## CHARACTERISTICS OF STUDENTS' LEARNING ENGLISH THROUGH TEACHING FLASHMOBS

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**Abstract**
Educational flashmobs are pre-planned learning activities, which are commonly used, in educational process where a large group of students performs pre-planned learning activities. Flash mobs provide students with practical exercises that integrates active methods and serves to implement educational goals systematically in classroom and non-auditory processes. This article highlights the advantages of using flash mobs in teaching English.

**Introduction**
Teaching flash mobs used in the educational process can be expressed in the use of scenarios that require the student's attention and response in real time. The purpose of models based on learning flash mobs is to have an idea of the general behavior of the system based on the assumptions about the individual rules, the individual behavior of its individual active objects and the interaction of these objects in the system. requires lish.
As part of our research, we have studied one of the paradigms of digital technology - teaching flash mobs.

**Materials and Methods**
Educational flashmobs are pre-planned learning activities in which a large group of students perform pre-planned learning activities. A flash mob is a type of smart mob. Gathering of flashmob participants is carried out using electronic means of communication. So how can it be used in education?
A flashmob is a mob that has activity, autonomous behavior, can make decisions according to a certain set of rules, interact with the environment, and also change independently. In doing so, the modeling system maintains at least one list of simulation events.
In simulations based on one-way fast events, there is only one current event. However, multi-threaded simulation systems and simulation systems that support interval events may have the ability to handle multiple real-time issues. In both cases, there are serious problems with synchronization between existing events.
It is known that intelligent education in higher education institutions is a holistic system - which manifests itself in interaction with the environment, immediate response to the system or process, changes in the external environment; adapting to changing conditions; self-development and self-

management; it is distinguished by such characteristics as effective achievement of the result. Interestingly, there are several logical chains of using new smart technologies: Changes in technological orders (fourth, fifth and sixth, etc.) SMART - smart education using artificial intelligence prevails [1, 5 p.]);

Technological change from WEB 2.0 to WEB 3.0 to cloud technologies in research related to electronic and distance education [p. 2.5];

intellectual generation, i.e. "X - Y - Z", the next generation (Z generation) considers the use of smart technologies and the use of information and communication tools as a matter of course, and recognizes that it is one of the necessary methods in the educational process. receivers [p. 124.7]. Therefore, the use of flash mobs as an intellectual environment is reflected in educational institutions and teachers' structure, infrastructure.

Pedagogical aspects of the use of social media in higher education are subject to certain educational principles and are distinguished by their unique characteristics in teaching English. In the process of mastering the English learning material, it is inevitable that visual aids, drawings, written works, and completed exercises will be expressed in the context of digital technologies. In this case, the student's creativity, ingenuity, perception, and scope of thinking are determined by the extent to which he has mastered digital technologies and thus his motivation to learn English quickly. When teaching English to students on the basis of flash mobs, the connections between the methods of teaching, teaching, and the organization of the lesson and their chances of achieving the set goal are much higher, which include several integrates active methods and serves to implement educational goals step by step in classroom and non-auditory processes.

It is known that different forms and methods of innovative education are used in teaching English in higher education: educational technologies, information and communication technologies, programmed technologies, etc. In our opinion, lecture-visualization, creating a list of literature on the topic, enriching the studied English text with tables, schemes, preparing abstracts, diagrams, among the technologies of systematization and demonstration of knowledge in the rapid teaching of the English language, work with drawings, technological maps, systematization of literature on the topic, programmable survey with a structured answer.

In the content of higher education, the selected educational material from English increases the productivity and effectiveness of teaching in the classroom and outside the classroom. When choosing teaching methods, it is appropriate for the teacher to choose the most convenient method aimed at effectively solving educational tasks, spending the least amount of time in the specific conditions of education.

When perceiving the learning material in English, the student adopts the algorithm of the text structure as the main guide to understanding the content of the material. For example, test control is widely used to assess students' knowledge of English. If students are addressed with the help of digital technologies, for example, with tests based on cloud technology, this situation arouses great interest in students and provides an opportunity to determine the acquired competences related to science, along with the level of formation of the general worldview of students.

**Results and Discussions**

Today, digital technologies are being used at all levels of education, starting from preschools. However, we have seen that these activities are not organized and did not always follow didactic principles. For example, homework is not just a boring "obligatory" task, but an interesting stage to move on to a new pursuit. The use of quests in the educational process, not just downloading educational material from the platform, but solving a situational task, a problem in the form of a puzzle, arouses more interest in students, web quests that attract knowledge significantly increase their level of knowledge.

For example, based on the topic " **My favorite actor is** Johnny Depp ", the students of the 1st stage were assigned the task of finding the solution to the following quest. In this case, the tasks of educational and educational and motivational content are considered to have fulfilled their essence at the functional level.

**MY FAVORITE ACTOR IS JOHNNY DEPP**

My favorite actor **is** Johnny Depp . Johnny Depp is an American actor, producer and musician. He has played in a large number of different films and has been nominated for many awards.

I also liked " Chocolat ", a romantic film, where he played a charismatic gypsy and " The Tourist " with enigmatic  Frank (and Alexander Pearce, too).

In my opinion, Johnny Depp has a very nice appearance. Thanks to that his characters remain in my memory for a long time. I also like the way Johnny Depp looks on the screen – he is very natural. I have also watched some films with Johnny Depp in the original. At first Johnny Depp's enunciation might seem a bit indistinct and takes some time to get used to. But a short time later you understand him perfectly well.

What we see in a film is not a reflection of a real character. But it is a role on the screen that makes us become someone's friend. Actors take up different parts and are different in every film. My favorite Johnny Depp's roles are those where he appears as a determined, venturesome and fearless character with a big heart. I think that Johnny Depp is one of the most talented actors of our time.  After this text is uploaded to the educational platform, the flash mob assignment tasks focus on the student's in-depth mastery of the English language.

**Conclusion**

To summarize, the use of flashmobs in teaching English encourages students to activate the language performance through doing practical exercises as practical textbooks do not always provide clear and precise instructions to the executive regarding the sequence of actions aimed at achieving the specified goal or completing the task.

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