IMPROVING STUDENTS’ KNOWLEDGE AND SKILLS WITH METHODS

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Abstract. This article also explains the importance of English in the field of medicine, first of all, along with the stages of becoming a doctor, and through many methods on how to learn English quickly and easily in medical institutions. At the end of the article, the importance of the English language in any field, especially in medicine, is given with specific examples.

Key words: *globalization, grammar, computer and phone language, reading, speaking, listening exercises, hearing, motivation.*

Introduction. We are trying to move forward faster in training and gain new knowledge. However, this is not entirely true. It is better if the new one is mixed with an already familiar material. In this way, we not only learn new material more easily but also reinforce the lessons learned. As a result, the process of learning a foreign language is much faster.

In fact, without translating the words, they are memorized with their analogies. However, this can be difficult for new learners. That is it and so on. Basically, in this method you have to select words and compare them. But there is a way not to do so. That is to buy this book. That means you have to buy a book called “5000 words in a month” prepared by Life in Progress.

Forget translations In fact, they should not be ignored, and English should be considered as a subject, not as a science. Do you get feedback; do you understand others in English? Then it will reach you. At the beginning, compose sentences without paying attention to the translation, record them in audio mode and listen again, gradually everything will be corrected.

If you have a friend who is learning a language with you, you can also exchange messages with him in English. This will help you to develop the ability to think and think in that language.

Today, the problem of developing creative abilities in adolescents in the process of teaching English is especially relevant. In the modern conditions of the pedagogical process of secondary schools, this is an important scientific problem of historical, ethnic, cultural and socio-pedagogical significance.

The development of creative abilities of schoolchildren is not possible without generalizing the experience of using English lessons in the system of education and upbringing. The study of English, its history of development, folk culture and daily life is one of the conditions not only for students to learn English, but also for teaching a foreign language and developing the creative abilities of schoolchildren on specific life material should be considered as.

The formation of creative abilities in adolescents is based on the development of creative thinking and, in particular, components such as: Analytical components - accordingly, conceptual and logical thinking - consistency, mobility, selectivity, associativity, intelligence, ability to differentiate, etc. Emotional components (emotional - figurative thinking): the brightness of images, emotional evaluation of events, facts, events, etc.

Creative components (visual-effective thinking): search for rational solutions, nonstandard (individuality, expression of originality, getting rid of stereotypes), the ability to predict the outcome, the desire to synthesize the best knowledge and skills in the activity, the ability to choose the most optimal solution from the possible options and justify the right choice.

Analytical components	Emotional components	Creative components

The teacher should guide the students, contributing to the development of their creative abilities in each lesson. Only in the process of purposeful diligence it is possible to form certain qualities and achieve interest in the lesson. The diversity of didactic work creates different purposeful relationships in students, the time spent on independent work increases. Acquiring knowledge, skills and abilities to work independently teaches students to work creatively, develops creative thinking, creates the preconditions for their application in the system of professional activity, improves oral and written communication skills, thinking, feeling - prefers to express feelings and emotions, as well as the ability to think. The more different tasks are used, the more effective the results will be.

At the request of the teacher, the children bring to the lessons from their collections photos, postcards letters, objects that enliven the communication in a foreign language, which will be more meaningful, close and interesting for its participants.

The task of the teacher is to study and know in depth the hobbies of the school students, to use them for the creative expression of the students in the classroom.

Currently, the project method is widely used in the practice of teaching foreign languages in Russian schools, which introduces students to research activities, develops their creativity, independence, autonomy, originality of thinking. Project activities significantly expand and deepen students' knowledge while working on a project, teaching them to interact with each other. Dandiest develops general education intellectual skills to work with information in English to master the ability to use language. In this case, children's minds are preoccupied with how to solve the problem, how to choose sensible solutions, and where to find convincing evidence that the chosen path is correct. Students use additional literature, media, and the Internet to complete creative assignments. Having enough experience working on projects, I would like to highlight the following stages of work:

Stages of the project Encourage, present situations that allow you to identify one or more issues on the topic under discussion. In other words, I inspire students to do project work: I got a new apartment. Want to know something about it? Ask me a question! What do you say to yourself? Maybe you do a project about your apartment. (listening/speaking) we activate.

Design of written material Discuss test methods based on assumptions made in small groups (in each hypothesis group), discuss possible sources of information to test the hypothesis. Discuss the presentation of the results.

Students work in groups by writing questionnaires and questionnaires to cover project topics (writing, speaking).

Collect information on questionnaires, interviews (information / writing + reading / listening).

Defending the projects of each group (problem solving hypothesis) with the resistance of all existing organizations and demonstrating the material: combining all the materials into one unit and obtaining the final product. In addition, it can be a wall newspaper, city guide (district, apartment), closed book, small presentation, conference, magazine and so on.

Conclusion. In addition, such tasks are useful because students remember them. The use of such problematic situations in the learning process allows students to form a certain cognitive need, as well as provides the necessary focus of thought to solve the problem independently. All of these technologies allow lessons to be emotionally enriched, combining games and extracurricular learning methods. At the same time, the development of students' speech not only in English but also in their mother tongues is not overlooked. Thus, the creation of problem situations in the process of working with the text ensures that students are constantly involved in independent search activities aimed at solving emerging problems, which inevitably leads to the development of cognitive independence and creative activity affects the quality of knowledge.

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