nature of Samarkand". In the course of this topic, the students encountered a problem, i.e. it was found that their knowledge of the history of their

homeland was low. In the process of collecting information, another problem was identified, namely the lack of books on the land of Samarkand, including children's books.

Project implementation.

1. We started the project by collecting and analyzing information from various sources based on a previously developed plan.

2. We were engaged in recording, processing, copying the received information. We worked on the pictures for the information.

It should be noted that during the work on the project, students learned to work with information and communication technologies. Created and formatted documents in MS Word, collected, analyzed, systematized information from the Internet, created a presentation, which was done using graphics, animations and MS Power Point, talked about collaboration.

3. We analyzed the obtained materials. We concluded that there is very little information about our native land, its history, so we tried to tell our fairy tales and legends the names of places of our native city through fairy tales and legends.

4. The final knowledge on the research topic was summarized, the results were analyzed.

5. Presentation materials were formed.

6. We had a conversation with a school psychologist before the performance.

The final stage.

1. The project was discussed among the students of the class.

2. The project was examined on the basis of the established criteria.

3. Work process and outcome based on different criteria, i.e. groups and individual successes were discussed.

4. The exit request has been completed.

5. Students gained research skills on the work done. They asked, "What did I learn?", "What did I achieve?", "What did I do?", "What I couldn't do before, can I do now?", "Who did I help?" answered questions such as.

6. Students spoke at open classes, events, and monthly science meetings, answered questions, defended their views, opinions, and ideas, and drew final conclusions.

Undoubtedly, such large-scale projects require strong teacher training and involvement of specialists in various disciplines, but as a result, the student's desire to learn, to study different subjects together, to increase students' knowledge and skills, to form critical thinking in students, to learn to target information. shaping, etc.

The students were so interested in this research that they were not satisfied with the work done and started working on the next project and the next book. On the basis of fairy tales and legends in Samarkand region began a discussion of the life and activities of historical figures, the peculiarities of their traditions. In addition to knowledge of the natural sciences, information on music and information technology was also covered. In the process of studying the history of Samarkand, students collected national songs, tried their hand at ceramics and ceramics. The sciences and skills learned during the research project left a deep mark not only in the minds but also in the hearts of the students, requiring continuous learning, developing students' thinking skills and applying the knowledge gained to life.

Booklets and posters with Uzbek folk proverbs and sayings were published as the subject of the project research.

The study found that:

Parents consider helping each other to be the best human quality. This idea was fully endorsed by the 8th graders. According to grandparents, the best qualities are to be polite, to behave well, and so on, based on our national traditions. The brothers agreed.

- According to teachers, the best quality is to be kind;

- 8th grade students think friendship and love.

Based on a survey on the "worst" habits;

- Sisters and 8th graders - rudeness;

- grandparents - hypocrisy;

- parents - poor reading;

- indifference, ignorance;

- teachers - to offend each other;
- 8th graders mentioned fighting.

At the school meeting, this work was awarded a certificate of honor in the nomination "debut" (first performance).

The conclusion is that while control means that the reader is faced with the task of shaping the country's thinking movement, the thought complex of experiential assistance emerges in managerial injury. A person who is independent, free, creative, does not have a culture of thinking with a scientific basis is a mute. It can become the ashes of the opinion of others. This can be controlled by the example of the Wahhabis, the Hizb ut-Tahrir, the Nurists, the Akromians, and many other enemies of the religion, who have taken root in the correction of ideological divisions, and who have mastered the religion.

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