ENHANCING EDUCATIONAL OPPORTUNITIES FOR STUDENTS IN FOREIGN LANGUAGE CLASSES

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This article examines how to enhance students' engagement in practical English classes through pedagogical methods. The educational process involves a range of teaching techniques, methodologies, and tools for collaborative learning between teachers and students, with the aim of fostering positive personal characteristics and ensuring successful outcomes.

Keywords: Pedagogical opportunities, methods of teaching, independence and creative activity, youth characteristics of students, level of preparation, effective methods.

Introduction:

Communicating directly with students through traditional teaching techniques involves methods such as asking questions orally, assigning written tasks and essays, encouraging independent work, engaging in artistic activities like painting and drawing, creating practical projects using various materials like paper, wood, wool, metal, and plastic, and encouraging students to recite poems and monologues. We use educational technology in combination with methods and methods. Because any interactive method *("Discussion", "Cluster", "Jigsaw" or "Working in small groups")*, all require the use of traditional educational methods and methods. You will see the proof of this idea in the third part of the tutorial.

We will briefly touch on the traditional methods and methods that have been used by our teachers and pedagogues and are still used by most teachers in the classroom:

Pedagogical opportunities for enhancing student learning depend on various factors, with teaching methods being crucial among them. These methods help students to effectively absorb knowledge, foster independence, and stimulate creativity. Factors such as the nature of the subject, the characteristics of the students, and their level of preparation are taken into consideration when selecting teaching methods.

The choice of educational methods and techniques is influenced by the specific goals and objectives the teacher aims to achieve during the lesson. Different methods are employed for introducing new material, reinforcing understanding, and generalizing concepts. It is essential to carefully select and implement effective methods and techniques throughout the different stages of a lesson.

Material and methods:

Thus, the teaching method is a way of theoretical and practical cognitive activities of teachers and students aimed at fulfilling educational tasks.

Each teaching method serves a specific purpose. They fulfill the general pedagogical tasks of providing stimulating education, enhancing learning, and perfecting teaching methods. Teaching methods encompass various approaches to imparting new knowledge. This includes methods such as explanation, storytelling, and practical training at the university tailored to the specific task at hand.

Explanation involves verbally interpreting concepts, events, and action principles. To effectively use this method, the teacher must have a deep understanding of the subject matter, select appropriate materials for the lesson, and assess the effectiveness of the explanation. It is essential to make foreign language practical classes engaging and meaningful, understand students' psychological characteristics, capture attention during explanations, and ensure clear and comprehensible speech.

Another method is oral storytelling in a foreign language. Storytelling is a way of introducing new material through a narrative, and it can be utilized in all educational settings. When employing this method, it is crucial to maintain an ideological direction, provide compelling examples and evidence, present accurate information, convey the main idea clearly, use simple language, and effectively communicate educational content.

University lectures are typically utilized in higher grades due to their longer duration compared to storytelling. A lecture is a verbal method of presenting knowledge that distinguishes itself from storytelling by its size, logical structure, and complexity of argumentation and generalization.

Pedagogical methods such as orally presenting information during practical sessions, sustaining student engagement, promoting active thinking, offering proof, classification, definitions, systemization, and summarization are commonly employed.

It is necessary to think clearly about the training plan and make it technological. There should be a logical coherence in all the paragraphs of the plan, in a coherent statement of the purpose, conclusion and conclusions of each of them. The lesson isread at such a pace that the student can combine all the exercises in the lesson. Therefore, the teacher should distinguish unfamiliar words clearly, and if necessary, repeat them to make it easier to write them down. In order to make the lesson not boring, creating problem situations during the lesson in order to activate the students' thinking has a good pedagogical effect.

Problem-based learning can be organized at different levels according to the complexityof students' learning activities. This is chosen depending on the level of preparation of students and the level of development of thinking ability.

According to Lingua statistics data, if a teacher knows 2000 lexical items, if he knows 70-80% of the words in the text, he can read the text for familiarization.

The first level of problem-based learning is self-created problems that arise chronically in different types of lessons and in different situations and await their solution. At the second level of problem-based education, a problem is created by the teacher and solved by the students. In this case, students observe the method of solving the problem and are in a passive state. They learn problem solving skills. At the third level of problem-based learning - a problem situation is created by the student and the problem is presented. The solution is found independently by thestudents. Students take an active part in this and develop independent and creative thinking reflexes. At the fourth level of the problem-based learning technology, students organize both the problem situation and the solution of the problem themselves. They learn to seethe existing problem in the subject and find its solution independently. This is the highest level of problem-based learning. Because students learn to think creatively. In this case, students are very active. The teacher acts as an observer and sometimes as a guide.

Conclusion:

In general, the effectiveness of education can be achieved when using educational technologies together with traditional methods of teaching interactive methods. Many factors affect the organization of problematic educational technology. Therefore, the teacher will not be able to organize it whenever he wants. Special conditions are required for the organization of problem-based education, especially for the application of the third and fourth levels.

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