



Innovative Teaching Methods in Teaching Foreign Language

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ABSTRACT

Nowadays the usage of innovative technologies in the methodology of teaching foreign language has become increasingly important. This article provides an overview of materials on modern computer technologies released over the past few years. The research methods were descriptive, continuous sampling, statistical analysis. During the study, the main directions were identified, allowing to draw conclusions about the possibilities of using and expediency of using innovative technologies in the process teaching foreign language. A significant increase in the number of publications on the stated topics indicates the prospects for innovative technologies in the classroom in a foreign audience.

Keywords:

Innovative Technologies, Foreign Language, Teaching Foreign Language, Teaching Training, Effectiveness Of The Educational Process, Virtual Environment, Methodological Potential, Internet Resources, Online Courses.

The issue of using innovative technologies in the process of teaching in general and in the process of teaching foreign language (EFL) in particular seems to be particularly relevant in recent decades due to an increase in the general technical level of support, the development of the methodology itself, which is constantly in search of the most effective, accessible methods, techniques, teaching methods aimed at “achieving the maximum possible mutual understanding in a multipolar world” [7]. Currently, there are conditions when the demand for a specialist in the labor market, his competitiveness largely depend on the availability of competent speech (oral and written), the ability to communicate effectively, on knowledge of the methods of speech influence, persuasion. According to K.D. Ushinsky, “a child enters the spiritual life of the people around him only through the medium of the native language ...” [8].

The foreign language is an academic subject, the cognitive value of which is

extremely high: in such lessons, thinking is formed, a feeling of love for the native language is instilled, universal human values are comprehended through the language, a personality is brought up, with the help of the language the intellectual development of the child takes place, the assimilation of all other educational disciplines. The humanity of society, expression through language teaching, consists in the desire to expand the scope of knowledge, to raise the bar for the intellectual development of the student.

The traditional education system is somewhat behind the needs of society. The concept of modern education has determined the goal of a teacher's professional activity - to form students' ability for successful socialization in society, active adaptation in the labor market. The consequence of this is the development of innovative technologies in education. Innovative methods are characterized by a new style of organization of educational and cognitive activity of students.

Modern teachers recognize that in the development of creative abilities, intellectual activity, the technology of problem-based learning are presented the maximum opportunities by N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. I.Makhmutov, A.M.Matyushkin, I.S.Yakimanska, A.K.Mynbaeva, Z.M.Sadvakasova [1,5,8]. The concept of modern education has determined the goal of a teacher's professional activity - to form students' ability for successful socialization in society, active adaptation in the labor market. The consequence of this is the development of innovative technologies in education. Innovative teaching methods are characterized by a new style of organization of educational and cognitive activity of students. Modern teachers recognize that in the development of creative abilities, intellectual activity, the technology of problem-based learning presents the maximum opportunities.

In general, we can talk about two groups of strategies: those that directly affect learning and those that promote learning. The first may include: cognitive strategies that students use to comprehend the material, memorization strategies - to keep it in memory, compensatory strategies - help to cope with the difficulties that arise in the process of communication. The second strategy is related to creating conditions for learning and helping to overcome psychological difficulties in mastering the language.

In recent decades, in connection with the development of modern educational technologies, audio and video recordings, computer programs, and distance learning have become widely introduced into the educational process. Information technologies enrich the educational process in many areas of knowledge, in a variety of learning conditions and at all levels. This fully applies to the teaching of foreign languages, especially abroad, where direct contact with the language being studied is limited [6]. Within the framework of this technology, the student really becomes an active subject of the educational process, independently owning knowledge and solving cognitive problems. The purpose of such techniques is to activate,

optimize, intensify the process of cognition. Innovative learning implies the mandatory inclusion of students in activities, collective forms of work, and the exchange of opinions.

Features of innovative learning are:

- work ahead of the curve;
- anticipation of development;
- open to the future;
- focus on personality, its development;
- mandatory presence of elements of creativity;
- partnership type of relationship: cooperation, co-creation, mutual assistance, etc [2].

Innovations in education are innovations, innovations in the content of education, in the forms and methods of teaching, in the relationship "teacher-student", the use of information technology in education, the introduction of new equipment, in the organization of the educational process, its management, etc [8]. Innovative teaching methods make it possible to realize one of the main goals of teaching foreign language and literature - to give an opportunity to move from studying the subject as a system-structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level. In the lesson, promising methodological techniques should be used to develop the creative abilities of students: clusters, insert (with independent study of theoretical material), filling in tables, a two-part diary, reading with stops, joint search, cross discussion, round table; apply elements of technologies for solving inventive problems: "Surprise!" (when getting acquainted with the biography of the writer), "Catch the mistake!"; classical lecture teaching, teaching with the help of audiovisual technical means, tests, project method (classes in "Literary local history"). The use of project technology:

- will increase and deepen the interest of children;
- will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, familiarization with reading, the development of curiosity,

broadening their horizons), critical thinking;

- will help schoolchildren to acquire the skills to work with a large amount of information, research skills (to see the problem and outline ways to solve it), communication skills (work in groups) [3].

Interaction with the group in and out of the classroom, ensuring the cooperation of students in the classroom, the humanities teacher is obliged to create an atmosphere of trust, mutual respect between the teacher and students, to involve students in active independent activity. In the lessons - tests, it is possible to carry out group work, which contributes to the education of collectivism, conditions are created for the disclosure and manifestation of the individual characteristics of students [4]. In addition, at such a lesson, an atmosphere of student-student cooperation is created, and the participation of consultants and assistants at the verification stage ensures teacher-student cooperation. To develop interest in the Russian language and literature, historical, etymological references that may be of interest to children should be included in the lesson, and game forms of work should be carried out: "Make a word", "Third extra", "Translator", "Erudite", "Collect a proverb", "Line", "Changeling", "Web of words", etc., use creative experiments, project method, non-standard lessons, competitions, olympiads.

In the modern society, one of the rapidly developing methods and of great interest on the part of students is the use of Internet resources as an innovative approach to learning. The idea of using the Internet in education is not news. Since the beginning of the 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks, which contributes to the development of the individual. This allows students to interact

creatively with both classmates and the teacher [5].

The Internet can be considered as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which one can organize educational work in a new way. The Internet allows learner to organize a real, mobile information environment in which learner can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, because in the case of the use of the Internet during classroom and individual lessons, modern students get the opportunity to immerse themselves in the information environment they are used to. On the Internet, for educational purposes, resources of various sizes are used - from web pages with interesting educational materials (often test ones) to large-scale projects for full-fledged, from the point of view of compilers, distance learning [7]. The teacher with using the Internet, can update the material of their own textbooks; find additional information; self-control; materials; place educational information; develop interactive training to apply various forms of control and organize feedback; to communicate between different members of the group; work with hypertexts, audio and video files and blogs. It is especially good to use Internet communication with students of universities in foreign countries when studying the classics of English literature, which is of great interest to foreign young people. This allows students to consider the meaning of the work from different angles. The Internet allows learner to implement various techniques, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of education, the level of his training, quickly and purposefully control the work of students, and effectively manage it.

Speaking about the shortcomings of working with the use of the Internet, researchers mention the isolation of educational materials on themselves (the

inability to enter a live network) as the main one. This shortcoming can be overcome by directing students to specific segments of the Internet related to the topics being studied. Even Alexander Adamsky argued that: "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods" [4]. This problem can be solved in the following way. It is necessary that traditional and innovative teaching methods be in constant relationship and complement each other. These two concepts must exist on the same level. An innovative approach to learning allows learner to organize the learning process in such a way that the lesson is both fun and beneficial for the child, without turning into just fun or a game. And, perhaps, it is precisely at such a lesson, as Cicero said, that "the eyes of the listener and the eyes of the speaker will light up" [8].

Discussion is one of the most complex forms of speech, which requires preliminary preparation with speech stamps that help children express their thoughts. This technique is especially effective in literature lessons when discussing and analyzing a work of art. Group discussion can be used both at the challenge stage and at the reflection stage. At the same time, in the first case, its task is to exchange primary information, identify contradictions, and in the second case, it is the possibility of rethinking the information received, comparing one's own vision of the problem with other views and positions. The form of group discussion contributes to the development of dialogic communication, the formation of independent thinking. In some lessons, reading with stops and Bloom's questions (a conditional name for a methodical method of organizing reading using different types of questions) to be effective.

Non-traditional lessons also contribute to the development of critical thinking, which allow increasing the student's interest both in the subject and in learning in general. The creativity in such lessons not in entertainment, but in the selection of such tasks, such didactic material, which, with its novelty, unusual presentation (travel, meeting, competition, game, etc.), causing surprise, activates the

attention, thinking of the student. Getting into an unusual situation, the child is involved in activities, cooperation with the teacher, while creating a positive emotional background, the intellectual and volitional spheres begin to function actively, knowledge is easier to assimilate, skills and abilities are formed faster. This is facilitated by the creation of conditions at non-standard lessons for the mobilization of creative reserves of both the teacher and the student. Preparation for non-traditional lessons is carried out very carefully, and this, as a rule, requires a lot of effort and time from both the teacher and the student. In my practice, the most successfully use several non-traditional forms of the lesson: workshop, quiz, research, travel, dialogue based on a problem situation, business game, test. The choice depends on several conditions: taking into account the age characteristics of students, and secondly, the tasks, goals, content of training in connection with the topic being studied.

What is "innovative education" and what are its features? The definition of "innovation" as a pedagogical criterion is common and is usually reduced to the concept of "innovation", "novelty". Meanwhile, innovation in exact translation from Latin means not "new", but "into the new". It was put into the term "innovative" at the end of the last century by J. Botkin, he outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability for self-improvement, independent search for solutions, and joint activity in a new situation.

For example, a lesson-seminar has a repetitive-generalizing character. It contributes to the formation of a scientific style of speech, self-assessment of their own statements, it turns out to be an effective form of control and self-control, the students learn to work independently, use scientific literature. The basis of the content of the lesson-seminar is theory. The leading goal is the formation of theoretical thinking, which will allow students to independently select, study information and apply the knowledge gained in practice. In accordance with the tasks of repeating sections, seminars can be organized on the

following topics: "Word composition and word formation", "Morphology. Independent and auxiliary parts of speech", "Punctuation of a simple sentence", etc. The lessons of such a plan require careful preparation of both the student and the teacher. The educational value of the seminars is undeniable. It lies, first of all, in the fact that schoolchildren learn to work independently with scientific literature, build their presentations in accordance with the proposed plan, and this prepares students for studying at a university. One of the modern requirements for a Russian language lesson is working with text. In this regard, I use in my work such a form of lesson as research. The very name "lesson - research" shows the main task - the study of language material based on texts.

Particular attention in preparing for such a lesson should be paid to the choice of text. The text should be highly artistic, while it is necessary to take into account both the age characteristics of the students and the volume of the studied material. It is advisable to use for analysis the texts of different authors, united by a common theme, texts of different styles and types of speech, in order to subsequently conduct a comparative and contrastive analysis. At such a lesson, the teacher faces a task: to explore the language of a literary text /several texts/ "under a linguistic microscope" and at the same time not to deprive a work of art of its poetic charm and integrity.

In conclusion, teacher introduces the work to the literature lesson so that they have an idea about the work as a whole. With all the variety and effectiveness of non-traditional lessons, it is often impossible to use them for a number of reasons. But teacher and learner really want each lesson to be special, with its own "zest". Therefore, teacher often resort to non-standard, creative elements of a separate traditional lesson. This is a lexical dictation or a dictation - a crossword puzzle, as the guys call it, and making up riddles in the lesson, and a commented letter or warning dictations with a "car driver", and a task like "find the extra, which instills the ability to synthesize and comprehend information. The main thing is there is no time for children to be bored in the

lesson, so that they want to work, study, and in fact for this the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence that children learn in such lessons are important, and creative attitude to the Russian language, which is brought up only in creative lessons.

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