3. A.Kenjaboev, O. Ergasheva, J. Kenjabayev, "Advanced pedagogical technologies is an important factor in the effectiveness of the course". T. 2012 year 5-6 pages

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METHODS OF TEACHING FOREIGN LANGUAGE LESSONS IN GENERAL EDUCATION SCHOOLS

Teacher's instructional activities in organizing and managing student activities are through the use of a variety of techniques, methods, and tools that guide the formation of skills and skill in all types of activities. Therefore, the methods and tools of teaching and learning need to be further clarified.

First, about of "method". In the methodological literature, it is desirable to call this "teaching methods" as "educational methods". Because "education" is a concept that represents the whole learning process. The concept of "teaching" also means "to teach." Didactic method is understood by the teacher's curriculum that guides students to organize and manage their learning activities with a specific purpose. I. V. Rakhmanov described the method as a "target - oriented system that is conditional on one another." Different methods have been used during the development stages of foreign languages teaching. In particular, we see the following comments on the following methods of teaching:

1. Grammar-translation method;
2. Lexical-translation method;
3. The correct method;
Palmer Method;
4. Wast method;
5. Audio-lingval method;
The method of teaching the project and x, k.

Undoubtedly, the emergence of these methods will be the development and influence of pedagogy, psychology, linguistics, and psychoanalyst. In our opinion, such nebulae about the methods of teaching foreign language testify to the fact that there is no single idea among the methodologists. For example, I. V. Rakhmanov and M. V. Lyahovitsky believes that the foreign language can be taught by three general methods:

1. Demonstration method;
2. Method of explanation;
3. A method of organizing exercise or doing practical work.

R. K. Minyar-Beloruchev is suggesting to name these three methods with different terms.

1. Method of explanation;

2. Method of demonstration;

3. The way forward.

I. L. Bim classifies teaching methods as follows:

1. Showig;

2. explanation;

3. Exercise, doing exercises;

4. There are different types of skills, such as practical application.

In this classification of methods of teaching, the methods and principles of teaching are mixed together.

Method of explanation. The method of discourse is one of the most widely used methods in the learning process and provides the phonetic, lexical, grammatical material that is specified in the curriculum for oral reading. The teacher sets out the content of the educational material using a variety of visual aids, educational tools, which in turn creates the initial phonetic, lexis, grammar skills and reflects the practical application of these skills.

This method provides a logical sequence of learning material, to use of different information, interdisciplinary communication, and comparing other foreign languages. The effectiveness of this method depends on the teacher's methodological skills, that is, ability to express the learning material, the attractiveness and attractiveness of speech, the logic and image of expression.

The method of discourse requires the teacher to maintain a constant focus on the student, to wake up the attitude towards the learning material, and to use it to perceive and comprehend it, to use memory and methods. This is a very complicated process that can be achieved only through the use of memory-enhancing techniques that stimulate students' thinking abilities. The explanation can also be arranged through evolutionary conversations, problem-solving, and comparisons with mother tongue. The time required for explanation may differ depending on the availability of the training material, age and individual characteristics of the students, and the level of education.

Listening comprehension is also a type of speech. It is involved in recipative speech. Listening comprehension is to listen to and understand the speaker's voice from a radio, a tape recorder, a plate and a conversation. It is also referred to as "adirovanie" in some literature. It is a complex speaking activity because the listener needs to be able to quickly figure out the form, quickly understand the content, and keep it in memory, otherwise there is no resource for the user to be able to read and understand it again.

Controls have shown that students and students are less cognizant than listening comprehension. When a reader reads six times more information than listening and understands, the reason is that he does not work on it, it is complicated. Listening comprehension also helps to convey other speech. It is indispensable part of talking. Listening comprehension is both verbal. It is part of the conversation. Experiments show that listening comprehension develops, and speaking is improved, and the reader can be particularly good at communicating.

For example: it is necessary to achieve a high degree of suspense in the English speaking voice, in the end of the speech, and in the absence of a sense of humor.

Methods of strengthening the skills in practice. Many of the techniques in practice apply primarily to forming initial skills in the course of the lesson, in the process of dementia or at home, in oral and written exercises in the laboratory, in the process of examining and evaluating information on the subject. The main objective of the course is to teach the phonetic, lexic, grammar skills to be used in free communication and exchange of ideas. Practicing the skills in

practical situations is arranged in natural or artificial speech situations. As you know, artificially created speech does not encourage the student to study it because of the incompatibility with the surrounding environment. For instance, the teacher told one reader: "You are in the shop. Ask yourself, "Ask a questionnaire about how much money a pair of books and two pens are for sale, and give the second reader the answer as a" seller ", this artificially created speech. If the reader is forced to ask the seller to speak French in the face of the necessities of life, this is naturally created speech. Taking this into account, the students will be able to present their samples of conversations that are appropriate in their own situations, such as acquaintance, comment, rejection, question support, question-and-answer issues in school, street, shop, learn how to apply them in practice [1-4].

Teaching process consists of a teacher's various teaching methods, teaching tools, and learning activities. Teacher's instructor and his students are divided into several types of studies. The pupil explains, demonstrates, and teaches the student's skills and abilities by using different methods and tools that in practice teach how to use the oral speech, such a teacher's teaching activity. In addition, there is an activity that encourages and supervises the teacher's teaching activities, and can be regarded as a teacher's workmanship. Such a pre-planned activity of the teacher will be reflected in the use of different methods, methods and inputs.

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DEVELOPING STUDENTS' POTENTIAL BY MEANS
OF THE FOREIGN LANGUAGE LEARNING IN KRASNOYARSK SAU

Due to the implementation of the Bologna Declaration provisions, the realization of the ENQA standards in higher education, the necessity to apply the student-centered approach has become a real imperative for the university teachers. Nowadays, the training of any university student in a foreign language involves education in its broad sense. The emphasis is placed on the student but not on the teacher. The employers nowadays look not only at the professional competencies of the graduates but also on their speaking and writing abilities, communicative skills, the ability to be com-