

USING THE LATEST INNOVATIVE METHODS IN ENGLISH LESSONS

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Annotation: The development of modern education has given rise to a new direction - innovation. The term "innovative pedagogy" and its specific research originated in Western Europe and the United States in the 1960s. F.N. Gonobolin, S.M. Godnin, V.I. Zagvyazinskiy, V.A. Kan-Kalik, N.V. Kuzmina, V.A. Slatenin, A.I. conducted researches in their works. These studies are presented in terms of innovative practices and the dissemination of best pedagogical practices. In the works of X. Barnet, Dj. Bassett, D. Hamilton, N. Gross, M. Mayez, A. Haylock, D. Chen, R. Yedem these issues were analyzed. The psychological aspect of innovation was developed by E. Rogers, one of the American innovative scientists. He studied the classification of the participants in the innovation process, their attitude to innovation, and their readiness to perceive it.

Key words: education, language, pedagogy, pedagogical technology, teacher, student, teaching process, knowledge, method, approach, skill.

In the 21st century, which is considered to be the age of information and high technologies, the issue of widespread innovation in the educational process has received more and more attention. In recent years, in the press, scientific literature, many conferences and meetings, as well as in official documents, the concept of "New pedagogical technology", "Advanced pedagogical technology", "Teaching technology", "Educational technology", "Concepts such as "Traditional pedagogical technology", "Non-traditional pedagogical technology", "Innovative (new direction, newly introduced from the outside, new, similar, non-traditional) pedagogical technologies" were introduced. In fact, the basis of these concepts, the concept of —Pedagogical technology appeared in the 30s of the twentieth century, and since then to this day, many scientists have conducted research in this area. Thus, the concept of pedagogical technology is often used in the pedagogical literature today, so the views, attitudes and definitions to it also differ depending on the directions and views of scientists conducting research in this field. Here are some examples:

Pedagogical technology - the application of the ideas of systematization of education or systematization of teaching in the classroom to pedagogy (T. Sokomoto);

Systematized set of all personal, instrumental and methodological tools used in achieving pedagogical goals and the order of their functioning (M.V. Clarin);

Pedagogical technology is a project of the process of forming a student's personality that can guarantee pedagogical success, depending on the skills of the teacher (V.P. Bepalko)

Pedagogical technology is a unique (innovative) approach to teaching. It is an expression of social engineering thinking in pedagogy. The image of technocratic scientific consciousness transferred to the field of pedagogy is a certain standardization of the educational process (B.L. Farberman).

The essence of pedagogical technology is to achieve the required level of didactic mastery, which is reflected in the pre-design of the educational process, taking into account its implementation (U. Nishonaliyev).

Pedagogical technology is the ability of a teacher (educator) to influence

students in certain conditions and sequences with the help of teaching (educational) tools, and as a product of this activity to define the qualities of a person predetermined in them, formation process (N. Saidakhmedov)

UNESCO provides the following definition: —Pedagogical technology - teaching and learning, taking into account the technical and human capabilities and their interrelationships, which set the task of optimizing the forms of education, are systematic ways of creating, applying, and defining the process.

Materials and methods. Each lesson, subject has its own technology.

Pedagogical technology in the learning process is a holistic process in a clear sequence, which is a goal-oriented, well-designed and guaranteed pedagogical process based on the needs of the student. It is up to the student to choose which technology to use to achieve the goal, because the main goal of both parties is to achieve a clear result, in which the level of knowledge of students depends on the nature of the group, the technology used. For example, to achieve results, you may need to work with a computer, but you may need film or handouts, drawings and posters, information technology, and various publications.

Many of the following interactive methods and teaching technologies, aimed at ensuring the effectiveness and efficiency of the teaching process, were developed by R. Ishmukhamedov over many years, and today they are the main special, general education of the republic. Secondary vocational and higher education institutions are giving positive results in the institutes of advanced training and retraining of students.

The purpose of the method: to determine the level of students' mastery of the subject and the basic concepts of the subject, to express their knowledge independently, to assess their level of knowledge, to work individually and in groups, to respect the opinion of his comrades;

The use of the method: exercises designed to assess, repeat, reinforce or intermediate and final control of the level of mastery of the topic in all types of lessons, as well as to check the knowledge of students before starting a new topic
tools used in the country; handouts list of basic concepts, pencil, slide.

Handouts based on the syllabus and the teacher's goals.

Training schedule;

- Students are divided into groups.
- Students will be introduced to the requirements and rules of the course;
- Handouts will be distributed to team members.
- Concepts given in the handout on a topic or a new topic that students have covered individually;
- Students write comments based on their knowledge of the concepts covered in the handout;
- Each student identifies the differences between the correct answers and has the necessary understanding.

Wheelbarrow method. This method allows students to memorize topics covered. Aimed by the teacher to assess all the knowledge of all students.

The purpose of method is to teach students to think logically in the classroom, to express themselves independently, to evaluate themselves, to work individually and in groups, to respect the opinions of others, and to choose from a wide range of ideas;

The use of the method: in all types of technology learning activities, at the beginning of the lesson or at the end of the lesson or at the end of any part of the subject, the student reinforces and finalizes the topics covered;

Handouts will be prepared based on the topic set in the plan and the number of students in the group, depending on the teacher's goal-scoring and reinforcement handouts.

Training schedule:

- Divide students into groups;

- Introduce students to the rules and regulations of the course;
- Distribute handouts to team members;
- Team members work independently on handouts.
- Each group member writes the group number in the right corner of the handout they have worked on and draws a sign of their own in the left corner:
- Handouts will be reviewed by other groups in the —Wheel Turnl direction.
- Materials provided by new team members will be reviewed;
- Materials installed and modified by teams will be exchanged individually between groups in the above-mentioned areas;
- Each group and each group member selects the material they have completed for the first time;
- Each group member analyzes the other group members' corrections to their assigned answers;
- reads the teacher's assignments in the handout and identifies the correct answers with the team;
- Each student identifies the differences in the correct answers;

Note: If the difference between the correct answers identified by the students in the handout and the correct answers identified by the teacher is more than 55 %, the student has mastered this learning material, and even more so indicates that it has not received. For example, if the number of tasks is 30 and 19-20 of the answers are correctly marked, the student is considered to have completed this task and mastered the learning material, if not even mastered it.

Boomerang method. This method is used to help students work with a variety of literature and texts in the classroom and outside of class.

The purpose of the method is to: monitor and evaluate the student's individual and group mastery of the handouts during the learning process, as well as the level of mastery of the handouts through discussion and various questions;

The use of the method: Practical classes, seminars or laboratory classes, as well as conversational classes can be used individually, in small groups and in groups.

Training schedule:

- Students are divided into small groups;
- Students are introduced to the purpose and order of the lesson;
- Students are given texts on the topic for independent study;
- Independent study of the given texts by students individually.
- form a new group of members from each group;
- Each member of the new group speaks independently in the group;
- Internal control is carried out within the group to determine the level of assimilation of the given information, ie group members ask and answer questions to each other;
- New group members return to the original groups;
- Assigned to each group to assess students' knowledge or calculate scores during the rest of the lesson;
- The teacher asks students questions to determine how well they have mastered all the texts;
- Based on the answers to the questions, the total scores of the groups are determined;

Each group member asks one question, linking the content of the group text to life;

- Organization of questions and answers through questions prepared by groups;
 - The total number of points earned by team members is determined;
- The teacher distributes handouts based on the texts read and mastered using the —wheel technology to complete the lesson in this order or to control the learning material by the students in the order of self-assessment. , allowing them to

test their knowledge.

Boomerang technology allows students to develop critical thinking and logic.

Resume method. The method focuses on complex, multidisciplinary, and challenging topics.

The purpose of the method is to enable students to work freely, independently, critically, as a team, to research, to find a solution to a learning problem based on a topic, and to draw the necessary conclusions;

The use of the method: individual lectures, seminars, practical and laboratory classes, as well as homework;

Training schedule:

- The teacher consists of 3-5 people, depending on the number of students.

Note: Each group member identifies the advantages and disadvantages of the problems on the sheets they receive:

"Problem" method. The purpose of the method is to teach students to correctly solve various problems or situations arising from the subject matter, to identify the problem, its essence, the causes of the problem, and to solve the problem.

Training schedule:

- Watch carefully the film prepared by the students for the lesson, try to identify the problem covered in it, memorize it or mark it in their notebooks; and in that case the teacher describes a poster, picture, poster, or problem on the subject of the subject; write the problem identified by each group member from this sheet on A3 paper with a thick pen.

- Write and analyze the problem chosen by each group member on the chart in the tutorial distributed by the teacher.

- Have a team discussion on issues and solutions:

Note: This technology has made the students interested in the lesson:

Cluster. Cluster is a pedagogical strategy that helps students (or learners) to explore a topic in depth and teaches them to network in a sequence that connects concepts or specific ideas freely and openly.

Branching of ideas is organized as follows:

1. Every thought that comes to mind is expressed in one word and written in sequence.
2. Continue writing until the ideas are finished, and if the ideas are finished, then draw a picture until a new idea arrives.
3. The lesson should try to maximize the sequence of ideas and interrelationships.

S W O T - analysis

S – strength

W - weakness

O - opportunity

T - threat

Strengths - the advantages of the task at hand;

Weaknesses - the influence of internal environmental factors in achieving the goal:

Opportunity is the best way to solve a set task:

Threat - implementation of activities:

In the discussion method, group members present their ideas orally in order to solve a problem or increase their knowledge, or to understand a topic. In order to use the method effectively, participants must have sufficient knowledge and experience of the topic of discussion. This method is more effective in adult education.

Case study. The case-study method is an English word (case-case, event, stage-

teaching) that is a case-based teaching method.

- work individually;
- get acquainted with the situation;
- identify problems;
- generalization of information.

This method is effective in preparing reports and presentation of results, together with the teacher to find common ground with all groups.

Insert strategy. The strategy serves to identify students' knowledge of specific concepts on a new topic and to develop in them the skills of analytical approach to the text. In the process of applying the strategy, the following actions are taken:

Small groups are formed and named; each group is asked to give two opinions on a topic to be mastered; students take turns commenting; the ideas are written on the board; then the teacher explains the new topic. the illuminator distributes the text to the groups; the groups read the text to determine the extent to which the text and the ideas they express correspond to each other (similarities and differences are noted using special symbols); group members express personal views and special symbols the number is generalized; leaders are identified from among the group members; the leaders present the group results to the group; the group approaches are summarized and a final conclusion is drawn.

Insert strategy. Insert is an interactive designation system for effective reading and thinking that promotes independent learning. Topics of lectures, books and other materials are given to the student in advance. Read it and say, —V; +; -; ? » expresses his opinion through symbols.

Text markup system

(V) - confirms what I know.

(+) - new information

(-) - Contrary to what I know

(-) - made me think. I need more information on this

Brainstorming method. This method is a widely used method of solving problems on a particular topic, it provides participants with certain skills and abilities to think broadly and comprehensively about the problem, as well as the positive use of their imagination and ideas. This method allows you to find some original solutions to arbitrary problems in the course of the training. The method of "brainstorming" is to identify certain values in the selected topics and to find alternatives to them. Creates conditions for the selection of verses.

In order to use the method effectively, the following rules should be followed.

The following rules should be followed when using the "Brainstorming" method in the classroom:

1. Encourage students to think broadly about the problem, to make them think logically.
2. The ideas expressed by each student are encouraged. The most acceptable ideas are selected. The encouragement of ideas leads to the emergence of new ideas.
3. Each student can base and change their own opinions. Summarizing, categorizing or modifying previously expressed ideas paves the way for the formation of scientifically based ideas.
4. It is not allowed to monitor the activities of students in the classroom on the basis of standard requirements, to evaluate the opinions expressed by them. It is advisable to refrain from evaluating their performance, keeping in mind that the main purpose of the application is to encourage students to think broadly about the problem.

Results and discussion. In our view, pedagogical technology is the harmonious organization of pedagogical and student learning activities in the process of teaching and learning in order to increase the effectiveness of the educational process, in order to intensify this activity. The application of unit methods, tools and forms is a set of systems that allow to determine their interaction.

The educational features of interactive methods are divided into: Interactive methods represent the subject-object activity in education.

1. Management of students' cognitive activity: students are divided into small groups and taught through group communication, discussion.
2. The feature of interactive methods is learner-centered, that is, personal approach. This feature of the interactive method represents the interaction of students individually and in groups. Such activities reflect the diversity of students.
3. Features of research, creative activity, interaction. In this case, students, individually and in groups, creatively search and analyze the results of research. This increases the activity of the student in the classroom, research, thinking. finding forms an attempt to prove its correctness by mutual consideration.
4. The ability to form personality traits. Interactive methods increase students' interest in learning, as well as their desire for knowledge, ingenuity, which helps to improve the intellectual activity of students, the quality of learning, mental research.
5. Interactive methods teach the student to be polite, orderly, to think of each idea and express it on the basis of evidence.

The pedagogical technologies successfully developed in the education system of the developed countries of the world and developed in didactics are person-centered, the organization and management of students' learning activities, the attitude to the individual, the dominance of the modern education system. Traditional education is classified according to its focus on updating the content and radically changing the organization of the educational process.

One of the most important requirements for the use of educational technologies in foreign language classes is to achieve high results in a short time without excessive mental and physical effort. Delivering certain theoretical knowledge to students in a short period of time, developing in them skills and competencies in a particular activity, as well as monitoring the activities of students, assessing the level of knowledge, skills and abilities acquired by them requires skills and a new approach to the learning process. The goal cannot be achieved through the compulsory use of innovative educational technologies. Instead, it is advisable to develop them creatively, using advanced technologies based on or used by experienced professionals.

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