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PEDAGOGICAL AND METHODOLOGICAL CONDITIONS AS A CRITERION FOR IMPROVING THE QUALITY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOL

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Tayanch so'zlar: til o'rgatish, o'qish malakasi, pedagogik shart-sharoitlar, uslubiy shart-sharoitlar, o'qitish texnologiyalari, madaniyatlararo muloqot, ijobiy ta'lim muhiti, axborotni boshqarish ko'nikmalari, o'rta ta'lim.

Ключевые слова: обучение языку, владение чтением, педагогические условия, методические условия, технологии обучения, межкультурная коммуникация, позитивная среда обучения, навыки управления информацией, среднее образование.

Key words: language teaching, reading proficiency, pedagogical conditions, methodological conditions, instructional technologies, intercultural communication, positive learning environment, information management skills, secondary education.

Language instruction, designed not only to be contemporary but also of superior quality, aims to facilitate the comprehensive cultivation and enhancement of reading proficiency among secondary school students. That is why today there is a special need for constructing the necessary pedagogical and methodological conditions for improving the teaching of English, aimed at developing not only the technology of reading skills we are studying, but also the readiness of students to use the target language for the purpose of self-education in the learning process not only at school, but also in subsequent educational institutions, as well as in further professional activities.

It becomes obvious that it is necessary to create conditions under which students would be able to independently and willingly acquire the necessary knowledge, learn to use existing knowledge, thus it is important to “create conditions for the full development of personal functions, motivation, reflection, criticism, meaning-making, etc.» , as a result of which, students master communication skills. Thus, “the emphasis is placed on engaging learners in active speech activities, creating the necessary conditions for learning a foreign



language as a means of communication in various speech situations”. This focus extends not only to English but also to bilingual education, as «the diversity of languages opens up the richness of the world to us, and the diversity of what we perceive in it; and human existence becomes broader for us, as languages, in clear and effective traits, provide us with different ways of thinking and perception.» As a result, the development of linguistic thinking specifically shapes the formation of a linguistic worldview and linguistic consciousness in individuals, factors crucial to consider in the teaching of foreign languages, where the English language occupies a leading position.

Furthermore, as noted by N. J. Suleymanova, «an equally important condition for a solid grasp of the studied phenomenon of a foreign language, besides understanding the meaning and form of the phenomenon during explanation, is the development of skills and abilities for its use in the process of consolidation. This is achieved through repeated systematic and purposeful repetitions, which find expression in various exercises.» We believe that these exercises should be tailored to the reading process, contributing to the development of a specific reading mechanism.

And, as we can understand, a proficient command of the English language is essential for everyone today. Therefore, the teaching of this language should be considered one of the most priority directions in the modernization of secondary education. Consequently, the process of teaching English is undergoing significant changes. The collaboration between students and educators, their mutual understanding, is a crucial condition for the educational process. Moreover, teachers themselves must consistently seek a creative approach to teaching, fostering an environment of interaction and mutual responsibility to achieve effective learning outcomes.

Thus, with the aim of enhancing the effectiveness and proficiency of students’ language skills in teaching English in the upper grades of school, it is crucial, above all, to establish pedagogical and methodological conditions that align with the requirements of the new generation state educational standards.

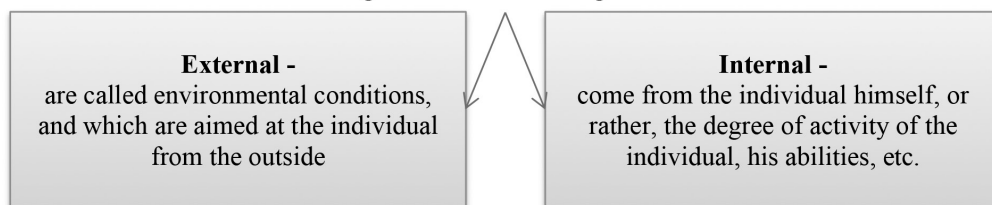
Many renowned authors (B. Adizov, V. I. Andreev, Yu. K. Babansky, S. G. Grigoriev, G. Ibragimova, V. V. Kraevsky, I. Ya. Lerner, E. Seitkhalilov, Sh. S. Sharipov, Sh. S. Shodmonova, N. M. Egamberdieva, F. R. Yuzlikaev, and others) consider pedagogical and methodological conditions as a set of measures that enable achieving optimal results in the learning process. However, the question of conditions that would contribute not only to the improvement of the quality of teaching the English language to students but also to the enhancement of



reading skills in this language has not yet found sufficient comprehensive reflection in scientific research.

In psychological and pedagogical literature, «condition» is understood as «a set of external and internal environmental factors that probabilistically influence the development of a specific mental phenomenon; moreover, this influence is mediated by the activity of the individual or group of people.» The entire set of conditions can be conventionally divided into two basic categories (see Figure 2.1).

Fig. 2.1. Condition categories



According to V.I. Andreev, pedagogical and methodological conditions represent a specific “combination of interconnected and interrelated circumstances in the process of education. These conditions result from a purposeful selection, construction, and application of content elements, methods, techniques, as well as organizational forms of teaching to achieve specific didactic objectives.” Thus, by pedagogical and methodological conditions, we mean the organization of the educational process aimed at enhancing the language proficiency of high school students, fostering intercultural communication, and refining their reading skills when learning the English language in a general education school.

With the aim of improving the quality of school education, we believe that teachers need, first and foremost, to create and strive to maintain a positive classroom atmosphere, taking into account the psychological characteristics of each student. According to V.M. Monakhov, a «well-thought-out model of collaborative pedagogical activity for designing, organizing, and conducting the educational process with unconditional provision of comfortable conditions for students and teachers» is crucial. Therefore, adherence to the above-mentioned conditions becomes important, in our view, for the positive organization of education, which depends on the level of the teacher’s professional competence, their methodological proficiency, and the relevant directions in teaching.

Moreover, «to ensure the effectiveness of the educational process, it is important to be able to work with information correctly, the volume of which is constantly increasing today. It can be concluded that the formation of knowledge, skills, and competencies necessary for learning is impossible without specially



organized information support by the teacher.» As is well known, «reading is considered a process of perception and active processing of information graphically encoded according to the system of a particular language,» thus representing a «complex analytic-synthetic activity, consisting of the perception and understanding of the text. The most advanced reading is characterized by the fusion of these two processes and concentration of attention on the semantic side of the content.» As a result, students not only develop their reading skills but also analyze and systematize the obtained information, enabling them to further explore facts that interest them.

In our research, particular emphasis is placed on the crucial issue faced by modern foreign language educators, namely, «the imperative to enhance students' interest in learning foreign languages, fostering a sustained commitment to acquiring profound knowledge and robust practical skills, striving for a high level of proficiency in the foreign language.» Simultaneously, special importance is attributed to the instructional technologies for teaching English in schools. These technologies contribute not only to elevating the level of cognitive interest and motivation among students but also to the effective development of reading skills. The delivery and practice of educational material become more convenient and accessible for them as active participants in the educational process. This facilitates the creation of a psychologically comfortable atmosphere in the classroom, thereby avoiding any detriment to the self-esteem of the students themselves.

Based on the above, in our research, we can identify the necessary components in the educational activities of 10th-11th-grade students, providing essential support for them. Therefore, to achieve this, we need to formulate specific pedagogical and methodological conditions (see Figure 2.2) that can contribute to the effective process of teaching reading skills in the English language in a secondary school.

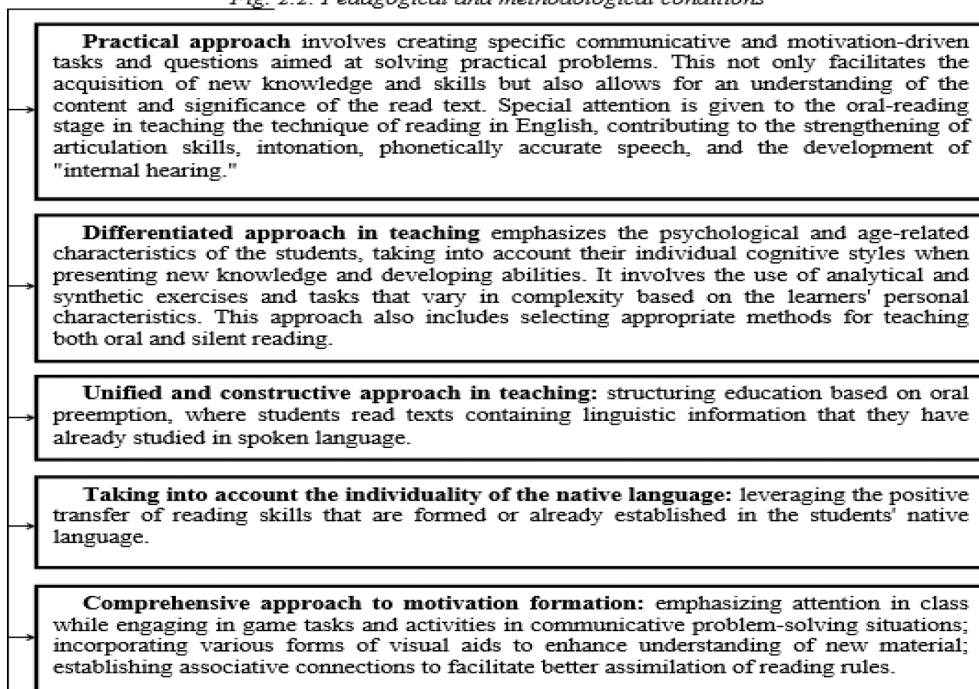
In addition to the mentioned approaches, an important principle is emphasized - the accessibility and meaningfulness of education. This means avoiding excessive complexity and overload in teaching, ensuring that the study materials are manageable for the psychological and age-related characteristics of 10th-11th grade students in general education schools.

Despite all this, the most effective teaching style is understood to be the democratic style. Primarily, this style is currently practiced in education not only in schools but also in other educational institutions. It is noted that «the merit of innovative educators lies in paving the way for democratic transformations in schools, defending the right of educators to creative exploration, and creating



original pedagogical systems.» At the same time, significant emphasis should be placed on motivating students for the fruitful work of the entire team. Unlike the authoritarian style, the psychological state of the student does not suffer during the learning process. In comparison with the liberal style, discipline is not undermined. Thus, the democratic style is the most frequently implemented, as, with its effective implementation, the teacher can achieve the most desirable results in education.

Fig. 2.2. Pedagogical and methodological conditions



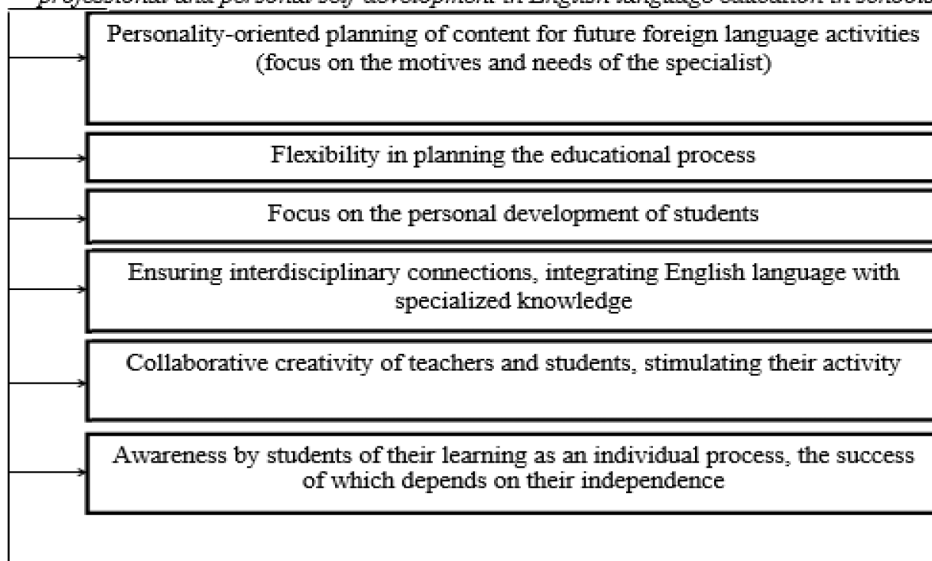
And, as we can understand, «the most optimal is the activity-based democratic, friendly, dialogical style of communication. In the optimal style of pedagogical communication, which is aimed at creating a favorable psychological climate, optimizing educational activities and relationships, the following should be evident: close attention to students' thinking processes, the presence of empathy and reflection, friendliness, and the senior colleague's interested position in the student's success.»

Nevertheless, while teaching English to 10th-11th graders, the teacher must take into account the individual psychological characteristics of each student. For an individual in the adolescent period of their life, it is crucial to express their opinion on issues that interest them. They strive to defend their point of

view, and many teachers may react negatively to this. It is essential for the teacher to implement the democratic style of teaching skillfully, especially when instructing students in the 10th-11th grades. Thus, when discussing the improvement of education quality, it is essential to emphasize the need not to extinguish the learner’s desire to learn but, on the contrary, to actively support and motivate it. In this regard, it can be concluded that, compared to other styles, the democratic teaching style is the most convenient for enhancing the quality of education.

It is necessary to highlight specific pedagogical and methodological conditions for the effectiveness of fostering students’ professional and personal self-development in English language education in schools, taking into account the principle of humanization (see Figure 2.3).

Fig. 2.3 Pedagogical and methodological conditions for the effectiveness of fostering students’ professional and personal self-development in English language education in schools



The consistent application of the humanization principle in both classroom and extracurricular activities, when activating cognitive processes with sustained motivation, contributes to the development of students’ interest in the English language and their personal self-improvement.

In this context, well-organized pedagogical activities are capable of instilling a taste and interest in reading in the English language. The use of necessary pedagogical and methodological conditions contributes to the realization of self-fulfillment of students’ personal capabilities. As a result, during lessons, it becomes possible to fully activate the educational process, shape and develop



stable cognitive interests, and achieve a consistent increase in motivation for learning reading skills.

Moreover, students learn:

- to read, analyze, and systematize necessary information, enabling them to further explore facts of interest;
- effective teamwork, with the ability to present and defend their ideas and a tolerant attitude towards different perspectives;
- the acquisition of specific skills for independent extracurricular reading.

And, as we can understand, the construction of educational and methodological pedagogical conditions as a significant criterion for the development and improvement of the quality of teaching English to students in general education schools cannot be conceived without careful adjustment and refinement of innovative techniques, methods, and approaches to teaching the technology of reading skills. These should be adequate to the modern conditions of our society's development, the requirements of the State Educational Standard of the Republic of Uzbekistan, as well as the goals and objectives of teaching English as a subject outlined in the working curriculum. Therefore, the pedagogical and methodological conditions we have outlined for improving the teaching of English in the upper grades of school become optimally effective when they constitute a comprehensive system, capable of considering all structural components of the educational process and the conditions of activity in the general education school itself.

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РЕЗЮМЕ

Ushbu tadqiqot o'rta maktab o'quvchilarida o'qish ko'nikmalarini rivojlantirishga qaratilgan zamonaviy va yuqori sifatli tilni o'rgatish zarurligini ta'kidlaydi. Unda ingliz tilida ta'limni yaxshilash uchun ijobiy ta'lim muhitini yaratish va ta'lim texnologiyalarini birlashtirishni o'z ichiga olgan asosiy pedagogik va uslubiy sharoitlar yoritilgan. Tadqiqot ingliz tilini o'qitishning rivojlanayotgan tabiati va ijobiy ta'lim natijalariga erishish uchun talabalar va o'qituvchilar o'rtasidagi hamkorlikni mustahkamlash muhimligini ta'kidlaydi.

РЕЗЮМЕ

В этом исследовании подчеркивается необходимость современного и высококачественного преподавания языка с акцентом на развитие навыков чтения у учащихся средней школы. В нем освещаются ключевые педагогические и методические условия, включая создание позитивной учебной среды и интеграцию обучающих технологий, для улучшения образования на английском языке. Исследование подчеркивает эволюционирующий характер преподавания английского языка и важность укрепления сотрудничества между учащимися и преподавателями для достижения положительных результатов обучения.

SUMMARY

This study emphasizes the need for contemporary and high-quality language teaching, focusing on the development of reading proficiency in secondary school students. It highlights key pedagogical and methodological conditions, including creating a positive learning environment and integrating instructional technologies, to enhance English language education. The research underscores the evolving nature of teaching English and the importance of fostering collaboration between students and educators for positive learning outcomes.