METHODICAL COMPETENCIES FOR THE DEVELOPMENT OF PUPILS' CREATIVE ACTIVITY IN TEACHING ENGLISH

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Annotation. *This article reveals the methodological potentials for the development of pupils' creative activity in the teaching of English.*

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It is known that the traditional method of teaching is widespread in our country. However, we can see that in the implementation of reforms in the field of education, important educational problems of traditional education can not be solved, a number of Advanced pedagogical practices are not popular. So it can't be done in the old traditional way. Therefore, in our opinion, this issue can be addressed on the basis of new pedagogical technology. So, what is the new pedagogical technology and how can it be achieved? New pedagogical technology (NPT) is not something that is abstract, something that cannot be grasped with ashes, something that cannot be done with genius. This is a complex long process. This process is the pinnacle of mastery that every teacher can achieve as a result of extremely hard work, such as the gradual rise of the teacher to the highest pedagogical level. As pedagogical technology is acquired step by step, let's look at its stages. Mastering pedagogical technology is, first and foremost, a relentless cocktail that requires every teacher to work on themselves. This work should begin with the teaching of Advanced Pedagogical Experiences.[1,24] Learning and disseminating best pedagogical practices is the most convenient form of training for teachers to improve their professional skills. Advanced pedagogical activity is a creative and innovative approach to finding new ways of educating and nurturing pupils. Recently, the concepts of "Advanced Teacher", "Advanced Teacher", "Innovative Teacher" have been widely discussed in the press, in conversations of teachers, methodological councils, seminars and conferences, but they are not new. First of all, an "advanced educator" is more responsible than other teachers. Learns positive experiences in this field and uses them in their lessons, school and extracurricular educational activities. In this way, it achieves certain achievements in the education and upbringing of pupils.[2,18]

In our opinion, "Innovative pedagogue" is distinguished by the presence of its own integrated pedagogical tools and methods. At the same time, innovative teachers have the ability to analyze science and look at themselves critically. Many of them are convinced that their work is right even in the most difficult situations where others do not believe in themselves. The "Creative Teacher" may also have the same features as the "Advanced Teacher". If they study serious sources and work on them, the creative teacher will be able

to look critically at the available resources. In many cases, it expresses its attitude to the existing methodological guidelines and uses different methodological methods from the existing procedures, depending on its capabilities, depending on the circumstances and the situation. The identification of best pedagogical practices should be based on certain criteria.[3,32]

The most important criterion is a new form, method and method of education that the teacher uses in his pedagogical activity. This criterion is the most important feature that distinguishes an Advanced Teacher from ordinary teachers. The novelty used by the teacher can be different, for example, the definition of a new content, form, method of education or upbringing, the most effective ways to improve the pedagogical work. Another criterion that characterizes the advanced pedagogical experience is the preparation of the ground for its high results. It is necessary to take into account the level of knowledge and education of pupils. It is not the number of educational activities that should be considered as a measure of their impact on the formation of pupils as human beings. In addition, advanced pedagogical experience should be obtained.[4,51] Because in order to achieve high results, it is important to save the energy and time of pupils and teachers, to protect them from exhaustion.

Difficulties in pupils' listening comprehension in a school setting include:

1. Formal difficulties in language. The meaning is different, and the sound form is difficult to listen to and understand similar words (homophones) or the passive level of a foreign language verb. The homophone and the passive verb seem familiar at first glance, but the trick makes it difficult to notice the content of the audio text.

2. Content Challenges. There are difficulties in understanding the evidence in the scope of the information obtained, such as what, where, with whom, when, or the connection between them, as well as the general idea.

3. Difficulties in the condition of verbal comprehension. Suffice it to mention the speed of speech, tone, and the complexity of mechanically recorded audio text. At the same time, it is natural that it is difficult to understand the audidomat once, to listen to a stranger, and the uniqueness of the voice.

4. Difficulties with speech form. Responding to dialogue in speech and memorizing sentences while listening to a monologue pose a particular challenge for the reader.

5. Difficulties encountered from a linguistic point of view.

They are called linguistic - lexical, grammatical and phonetic difficulties. In the lexicon, double concepts (e.g., words representing aspects of the world, polysemy, meaning in fixed combinations, auxiliary words, grammatically absent events in the native language, or phonetic abnormalities in spelling and pronunciation, stress and tone similarity have caused appropriate difficulties.

6. Difficulties in the structure of audio text. The structure of the audio text (compositional-semantic structure) has also been found to lead to difficulties. Because it has a direct bearing on the perception of the information being told. The logical coherence

of a sentence or the beginning of a line, the superficiality or depth of the text, the presence of unfamiliar lexical units and a number of similar compositional-semantic situations determine the level of comprehension of the audio text.

Acceleration of the educational process through the timely elimination (neutralization) of difficulties and the development of the most optimal (optimal) methodology of teaching. Difficulties in language learning or in life in general are determined by the interrelationship of cause and effect. It is possible to identify the difficulties in advance, to know its causes. The occurrence of a difficulty is determined by various errors and the degree of achievement of the intended result. The correct formation of psychophysiological mechanisms of listening comprehension is of great importance in order to overcome the difficulties of pupils in perceiving the speech of others and understanding its content. Teaching oral speech is one of the main practical goals of foreign language teaching in high school. High school graduates should be able to communicate and communicate orally in a foreign language, listening comprehension of a speech in a foreign language related to the topic studied. First of all, it is necessary to mention the problem of the unity of the study of oral speech. Previously, lexical and grammatical elements were considered separately as oral speech material, but now, based on current linguistic achievements, it is possible to burn the question of complex units consisting of a unit of grammatical, lexical and phonetic components of speech. Then there are preparatory exercises aimed at learning such complex units, the types of these exercises, their teaching of oral speech, and issues such as its weight in the mummy system. The issue of speech exercises, which provide for the development of skills in the use of language material learned in a speech situation, is even more complex. The attempt to create an environment of natural speech problems in the classroom leads to the separation of dialogic and monologic speech problems, as well as the separation of teaching and the other side of oral speech, the perception of the interlocutor's speech as a special task. Oral speech occupies a worthy place in the modern practice of teaching foreign languages in high school.[4,43]

The term "teaching" also means "eaching to read". In didactics, a method is a teacher's activity aimed at organizing and managing pupils' learning activities on the basis of the curriculum, with a specific purpose. According to I.V.Rakhmonov, "Method is a goal-oriented system, which is conditionally interconnected".

Different methods have been used in the developmental stages of foreign language teaching. In particular, we see feedback on the following teaching methods:

1. Grammar-translation method;
2. Lexical-translation method;
3. The correct method;
4. Palmer method;
5. West method;
6. Audio-lingval method;

7. Project teaching method

The development and influence of the sciences of pedagogy, psychology, personality psychology, linguistics, psycholinguistics will undoubtedly be great for the emergence of these methods. In our opinion, such a variety of methods of teaching abroad shows that there is still no consensus among Methodist scholars. For example, According to I.V.Rakhmonov and M.V.Lyakhovitsky, a foreign language can be taught through three general methods:

1. Demonstration method;

2. Explanatory method;

3. The method of using exercises or organizing practical work.

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