

THE IMPORTANCE OF TRADITIONAL AND MODERN APPROACHES IN THE EDUCATIONAL PROCESS

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Annotation. *This article analyzes the importance of innovative pedagogical approaches in the educational process, their role in increasing their effectiveness and their adaptability to modern education. The author shows the stages of the process of implementing pedagogical innovations in practice and describes the advantages of person-centered educational technologies, problem-based learning and computerized technologies.*

Keywords: *knowledge, thinking, attention, competence, innovation*

INTRODUCTION

In recent years, decrees and resolutions have been adopted to organize all stages of the education sector based on modern requirements, and based on this, changes have been made to almost all programs and textbooks. The biggest factor that caused this was that our national curriculum could not match international requirements and the results of outstanding foreign educational processes. This certainly indicates that there is a gap in education. In South Korea, modern digital technologies are used in teaching students in primary grades. We also have resolutions and decrees on the use of digital technologies in education. In these decrees, the following measures are taken to improve digital skills in education: creating opportunities for students to master digital skills by providing them with digital technologies at the initial stage of education, developing analytical and critical thinking, and providing young people with knowledge and skills in the context of a large-scale digital transformation that will be necessary in the future.

The effectiveness of control work in the process of testing a student's knowledge in the subject and assessing written literacy has been repeatedly proven in traditional educational technology. In general education schools operating in our country, text creation has been established as a type of control at the end of a quarter or half-quarters in English. Written work is a type of control designed to check the student's level of mastery of spelling and punctuation speech norms. Written work is described as follows according to its intended purpose:

1. Written work of an orthographic nature;
2. Written works that strengthen theoretical knowledge;
3. Written works that develop speech;
4. Written works aimed at expanding the scope of creative thinking. In order to conduct control work for teachers in traditional education

As another type of organization of control work lessons based on new pedagogical technologies introduced in the education system, we would recommend using the following technology. Students in the class are given at least two versions of pre-prepared texts, or the teacher enters ready-made texts into the computers available in the school's computer room in advance. In the text, spelling, punctuation and stylistic errors are deliberately made

in several places. There are cases where the semantic connection between sentences is broken. The colors of some words in the text are written in bold black letters. At the end of the text, space is left for the student's personal conclusion.

After each student has read the text, they are given grammatical tasks.

1. Which words in the text are misspelled?
2. Find a synonym for the words and phrases highlighted in the text?
3. What changes are taking place in human spirituality during the era of globalization?
4. Based on the text, express your personal thoughts in writing.

After carefully reading the written work, students are required to complete the tasks in sequence. It is worth noting that in the process of checking the written work, the teacher should pay special attention to tasks 3 and 4. Because it is in the process of completing these tasks that the student's creative thinking ability, spiritual outlook, and spelling literacy are clearly visible.

Changes in the education system, modern approaches to the lesson in an unconventional way encourage the teacher to think modernly, to always be one step ahead of the student. Organizing lessons in this way requires the student to show a creative attitude, a broad outlook and, of course, grammatical literacy. We hope that in an era of developed information communications, organizing control lessons in this way will be more effective than conventional lessons. This will reduce the teacher's role in the lesson and increase the student's activity.

Above, we have shown the simplest methods of writing a control work in an unconventional way. Based on the mental potential of the students and the capabilities of the teacher, you can make additions and changes to the lesson. For example, you can complicate the tasks or adapt them to the topics covered, replace them with tasks that are performed orally, increase the number of questions, etc.

In the hour following the written work lessons, students are given lessons on working on errors. In addition to spelling and punctuation errors, students also make speech errors. Speech errors include inappropriately chosen words, logically incorrect sentences, and incorrect use of morphological forms. Studying such speech errors, as well as examining the causes of their occurrence, prepares the ground for correcting and preventing errors.

Speech errors are mainly divided into the following three types: lexical-stylistic, morphological-stylistic, syntactic-stylistic.

1. Lexical-stylistic errors. a). Repeated use of the same word. The reason for the occurrence of such an error is, firstly, that the student pays little attention to the use of the word and repeatedly uses the word from his active vocabulary; secondly, the student has a small vocabulary, does not know synonyms, cannot use pronouns instead of repeated words. b). Inability to use a word in its exact meaning as a result of not understanding the meaning or semantic side of the word. Such an error occurs due to the child's poorly developed speech, a small vocabulary. Since lexical errors are diverse, the methods of correcting and explaining them are also diverse, but there is a general way to prevent such errors: this is to create good speech conditions, read more works of art, enrich the lexical base, organize classes on working with dictionaries, and achieve the use of new semantic sides of words in students' active speech.

2. Morphological-stylistic errors include errors arising from the incorrect use of word form, word-modifying and word-forming suffixes. Such errors are mainly caused by dialect. Therefore, it is important to ensure that both the teacher and the student communicate in the literary language during the lesson in order to prevent such errors.

3. Syntactic-stylistic errors include errors in word combinations and sentence construction. Students often use signs characteristic of the colloquial style when writing an essay. It is necessary to instill in the student the need to use a way of expression characteristic of the scientific and artistic style when writing an essay.

In conclusion, it is worth saying that control work should not be limited only to testing and evaluating the student's knowledge, but should also serve to increase the student's linguistic and speech competence. Written work should be done not only within a certain period of time, but 5 minutes of each lesson should be devoted to creating texts that expand the scope of the student's logical thinking. Because we all know that in this era when modern gadgets have entered every aspect of our lives, it is an undeniable fact that illiteracy is on the rise. It is also true that students spend a lot of time on social networks. They communicate with each other in the "artificial alphabet" they have created. Instilling the current spelling rules in the minds of students and forming a generation that can use them purposefully in our daily lives is one of the important tasks facing the education system.

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