

INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES IN DIFFERENT AGE GROUPS

Abrorxonov Jaxongirxon Baxtiyarovich

Master student of Samarkand State Institute of foreign languages

Annotation

This article is devoted to the study of innovative approaches in teaching a foreign language to different age groups. Socio-cultural education by means of a foreign language at school lays the foundations for transferring the positive experience of learning the language and culture of the country in which it is spoken, with subsequent independent study of other languages and, accordingly, other cultural communities.

Keywords. Innovative methods, innovation, socio-cultural processes, traditional pedagogy, personality-oriented approach, linguistic diversity, diversity of cultures.

Before proceeding to the analysis of innovative methods of teaching foreign languages, we suggest the reader to think about what traditions and innovations are in education. Tradition (Lat. traditio – transmission, imparting) is a universal form of fixation, consolidation and selective preservation of certain elements of socio-cultural experience, as well as a universal mechanism for its transmission, ensuring stable historical and genetic continuity in socio-cultural processes. Tradition provides continuity; it is what keeps people in culture and history. "In science, tradition means continuity of knowledge and research methods" [1; 487].

Innovations are considered from different points of view: in connection with technology, commerce, social systems, economic development and politics. In the scientific literature there is a wide range of approaches to the concept of innovation, which are expressed in the following definitions:

- 1) the process of improvement by introducing innovations;
- 2) the act of introducing something new, something newly introduced;
- 3) introducing something new;
- 4) a new idea, method or device;
- 5) successful use of new ideas;
- 6) a change that creates new aspects in the activity;
- 7) purposeful change of the economic or social potential of the enterprise;
- 8) a creative idea that has been implemented;
- 9) innovation, transformation in economic, technical, social and other fields related to new ideas, inventions, discoveries.

Different approaches to the concept of innovation allow us to distinguish the common: innovation is understood as the introduction of something new. It should be emphasized that

the education system is contradictory and dialectical. Firstly, it should flexibly adapt to socio-economic changes in society and at the same time be stable in its pedagogical essence. Secondly, it should be a successor to the traditionally emerging and changing educational concepts and at the same time be predictive, should anticipate the needs of the future and prepare the younger generation for the future. This means that pedagogical innovations always ensure the connection of traditions with the design of future education [3].

Innovation only takes root in society when it fits into the system of existing values of socio-cultural experience, is consistent with the existing tradition.

The difference between traditional and innovative methods is in approaches and methods. Often such concepts as "approach", "method", "methodology" are used as synonyms, which leads to a distorted understanding of these key terms. The approach to learning determines the learning strategy and the choice of the learning method that implements the strategy. The federal component of the foreign language standard for all levels of education is aimed at the comprehensive implementation of personality-oriented, activity-based, communicative-cognitive and socio-cultural approaches to teaching foreign languages. These approaches make significant changes to all components of the learning system: goals, content, principles, methods and technologies of learning.

In traditional pedagogy, the personality was "adjusted" to the given socio-cultural patterns, the goals of education did not come from the individual, but from the state. Individual abilities were revealed through learning, perceived as the ability to assimilate knowledge. Education was considered the main source of personal development. The personality was formed on the basis of predetermined qualities, properties. Development was understood as building up knowledge, skills, and abilities. Education was seen as a way of broadcasting public experience. Subject differentiation set normative cognitive activity taking into account the specifics of the scientific field of knowledge, but did not reveal the origins of the life activity of the student himself as a carrier of subjective experience, individual readiness, preferences for the subject content, type and form of the knowledge being given.

A situation was created in which differentiated forms of pedagogical influence determined the content of personal development. The personality-oriented approach (E. V. Bondarevskaya, V. V. Serikov, I. S. Yakimanskaya and others) implies the rejection of the formation of personality, its properties and qualities. Each person is unique, and the main task of the teacher is to create conditions for the development of her creative potential. Creativity implies activity. Therefore, the student cannot remain the object of pedagogical influences, but becomes the subject of educational and educational processes. Once a student is a subject, he is endowed with subjective experience – the experience of life activity that is acquired by a child before school and outside school, in specific family conditions, socio-cultural environment, in the process of perception and understanding of the world of people and things.

In the process of education, there is enrichment, transformation of his subjective experience, which is the meaning of development. The role of the teacher is to identify personal (subjective) experience, to enrich it with the results of public experience. Learning functions are changing. His task is not to build a trajectory of development that is mandatory for everyone, but to promote the development of a person, taking into account her experience of cognition and developing individual abilities. The development of abilities is the main goal of personality-oriented learning [6].

The personality-oriented approach determines the expansion of the functions of a foreign language as an educational subject. Russia's inclusion in the world market and cooperation with foreign countries have significantly increased the possibility of contacts. There are real conditions for education and work abroad, for the promotion of Russian goods and services to the world market, for the exchange of students, schoolchildren, specialists.

As a result, a foreign language has turned from an academic subject into a means of achieving professional realization of a person, but not only. It is proved that people who speak foreign languages use their native language more competently and effectively, feel more confident in using the Internet. Knowledge of a foreign language contributes to the social adaptation of the individual to the changing conditions of a multicultural and multilingual world. A foreign language helps students to create a holistic picture of the world, including them in the dialogue of cultures.

Currently, linguistic diversity and diversity of cultures are considered as one of the most valuable elements of the world cultural heritage and as a philosophy of intercultural social interaction in any multicultural and multilingual space. The diversity of linguistic communities and cultures, being an invaluable unique heritage, should turn from a factor hindering dialogue between representatives of different cultures into a means of mutual understanding and enrichment.

The sociocultural approach (M. M. Bakhtin, V. S. Bybler, I. A. Zimnaya, V. V. Safonova) to teaching foreign languages involves mastering a foreign language in inseparable connection with the study of the culture of native speakers. Language represents the form of existence of national culture, and the way of its assimilation is reflected in the formula "culture through language and language through culture" [5].

Modern requirements for language education are defined by the concept of "teaching language and culture". Culture is one of the main components of the content of teaching foreign languages. Language teaching within the framework of a socio-cultural campaign is aimed at:

- developing students' worldview and preparing them to perceive the history of mankind, their people, to realize themselves as carriers of national values, to understand the interdependence between themselves and all people of the planet in search of solutions to global problems; – development of a planetary way of thinking in relation to civil human rights (including linguistic and cultural rights) and political freedoms; awareness of peacemaking duties and

responsibility for their future, the future of their country, the future of humanity; – training in the ethics of discussion communication and ethics of interaction with people holding different views and belonging to different faiths; – development of the need for in self-education.

Socio-cultural education by means of a foreign language at school lays the foundations for transferring the positive experience of learning the language and culture of the country in which it is spoken, with subsequent independent study of other languages and, accordingly, other cultural communities.

References

1. Rivers W. - Teaching foreign language skills/ W. Rivers. 2 nd. Ed. Chicago, London. The Univ. of Chicago press. 1981. -576 p.
2. Бахтин М. М. Лекции по истории зарубежной литературы: Античность. Средние века: (В записи В. А. Мирской) / Публ., подгот. текста, предисл. и комент. И. В. Ключевой, Л. М. Лисуновой. - Саранск: Изд-во Мордов. ун-та, 1999. - 212с.
3. Бондаревская Е. В. Теория и практика личностно-ориентированного образования. Ростов-на-Дону: Булат, 2000. - 351 с.
4. Зимняя И. А. Психологические аспекты обучения говорению на иностранном языке. М.: Просвещение, 1978. -160 с.
5. Сафонова В.П. Изучение языков международного общения в контексте диалога культур и цивилизаций. Воронеж: Исток, 1996. – 237 с.
6. Якиманская И. С. Личностно-ориентированное обучение в современной школе. Москва: Изд. фирма "Сентябрь", 1996. – 95с.