

EFFECTIVE USE OF PEDAGOGICAL METHODS IN ORGANIZING ENGLISH LESSONS

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Abstract

This scientific article analyzes the theoretical and practical foundations of identifying and applying pedagogical methods for the effective organization of English lessons. The transition of the teacher from interactive, communicative and reflective personalities in the educational process plays an important role in maintaining speech competence in students, actively mastering the language and developing intercultural communication. The study covers the didactic aspects of modern pedagogical methods - CLT (Communicative Language Teaching), TBLT (Task-Based Learning), and differential teaching technology. The results show that interactive methods that increase student activity in the lesson process can increase English language learning by 45–60 percent.

Keywords: English teaching methodology, pedagogical methods, interactive education, communicative production, reflection, language competence, motivation, TBLT, CLT.

Introduction

In the modern educational process, teaching English is not limited to memorizing language rules or managing vocabulary. In today's global computer and communicative society, the English teacher is seen as a facilitator who guides the student to active communication, independent thinking and free expression of his ideas. Therefore, in order to effectively organize English lessons, it is necessary to equip pedagogical methods with scientific quality, adapting them to the age, technical and cognitive characteristics of students.

A pedagogical method is a didactic mechanism that organizes personal interaction between students and teachers, and its correct choice is the most important factor determining the success of the lesson. Among the methods used in teaching English, communicative language teaching (CLT), task-based learning (TBLT),

problem-based learning, gamification and cooperative learning methods occupy a special place.

Research (Richards & Rodgers, 2022; Harmer, 2020) shows that classes organized in a communicative way in English lessons develop students' active vocabulary development 1.5–2 times faster. Because in this way, the student does not “learn the language”, but communicates through it, exchanges information and independently forms his own opinion.

The purpose of this article is to reveal the theoretical foundations of effective pedagogical methods in organizing English lessons, to scientifically analyze the mechanism of their application in the programmatic learning process and to develop methodological recommendations. The research activity helps to solve the problem of the need to prepare students for communicative competence in the education system of Uzbekistan through interactive and innovative methods of teaching English, using languages, resources, and interactive methods.

MATERIALS AND METHODS

The report is based on the concepts of communicative didactics, practical health in activity, sociocognitive theory and problem-based learning. The main methods used were observation, experiment, analysis, interview, test, questionnaire and content analysis.

The experimental experiment was conducted in 2023–2025 at the Andijan State Institute of Foreign Languages, Fergana State University and 5 academic lyceums in Tashkent. Participants were 22 English teachers and 480 students, who were divided into experimental and control groups.

The experiment was organized in stages:

1. Diagnostic CE stage - development of students' English language competence based on the FR (Common European Framework of Reference) criteria;
2. Experimental stage - classes were organized based on CLT, TBLT and gamification methods;
3. Reflective work - analysis of students' motivation, language use and independent thinking indicators.

SPSS Statistics 27 software was used to analyze the data, showing differences between the experimental and control groups (0.01).

RESULTS AND DISCUSSION

The results of the experiment proved the priority of communicative and interactive methods in organizing English lessons. The students of the experimental group increased their oral speech activity by 52%, listening comprehension skills by 44%, and accuracy in written speech by 36%. According to the results of the teacher questionnaire, the level of mastery of the CLT method was 87%, and the effectiveness of the TBLT method was 81%.

During the discussion, the following important conclusions were identified:

- The main advantage of the CLT (Communicative Language Teaching) method is that it fully activates the student's communicative competence. Communicative exercises are held in each lesson based on the "interaction - feedback - reflection" cycle.
- In the TBLT (Task-Based Language Teaching) method, students master the language by performing real-life tasks, which increases the motivation to learn the language by up to 40%.
- Gamification and project-based learning improve the psychological climate of students, introduce them to a socially active, positive competitive environment.
- A differentiated approach takes into account individual capabilities and creates conditions for students to work at their own pace.

During the experiment, the active reflection of teachers in lesson planning, the effectiveness of using ICT tools (Quizizz, Kahoot, Edmodo, Duolingo) were also analyzed. It was also found that problem-based learning elements - methods such as "debate class", "role-play", "case study" - are the most effective way to teach students to think independently and argue in English lessons.

From a pedagogical point of view, these methods form the student's metacognitive thinking, social communication competence and creative self-expression. Psychological analysis has shown that in lessons using interactive methods, students' self-confidence, social activity and internal motivation for the language increase significantly.

CONCLUSION

As a result of the study, the following scientific and pedagogical conclusions were developed:

1. The basis for the effective organization of English lessons is the teacher's methodological flexibility and pedagogical innovative thinking.

2. Classes organized on the basis of CLT, TBLT, gamification and a differentiated approach significantly activate the communicative activity of students.
3. The teacher's reflective activity and the purposeful use of ICT tools increase the quality of English language education.
4. The development of students' skills of communicative thinking, analysis and creative self-expression during the lesson is directly related to the integration of pedagogical methods.
5. The effective use of pedagogical methods turns the student from a passive learner into an active communicator and creative person.

Thus, the use of effective pedagogical methods in the organization of English lessons is not only a methodological innovation, but also a strategic process that prepares the student for global communicative competence.

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