



Description of the Use of Wheel (Charhpalak) Technology in Lessons

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Abstract: This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental Schools and institutes in Uzbekistan, an experimental research is conducted using three groups out of six randomly

Key words: games, procedure, outhentic, warm-up.

In order to improve the quality of education in higher education institutions, teachers need to thoroughly prepare for lessons, use all the opportunities in the classroom effectively and appropriately. ICT, modern pedagogical technologies, audio and video films, photographs, slides and other visual aids can be organized in the classroom on the basis of effective use of colorful handouts. The extent to which the subject is interesting and meaningful depends on the skill of the teacher.

Subject	Pieces of science
Goals and objectives	Teach students to develop skills in the topic, oral and written communication, self-esteem
The content of the learning process	Mastering the topic
Lesson style	Use of Wheel (Charhpalak) technology. Interview Q&A, work in small groups
Evaluation and promotion	Evaluation on a 5-point scale. Praise or reward active students for encouragement.
Task	Use of effective methods of teaching English abroad and methods of application in the education system of Uzbekistan.

At this point, I would like to give a description of Wheel (Charhpalak) technology. This method can be used in all disciplines. First, the teacher creates a technology map.

The subject of the lesson is written or displayed.



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Students sit in groups. It is best to have 6-7 students in each group. They exchange notebooks clockwise with each other, check and evaluate homework, and the teacher gives handouts with written questions. They respond in writing or orally.

The handout can be given, for example, English language dictionaries, and the handout can be talked about. They answer in turn. Each group shares their answers with the other group's answers, compares, analyzes, and evaluates each other. After explaining to the student once again to reinforce, they are instructed to do 8-10 tests and key preparation and key preparation. They write on a piece of white paper and rotate it with each other. After solving the test, they switch again and evaluate on the basis of keys.

The teacher encourages the group and the most active student to record each other's grades in a journal.

The lesson, which uses a variety of technologies and visuals, is fun and meaningful, while keeping the topic well in the student's memory.

Although interactive lessons require a lot of work from teachers, they encourage students to be diligent and express their ideas quickly, clearly and succinctly, using time efficiently. The ultimate goal of the introduction of interactive methods in education is to organize the interaction of the teacher and the student in the classroom, regardless of the form of the lesson. Another main purpose of the use of interactive teaching methods is to involve students in the lessons, in the process of active learning, to master the learning materials.

Today's student will be able to work in areas that do not even exist in the future, forming new skills for new problems, allowing them to solve increasingly complex local and global problems through an unconventional approach. Creative thinking also supports students' learning by interpreting events, experiences, and behaviors in a new and personally meaningful way. After the teacher divides the students into groups and places them in the appropriate places, the teacher explains the rules and materials of the lesson. That is, it ensures that the training is phased and that each level requires the attention of the students, who are active during the training.

The essence of innovative activity is the formation of a new technology in practice, the result of which is an activity aimed at transforming an invention into a project, a project-technology. Scientific perceptions of innovative activity are not born out of the logic of academic science, but arise from the reflection of practice that develops as a result of the support of modifications in the development process.

Today, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology allows them to search, find, study and analyze independently, and even draw conclusions on their own. Teaches them to produce.

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