**The lesson as the main tool of the teacher in the updated education system.**

Life in the modern world is changing rapidly. Globalization affects absolutely all spheres of human activity, which affect not only the pace, but also the attitude to the perception of reality. The main burden and responsibility in the context of globalization and modernization fall on the education system. Requirements for the organization of the educational process, the content of textbooks and the very supply of educational material become tougher. Since it is the teachers who prepare students who in the future are to become full members of society. At first glance, there are no special differences between the lesson that was held twenty years ago and is not now. But if we analyze it in detail, it immediately becomes obvious that the main and dominant requirement now is that the main proof of successful results is the ability of children to put into practice in the future life the theoretical knowledge that they gained in school. It is also worth noting that, in accordance with the updated curriculum, the lesson’s learning objectives have become more flexible and SMART. Also considerable attention is paid to the use of various forms of work in the classroom. Separately, one can single out a structured group work that affects the successful implementation of learning goals. You should not miss a very important point, as previous knowledge, that is, addressing the personal experience of the students during the lesson and using it in combination with special software guarantee a better understanding of the educational material. The objectives of any lesson are differentiated according to Bloom's taxonomy, that is, the lesson plan meets the needs of all students not only during mutual learning and in group work, but also in pair work or self-study. The use of such methods contributes to the creation of a collaborative environment, the improvement of oral speech skills, the development of critical thinking and the ability to analyze the material heard, develop students' sense of responsibility and mutual assistance, and maintain motivation to learn throughout the lesson.   The use of differentiation, not only taking into account the different learning styles, but also the level of preparation of children, allows to improve the results of work. I would also particularly like to note that now, when preparing the lesson, various student styles of perception of information are taken into account, therefore, the tasks in the lesson are differentiated according to this. For auditory, tasks associated with auditory perception are used: intonation changes, dialogues, pronunciation, retelling, etc., visuals are used figurative materials, cards, diagrams, pictures, tables, etc., gestures, handouts, activity-related tasks and kinesthetics application in the explanation of verbs denoting action. It is also important for the teacher to remember that in order to successfully achieve the objectives of the training and maintain motivation depending on the student’s style, it is necessary to apply separate scaffolding strategies throughout the lesson. Every teacher should remember that in order to achieve the goals set, all students should be supported depending on their needs. This may be assistance, advice, guidance, the provision of necessary information, as well as assistance in making decisions and instructions, competence and assistance. Thanks to this, not only some students, but all students will be able to complete any tasks and achieve the desired result. Taking into account the individual characteristics and capabilities of students, the teacher should use the Instruction Checking Questions and Concept Checking Questions. The use of formative stimulating and motivating formative evaluation practices allows the lesson to meet the requirements of the updated curriculum. Throughout the lesson, teachers should use positive feedback and other formative assessment methods to increase motivation, encourage students to be active and achieve the stated learning objectives. The use of descriptors allows students to quickly navigate, and not only successfully complete the task themselves, but also to help those students who need support. Mutual evaluation helps to strengthen the collaborative environment, and also provides students with the opportunity to consolidate the material studied by evaluating each other's work. Using self-esteem allows students to become aware of their own achievements, independently identify any gaps and make a conclusion for themselves what should be paid attention to. Formative evaluation can be represented not only by gestures, facial expressions, encouraging words, but also with the help of visual support, for example, as cards with emotions. The choice of formative assessment is influenced by the knowledge of the means by which the assimilation and perception of information takes place.

Proper use of the above methods and techniques will ensure the success of the lesson and obtaining the expected result.

Pavletenko Yelizaveta

English teacher

№ 105 Gymnasium

Almaty city