

## STRATEGIES FOR TEACHING A NEW WORD IN FOREIGN LANGUAGES

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**Abstract.** *This article discusses the strategies of teaching a new word in foreign languages, the need for much more creativity and activity from the teacher during such training. Practical exercises in the form of narrating what they read from a book that is known in advance or requires a lot of creativity and activity are more passive.*

**Keywords:** *psychological terms, application uncertainty, holistic thinking, task, test data, student abilities, theoretical or empirical, creative or productive thinking.*

## СТРАТЕГИИ ОБУЧЕНИЯ НОВОМУ СЛОВУ НА ИНОСТРАННОМ ЯЗЫКЕ

**Аннотация.** *В данной статье рассматриваются стратегии обучения новому слову на иностранных языках, необходимость гораздо большего творчества и активности со стороны учителя при таком обучении. Практические занятия в виде рассказывания прочитанного из заранее известной книги или требующие большого творчества и активности носят более пассивный характер.*

**Ключевые слова:** *психологические термины, неопределенность применения, целостное мышление, задание, тестовые данные, способности учащихся, теоретическое или эмпирическое, творческое или продуктивное мышление.*

## INTRODUCTION

Teaching based on the joint attitude and action of human psychology is called interactive teaching method. The activities of the student and the teacher, who do not study separately as individuals, but work together with a group, mutually agree and discuss questions, stimulate and activate each other, occupy a central place.

When using the interactive method, the spirit of competition, competition, argumentation has a strong influence on intellectual activity. This happens when people look for a solution to a problem in an organized way. Moreover, influenced by such psychological factors, any opinion expressed by those around him encourages him to express his similar, close or completely opposite opinion.

The interactive method brings particularly good results not only in education, but also in education. From a scientific point of view, when the teacher affects the discussion, he not only expresses his opinion, but also expresses his personal attitude to the problem, moral position and worldview. The participation of the teacher in the student debate can be different. But in any case, he should not overthink himself. It is better to use a well-calculated way of managing a debate, a way that requires productive thinking and creative inquisitiveness in finding a solution, by posing a problematic question. The teacher gives an opinion in the deduction from his point of view, only it is necessary to prove and reject the wrong opinions by drawing conclusions from the students' opinions. With this method, not only the content of the debate is intellectual - knowledge, theoretical questions can be sent, but also it is possible to organize productive activities in cooperation, and with its influence on the personality of students, it is possible to turn the educational activity into an educational process.

## MATERIALS AND METHODS

It is based on meaningful coverage of the psychological aspects of the application of interactive methods to the educational process in the methodology of teaching foreign languages. Accordingly, the main concepts of teaching in the teaching methodology are developed and the use of interactive methods is based on these issues.

The main of these concepts are as follows:

- teaching and formation of its forms is considered an active activity of the teacher - educational activity, in which the teacher participates in the role of organizer of this activity;
- the subject of the subject and result of the educational activity is the student, who is reorganized at the expense of the activity as a subject and appears in a changed form at the end of the education (as a result of the educational activity);
- the main indicator of successful educational activity, the result of which is the student's ability to learn the way of thinking and creatively solve practical problems, to understand how to find a free and independent way in scientific and practical problems, at the same time, the thinking material of knowledge and serves as a tool;
- the unit of educational activity is considered an educational issue. It is an educational tactic that differs from all other issues that arise in life in that it is aimed not at changing its subject, but at changing the actual subject himself, first of all, at acquiring his ways of thinking and action;
- the process of educational activity is the student's efforts to solve educational issues in the form of transferring his actions in the content of an external subject to an internal mental view (interiorization), that is, a thousand personal knowledge, skills and acquiring skills;
- acquisition of knowledge skills and abilities are mental actions, which are performed by an individual in the form of images, relying on external means (finding a way with the help of objects or helping with words) and as a result of educational activities consists of assimilated, reorganized "former" actions with an external object.

In this way, the interactive teaching method, the cooperative activity of students due to the participation of the teacher in discussions, the lesson process is not only a cooperative activity, but also a person's social becomes a real creative productive activity of their relations. Cooperation in learning is the knowledge acquired by students, which directly affects their inner world and is the main educational function of the learning process.

Is it possible to separate productive activity from cooperation into three distinct active methods?

## RESULTS

In general, it is possible to take into account the educational function of the lesson process. But is it necessary to do so? This is not considered appropriate, because the interactive method is not only the joint creative (productive) activity of the teacher and students, the process of personal cooperation, but also the emergence of the process of knowledge search. The teacher should always remember that it is important to always include the "teacher-student" system, not to limit the direction of active learning to the "student-student" cooperation, without asking the questions in their own way.

One method of interactive teaching is Everstic conversation, which is Latin for "gathering, searching". This discussion is based on a teaching system called the Socratic dialogue, the ancient Greek version of which is method. In this way, it is necessary to skillfully formulate questions and direct the student to independently find the correct answer to the question. The

difference between this teaching method and that of Socrates is that it is alive in a wide range. But it also has unmistakable similarities, its self-described function is directly aimed at making students question skillfully by making them think actively. According to the psychological nature of its orientation, heuristic conversation is collective thinking or conversation, conversation as a searcher for a solution to a problem. Therefore, in pedagogy, this method is considered as one of the problematic teaching methods, and in this respect, Everest conversation is not psychologically different from the conversation known as "problematic research". Pedagogy draws a personal quantitative boundary between them. If the heuristic conversation concerns only one element of a topic, then in problematic research - there are many problematic situations. The conversation between the teacher and the audience turns into a multi-question conversation, and the conversation about the topic turns into an argument without realizing it. But now this is another way of teaching, which we will come to later. The fact is that in the conversation, thinking research turns into a collective research, and in the search for a solution to the problem, the exchange of ideas, different options, and conclusions between them activate each other.

## DISCUSSION

Therefore, logically, this method is considered as an interactive teaching method. The questions posed to transform a conversation into a heuristic conversation are also subject to the same conditions as other problem-based teaching methods. And in the process of becoming a heuristic conversation, it is not a part of the implementation of one of the interactive teaching methods created by the problem situation.

In recent works, debate has been used as an interactive teaching method. The debate method or educational debates appear as a heuristic conversation, or rather, discuss specially programmed free theoretical questions, usually starting with a question, like the beginning of a heuristic conversation. Making it a constant debate is the norm in class. What is the nature of the argument from a psychological point of view?

First of all, debate is a dialogic form of activity, creating a fierce struggle and conversation between different opinions. The exchange of ideas is not as coherent and weighty as in a normal conversation, and in an argument (control of one opinion) the clash looks a little nervous. The point of argumentation is that the point of argumentation is to make the disputants think actively or to prove the point with evidence.

Secondly, it is interesting from a psychological point of view that it is the conflict of ideas that creates the argument, and it is the birth of different ideas that lead to the argument. Argument and thinking are understood as a causal connection in activity, such an approach was put forward by L.S. Vygotsky, but they did not dwell on it when they examined speech activity, especially they did not analyze the interrelationship between thinking and dialogue in a problematic debate.

It is generally assumed that in an argument through reasoning, a response to the objector's statement arises, so that different opinions generate the argument. As a result, the situation is quite the opposite: the debate gives rise to thought and activates thinking, and educational debates ensure mastery of learning material as a product of thinking. A.K. Markov's research shows that this psychological distinction is the interdependence of argumentation and reasoning.

## CONCLUSIONS

Most of the students showed insecurity in the use of psychological terms, confusion with mathematical terms (for example, the process is often changed in the direction of rapid, complete thinking). Finally, in all three tasks, they came to the conclusion that the concepts they believe in make up "half". The manifestation of such a generality makes it possible to quickly solve the problem, since any whole is composed of two equal parts, the weight of a brick or the weight of a fish, it does not matter here. A common way of solving such problems is also a common way of thinking.

After that, the teacher went on to interpret the data obtained from the test. Emphasizing that students are interested in determining the quality of thinking, not their mathematical abilities, the teacher explains the psychological content of the results of the test. Accordingly, he officially concluded as follows: "Such a general method of thinking manifested in solving these three problems can be described as logical thinking, but at the same time it is also theoretical or empirical, creative or productive thinking.

In the process of practical use, this method is creative thinking for you for the first time. If you master this method, you will be more productive in solving similar problems. Theoretical thinking can be used to solve various problems of any content, because it is of general importance. So when is this thinking considered empirical? They try to solve the options correctly. Later, this discovered method can be applied to other problems and can be used to draw general conclusions. Then the empirical finding leads to the conclusion that it has a theoretical character, and the general way of thinking used in solving other problems will have a theoretical character. The teacher came to the above conclusion based on the research results.

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