IDEAL STADY

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Abstract: This paper examines the problem of creating a success situation in English lessons. Creating a success situation is essential for increasing students' motivation to learn a foreign language, developing their self-confidence, and fostering a positive attitude toward learning. The paper focuses on teaching methods and techniques that help each student feel accomplished. These include an individualized approach, the use of game-based learning, progressively more challenging tasks, positive feedback, and the creation of a welcoming atmosphere in the classroom. Creating a success situation encourages students' active participation in the learning process, develops communication skills, and enhances their English language proficiency. Thus, the systematic implementation of this teaching strategy makes the learning process more effective and motivating for all students.

Keywords: organizing a situation of success, student motivation, teaching methods, individual approach, gaming technologies, effective learning.

Interest in foreign languages, and English in particular, has grown significantly. Today, English is gaining a leading position in international importance, becoming the primary means of international communication and human unity.

The effectiveness of the learning process depends on many factors. One of the key factors determining the success of foreign language learning is student motivation. Modern teachers have ample resources to foster strong motivation for learning. Creating a successful environment in a foreign language lesson is a crucial aspect of a teacher's work. Why is this so important? Answering successfully, receiving a good grade, and receiving praise from the teacher, a student experiences positive emotions. This reinforces a positive attitude toward the subject, increases interest, and fosters a desire to work effectively in future lessons and achieve positive results. Therefore, the teacher's job is to strive to create conditions in the classroom that allow each student to study successfully and receive high marks for their work.

Because foreign language is one of the most difficult subjects, I believe it's essential to continually explore various forms, methods, and ways to increase students' motivation to learn English. To this end, I try to use various technical tools (tape recorders, computers) in lessons, diversify the presentation of material (including game elements), and, in the senior grades, select lesson materials based on topics that interest them. I also focus on non-traditional lesson formats (dialogue lessons, competition lessons, group lessons, competition lessons, and game lessons) and learning experiences (integrated lessons, project-based activities).

I use a variety of technologies in my lessons. The choice of technology may depend on the type of lesson, the objectives, the material being covered, and many other factors.

In my practice, I most frequently use modern pedagogical technologies based on activating and intensifying students' activities: *gaming technologies, modern project-based learning technologies,* as well as *information, collaboration technology, and health-preserving technology.*

In my opinion, a modern, well-equipped language lab that meets the needs of today's students and the demands of the times is essential for better learning and sustained interest in the subject. I'm convinced that using an interactive whiteboard elevates the quality of teaching several notches. My limited but valuable experience with this wonderful device has led me to this conclusion.

When organizing success in English lessons, I systematically use electronic textbooks, a training program with game elements " Way " Ahead , the electronic manual Entertaining English, Funny English ," a database of electronic teaching materials (presentations, flipcharts). The electronic materials contain more engaging teaching exercises and engaging tasks aimed at developing all types of speech activity: listening , reading, developing monologue and dialogic speech skills, and developing grammar and vocabulary skills for classroom work.

The variety of materials I use on the interactive whiteboard helps students grasp new ideas much faster.

Using online resources in English lessons helps solve a number of didactic problems: developing reading skills and abilities using online resources, such as regional studies and online dictionaries; improving students' writing skills and vocabulary; and fostering students' strong motivation to learn English. Students actively participate in online testing, quizzes, competitions, and olympiads . The following activities are used when students work with a personal computer:

- listening to dialogue, text information;
- exercises to master vocabulary and literacy;
- exercises in the form of crosswords, in the form of a game for composing sentences,
- working with Internet resources, completing online tests, translating words using online translators, creating thematic presentations aimed at studying regional studies and grammar skills;
- conducting testing using the program " My test ».

The periodic use of personal computers, Internet resources, interactive whiteboards, i.e., information technology, generates great interest in children, increases their cognitive activity, and strengthens their motivation to learn a foreign language.

The development of students' personal potential and self-development is ensured in a student-centered setting and through *play* as the primary learning activity in the classroom, leading to the self-development of all participants . A key feature of game-

based learning is that everyone is equal. It is accessible to virtually every student, even those with limited language skills. A sense of equality, an atmosphere of engagement and joy, and a sense of mastery over the tasks—all this enables students to overcome shyness, which prevents them from freely using words in a foreign language, and reduces the fear of making mistakes. Language acquisition is seamless, and a sense of satisfaction arises.

The use of *educational games* (various quizzes, crosswords, puzzles, chainwords, charades, brain teasers, explanations of proverbs and sayings, riddles) helps improve students' cognitive abilities and is a good tool for developing cognitive interests, understanding and reinforcing educational material, and applying it to new situations. This type of game can be used in working on any type of speech activity (I use it when teaching speaking, listening , and reading, as well as when developing various skills).

Collaborative learning, a highly sought-after technology in schools today, offers enormous potential for developing students' cognitive activity and fostering a lasting interest in the subject . In practice, it is often associated with various forms of group and pair work, which creates an atmosphere of mutual support and mutual learning , allowing for the inclusion of literally every student in the learning process. Furthermore, by choosing to work in a group, students "try on" various roles: they try their hand at being consultants, reviewers, experts, artists, timekeepers, and so on, which helps them discover their potential and realize their individual strengths. While completing an assignment assigned by the teacher, students develop an activity plan, assign responsibilities, and when the assignment is reviewed, each student reports on their work. Everyone has something to be proud of, and each student will be noticed and appreciated for their efforts. Working in groups and pairs develops the ability to justify one's position and to abandon one's opinion if one of one's comrades proves more convincing . Most often, group and pair work is used in review and generalization lessons and in lessons on learning new material.

The question of collaborative pedagogy is closely linked to the question of the teacher's role. The teacher's role is not to teach, but to help students learn. The teacher must, first and foremost, create a nurturing environment that encourages students to learn.

In my English teaching practice, I often use the following techniques: individual students (or groups of students) are given homework to create exercises for other students. These exercises can involve vocabulary practice, working on a text, or using a grammar rule. Experience shows that students enjoy creating crossword puzzles, coding words, creating questions about a text, composing sentences that convey a semantic load related to the text (with the other students having to determine whether the sentence is correct), and similar tasks. Children are equally successful in completing assignments created by their classmates. Both the students who created and those who completed the assignments feel a sense of accomplishment. Furthermore, organizational skills, listening skills, and the ability to hear and respect one's classmates are developed.

For example, one student has created and drawn a crossword puzzle on the board. They read out the questions themselves, the other students must hear them, and then they choose the first student to raise their hand, who then writes the answers on the board. This is a direct collaboration between the students and the teacher. The teacher plays a secondary role in this case.

Another element of collaborative pedagogy that helps create and fully experience a sense of success in the classroom is project-based learning. A project is an opportunity for students to express their own ideas in a creatively designed format that suits them: creating collages, posters, advertising brochures, guidebooks, conducting interviews and research (with subsequent design), publishing a wall newspaper with the necessary commentary, etc. In addition to the projects suggested by the textbook authors, I try to diversify the topics, first finding out what would be of interest to the students. Project-based learning is highly practical, allowing for the combination of independent individual work with group and collective collaboration; it allows for the integration of speech into other activities, such as work and aesthetics; it encourages students to independently search for relevant information; and it requires the development of creative imagination in order to effectively organize the information found and present it to others. The project method activates all aspects of the student's personality: their intellectual sphere, their typological characteristics and character traits: determination, persistence, curiosity, hard work, their communication skills, feelings and emotions.

When working with students with low or insufficient knowledge, I use tasks tailored to their abilities (flashcards, reproduction exercises, exercises based on a model, etc.). I use content-based assessment, qualitatively evaluating the student's responses. I believe that a teacher's content-based assessment lays the foundation for building student trust and fosters a welcoming atmosphere and positive psychological climate in the classroom, which is essential for implementing the communicative focus of foreign language teaching and developing communicative competence.

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