EFFECTIVENESS OF USING SCAMPER TECHNOLOGY IN ENGLISH CLASSES

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Abstract: *This article is about methodical development of students' communication skills in English language education current situation and prospects, general higher education methodical based on advanced world experiences development principles, native language teaching methods are integrated in school's creation on the basis of education and students' interest in science, and clearly defined. It is justified that it is appropriate to introduce the methodical system. The content of education is the communication skills of students of general education schools through the mechanism of methodical development based on innovative technologies is released. The information presented in each lesson is for the student special attention is paid to the level of usefulness in everyday life and education communication skills are effectively used in the process.*

Key words: *Solution, reader, listening comprehension, speaking, reading comprehension, writing, communication, skills, development, methodical system, development, innovative technologies, methodology, content, method, tool, development, development, SCAMPER.*

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ SCAMPER НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *В статье речь идет о методическом развитии коммуникативных навыков студентов в обучении английскому языку, о современном состоянии и перспективах, о методике высшего образования, основанной на принципах развития передового мирового опыта, о методах преподавания английского языка, интегрированных в создание школы на базе образования и учащихся. Обосновано целесообразность внедрения методической системы. Содержание образования - коммуникативные навыки учащихся вузов через механизм методического развития, основанный на инновационных технологиях. Информация,*

представленная на каждом уроке, предназначена для того, чтобы обучающийся уделял особое внимание уровню полезности в повседневной жизни и эффективно использовал в процессе обучения коммуникативные навыки.

Ключевые слова: *Решение, чтение, понимание на слух, говорение, понимание прочитанного, письмо, общение, навыки, развитие, методическая система, развитие, инновационные технологии, методология, содержание, метод, инструмент, развитие, разработка, SCAMPER.*

INTRODUCTION.

In the world, education is recognized as the main factor ensuring sustainable development in the 21st century, and in the concept defined until 2030 at the International Forum on Education, held in the Republic of Korea, issues such as "creating opportunities to receive quality education" are relevant. lifelong education" The need has become stronger. This means improving specialist training technologies. This means that there is a need to improve the content of educational modules of the educational process based on didactic tools, improve the model for developing competencies in the field of information and communication technologies through educational resources and at the same time improve teaching methods. In international experiences methodical development of English language education content based on innovative technologies focuses on the effectiveness of mutual communication. Comprehensive institute communication skills of students based on certain criteria is formed, as well as the mother tongue and other subjects in the context of today's globalization based on new pedagogical technologies integrated with being taught. The new language policy formed in the country is also necessary for his education making demands.

The SCAMPER technique is an innovative and valuable technique that helps to create new ideas. This technique is used in a lot of fields ranging from designing to teaching. This brainstorming technique compels a person to observe your service or product from seven different perspectives. Scamper is a technology for solving problems in the form of a list of actions, modifications. It was in 1997 designed by Bob Eberle, but the idea belongs to Alex Osborne. This method is often used in the development of new texts and the reader change, text analysis, rhetorical and linguistic approach, is used in continuous answers to questions. He analyzes situations contains dozens of questions and hundreds of words that contribute to its emergence.

SCAMPER is an acronym for Substitute, Combine, Adapt, Modify/Magnify, Purpose, Eliminate/Minimize and Rearrange/Reverse. Each of these tools will help you develop innovative and creative ideas for improving services and developing new products.

Substitute – The first tool is to search for a part of the teaching process, substitute it with something else, and observe the results. Testing with an alternative always helps you to understand which one works better for you.

Combine – Sometimes, combining two different kinds of teaching processes might turn out to be a great idea churning out better processes and better products.

Adapt – Sometimes, the solution is right before us, yet we do not realize it. Adapting from your surroundings and the environment helps you develop solutions way earlier and quickly than we expect. For instance, adapting different types of games from the environment will help students relate to lessons in a far better manner.

Modify/Magnify – Another method to come up with an easy solution to an existing problem would be to modify or add or remove any aspect in the teaching process to give you a new perspective that will help you look at things differently.

Purpose – This method is similar to the adapting method. However, this method is more about incorporating an existing idea to the one we are working on right now based on the purpose of the new one.

Eliminate/Minimize – As the name suggests, this concept is about removing any inefficient process. This also helps in streamlining the process.

Rearrange/Reverse – Sometimes, reversing the original working process, the direction of the process, or the orientation helps to observe things from a new perspective. For instance, teaching in one particular manner for an extended period might not be fruitful, and reversing the order might be beneficial.

SCAMPER Technique in Teaching.

The goal of any teacher is not just to make students learn their school lessons but also to enhance their thinking capacity and help them become critical and creative thinkers. The SCAMPER technique provides a practical and organized way to enhance creative thinking, intuition, imagination, and original ideas. Robert Eberle developed this technique, and it was initially applied as springboards for problem-solving and brainstorming sessions. It was an outcome of a checklist created by Osborne where creative skills were organized in this method. Over the years, it has helped students develop new ideas and amend and transform those ideas. This technique has been considered a great tool in building awareness, flexibility, originality, and flexibility.

Benefits of the SCAMPER technique in Teaching.

It has been widely appreciated that the SCAMPER technique is hugely successful in several fields, including teaching. Let us delve deep and analyze how it has been beneficial in the field of education.

Firstly, the SCAMPER technique has helped students achieve their science learning goals and grow their interest in science, technology, and engineering. By incorporating more classroom activities and creative and practical lessons, more students now love

science and math instead of being afraid of them. Instead of memorizing content without good understanding, students now can choose from several creative science activities from different grades.

Secondly, inventive thinking and problem-solving capabilities developed among junior high students with the help of this method of teaching. Younger students find it easier to understand and comprehend ideas and concepts of physics or math or programming. It is always observed that children's potentials are better discovered when thrown into circumstances where they are inventive.

Thirdly, the research process has observed significant improvement with this method as this technique provides the opportunity to incorporate collaborative activities, new concepts on research, critical analysis, and creative examinations.

Finally, the SCAMPER technique also helps in teaching kids more imaginatively. The concept would include taking an existing idea and then manipulating and implementing it in a new manner. When a kid's imagination goes blank, introducing this technique would help recreate and reinvent objects helping them understand lessons better.

From 2nd graders to 4th – 5th graders, most teachers use different games and utilize this SCAMPER technique to bring out the best among children. Further, teachers who work for specially-abled or gifted students find this technique even more helpful as it helps them interact with them in a far better manner.

Implementing the SCAMPER technique.

Implementing the SCAMPER Technique in the field of teaching is not a very difficult job. This can be done in between lessons by giving them SCAMPER-related homework or playing games with the students. In each of these cases, what is required primarily is to take a particular lesson or subject as the starting point. Then start asking questions following the step-by-step SCAMPER technique. Apply your questions to the values, benefits, critical thinking, and analysis so that you can cover most of the areas of the lesson. Look out for the answers that you receive from all the students. Keep the good ideas in mind to explore the ideas further. The rest of the answers may be silly, but that is fine as long as you can generate more and more ideas and some brilliant ideas come out of these sessions.

Main procedure: Identifying the problem and its components; Work preparing a table for, writing down the elements of the problem placed in the columns exit; Answer each column by answering the control questions for the selected action alternate filling; The most interesting ideas after completing the table choose; selected ideas are systematically implemented, we have developed an improved system to develop students' skills in using popular phrases in the English language. According to this system, based on SCAMPER technology, students were required to turn to a system of tasks designed to develop phraseological units, speech, and grammar. A model with three components; The 3-

component model: V + (d) + N + Prep + q - based on one alternative, three-component model, showed that linguistic abilities can be manifested in the singular and plural at the lexical and phraseological level of the language. In the article, these models were described as a whole and analyzed based on linguistic sources. Based on the materials obtained during the research, the indicators of the development of the skills of the students of the field in the use of popular expressions in the English language were determined as consisting of 4: cognitive, operational-activity, motivational and reflexive criteria, and methods were used accordingly. In order to show the leading role of professors and teachers working in the field of education "English language and literature" in the research, the development of students' skills in using popular expressions in English was carried out in the following directions: the basics of the taught subject to develop and deliver to all students special teaching-methodical instructions on the use of SCAMPER technology in multimedia presentations;

SCAMPER is organized through structures equipped with high efficiency digital devices, training rooms and laboratories, media studios. It creates the need to hold and organize public open online classes and online training in the "Digital Competence Center" and to apply the positive experience gained in English language training in regional educational institutions. In the study, relying on the perspective "Roadmap" specially created in this regard, the necessity of step-by-step implementation of sixteen important tasks was substantiated. Application of SCAMPER education in order to develop students' skills in using popular English expressions encourages successful solving of a number of current tasks. Some people are ready to come up with all kinds of new ideas easily, while others can't come up with anything interesting beyond just one or two ideas after a quick brainstorm. This shows that people have different mindsets and abilities. The same process of reflection takes place in the educational process. SCAMPER technology helps students come up with new ideas. Scamper's technology is a clear questioning system that encourages the generation of new ideas.

D. Istamova, one of the Uzbek researchers, developed a number of recommendations for using Scamper technology in English language classes. On this basis, we used them in experimental training. During the research, we were able to use the SCAMPER technology in experimental sessions to develop students' skills in using popular expressions in the English language and found that it was effective.

Therefore, "substitute" stage means that the analysis of the given task is given by substitution, replication, and change. In addition, the questions "How can I substitute?" ,"What can I substitute?", "Is this possible?" are considered to be helpful to find the answers to the questions thinking out of the box. "Combine" stage of the technology includes the terms combination, unification, connection, creation and combination as its distinctive features. The questions that can be implemented in this part are the following:

"What can be?", "Is it possible?", "How?", "Which of them?" Adaptation stage is identified by the following concepts and terms: - adaptation, transformation, options, installation, processing, evaluation, verification, modernization, compliance, borrowing, copying, linking, adapting, adjusting, adding; - new elements, functions, analogues, copies, similar elements, ideas, different context, other areas of application, ready-made solutions; - questions: "What is it?", "What can be learned/", "What and from whom?", "Is it possible?", "Does it exist?", "What else?". - Modification stage is presented by the following definitions and questions: - modification, increase, emphasis, value, intensity, enhancement, addition, application, expansion, addition; - size, shape, mass, composition, color, resistance, efficiency, parameter, value, idea, concept, function; - questions: "What?", "What and how?", "What words are too vague?", "Did I use a wide range of vocabulary or should I replace the sentence with synonyms?" Put to use, or in other words, put to other uses stage contains the following elements: - apply it differently, for something else, modify, process, take advantage of, benefit, disassemble, expand, rearrange, make it more convenient, more accessible; - things, ideas, events, people, parameters, entities, objects, functions, connections, time; - questions: "How else?", "How can?", "What to put instead of this? "Can I use this grammatical structure in other cases too or not?"   - Eliminating technique's primary elements and verbs related to the concept: - remove, eliminate, simplify, minimize, erase, reduce, remove, clean up, simulate, eliminate, restrict, suppress, get rid of, ignore, cancel, exclude; - problem, context, condition, rules, boundaries, dimensions, elements, parameters, situations, part; - questions: "Is it necessary?", "Can the rules be omitted?", "Should I split into various parts?"," What feature can I save and which to omit?". - And the last technique of SCAMPER method named reverse stage – can be abstractly explained by the following terms: - swap, flip, apply differently, delete, remake, rotate, replace, rearrange, change, return, move, interrupt; - order, concept, cause, effect, parts, elements, purpose, sides, poles; - questions: "Can this be replaced?", "What will happen if this is rearranged?", "What other arrangements might be better?". Another example of the usage of SCAMPER technology in the ESL classroom is its integration in the lesson of creative writing. Creative writing is known for its requirement of elaboration, fluency, originality and flexibility. All of the mentioned features can be reached by the help of SCAMPER method. According to the study conducted by Al-Shimaa Mokhtar Sayed (2020), the students who were involved in using this technique during creative writing lessons showed better performance and a better general understanding of writing concepts than those who did not. Moreover, the students' overall creative writing skills were seen to be established well since their essays and writings showed a high level of flexibility, originality and fluency. It was resulted by the help of thinking outside of the box and generating new creative ideas by SCAMPER table. This proves that SCAMPER strategy

is highly recommended even for senior year university students. In this strategy, learner's role is not considered to be the traditional one. By traditional learning principle we understand the process of the lesson when the teacher controls every aspect of the lesson; the student therefore is given the task that should be filled according to tables or steps to follow. While mentioning about student's role with implementation of SCAMPER technology, we can identify that according to Hussein (2017), student does not only listen to the teacher and answers the questions, but also works as knowledge seeker by substituting, combining, eliminating, adapting the information to create completely new and fresh ideas. Teacher's role in the process of applying SCAMPER strategy is tremendously vast. There is a big amount of functions that teacher performs during the class.

Conclusion: In recent times, problem-solving, critical thinking, and creative thinking are hugely applicable abilities that are implemented in online and classroom teaching. They help a lot in contributing to the innovative and developing strategies, which will help improve the teaching and the learning process and help elevate the students' learning experience to a higher level. The reach of this technique is so well-received that it is used across all disciplines, starting from research to services to experimentation to product manufacturing. Therefore, those questions are believed to enhance students' imagination and thought processes that eventually lead to possible solutions and very creative ideas. As an example, we can give implementation of SCAMPER technology in writing lessons in order to students identify the problems on their own and possible solutions to write essays on particular topics. SCAMPER strategy is proven to be effective for all language level learners as well as for any type of English language lessons. New advanced pedagogy in teaching the use of technologies, the native language of students during the teaching process and study literature more and strengthen knowledge and practical skills educational manuals, handouts necessary for their acquisition, computer, multimedia, Internet information is effectively used. It is also effective from compatible types of interactive pedagogical methods is used. These are: solving multiple-choice tests on the computer; case study method; project education; problem-oriented teaching; practical skills step-by-step assessment; multimedia presentation method to the teaching process application; using the group discussion method; ―speech‖ and ―dialogue. Pedagogical, psychological and lingo didactic concepts according to their meaning and essence a new definition, places of application, tasks performed according to classification was used. Teaching the mother tongue as a content of education knowledge and skills formed from the development of modern methods and based on the task of testing skills.

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