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Xurmatoy Sobirjanovna Valiyeva

Tashkent State Technical University named after Islam Karimov
teacher

INNOVATIONS AND INTERACTIVE METHODS IN THE TEACHING FOREIGN LANGUAGES

Abstract: In this article highlights of theoretical background for the study of innovations and interactive teaching methods in the light of solving problems of teaching foreign languages to students.

Key words: innovation, interactive methods, foreign language, education, effectiveness.

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Introduction

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In the XXI century, the intensification and modernization of education requires the introduction of such innovative technologies that are aimed at the creative education of the individual in the intellectual and emotional dimension. Such innovative technologies are: developmental learning, design, problem-based learning, level differentiation, test system, game-based learning, immersion in a foreign language culture, learning in collaboration, self-education and autonomy, integration, as well as health - saving, research, information and communication and personality - oriented technologies. With such a target setting, cognitive universal actions are one of the leading components of the educational standard. This is due to the fact that one of the components of the child's mental development is his knowledge, which implies the formation of a scientific picture of the world, the ability to manage their intellectual activities, mastering the methodology, strategies and methods of learning, the development of representative, symbolic, logical, creative thinking, productive imagination, memory, attention, reflection. In this regard, cognitive universal actions include:

- actions to extract information;
- the ability to navigate the knowledge system and realize the need for new knowledge;

- the ability to make a preliminary selection of information sources to search for new knowledge.

Innovative technologies in education allow you to regulate learning and direct it in the right direction. People were always afraid of everything unknown and new, they had a negative attitude to any changes. Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, prevent the renewal of all types of training. The reason for people's unwillingness to accept innovations in modern education lies in blocking the vital needs for comfort, security, and self-assertion.

Innovative behavior does not imply adaptation, it implies the formation of one's own personality, self-development. The teacher must understand that innovative education is a way of educating a harmonious personality. "Ready-made templates" are not suitable for it, it is important to constantly improve your own intellectual level. A teacher who gets rid of "complexes" and psychological barriers is ready to become a full-fledged participant in innovative transformations. One of the tasks of the modern school is to reveal the potential of all participants in the pedagogical process, providing them with opportunities to display their creative abilities. The solution of these problems is impossible without the implementation of the variability of educational processes, which is why there are various innovative types and types of educational institutions that require

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deep scientific and practical understanding. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

Often we consider the process of knowledge accumulation as a necessary attribute of value accumulation. Addressing the problem of its development involves not only preserving the best elements of the old, but also creating a new one, adding cultural wealth to the learning process. Here we are talking about innovations, the introduction of new methods in the transfer of knowledge. The creation of a new one becomes a work of cultural knowledge only when it acquires social significance and is distributed among experts, in our case, in the educational environment. If an "innovator" talks about his theory, experiences, and ways to solve a problem, and claims that he is going to make adjustments to the process of, say, "learning", then this form causes a response from people in a certain community. And if such an adjustment is questionable and additional time for experiments is required, then the proposal cannot be called either an innovation or a newly introduced method.

However, it also happens that innovation or modernization, as a process in some area, at some point find their followers and recognition of contemporaries. The sources of national innovation should be found in the historical conditions of education and the formation of the educational process. These concepts have deep roots, reflecting the features of the social life of a particular socio-historical or ethnic community of people, its relationship with the stages of training. Cultural or educational innovations are sources of the diversity of historical processes that give them preservation and transfer of knowledge by generations. And this uniqueness, irreplaceability determines the need for a particularly careful attitude to the process of teaching young people. Throughout a person's life, there is a process of becoming a person-learning the experience of past generations.

Today, this process is carried out in two ways: in the course of spontaneous education as a result of purposeful influence on it from the society, or through the educational system that already functions in the society, meeting some requirements. As the history of the development of innovative processes in the Humanities shows, its various forms did not arise immediately. The most "ancient" is the connection between pedagogy and psychology in determining the components, mechanisms, roles and tasks of interactive teaching methods. The starting point of innovation is its relationship with practice. Arising

from practice, experience, scientific ideas, theories become a guide to action during the educational process. In the process of application, their validity is checked. Practice acts as an objective criterion for evaluating, determining the truth, and the need for new methods. Recently, teachers often talk about "modernizing education", which is naturally associated with the extensive transition to information and communication technologies and the study of foreign languages.

Modernization of education is based on a computer with video equipment using, say, English. Personal contacts: teacher and student, reading books go by the wayside. There is a new type of communication, based on the opportunities for the student to enter the electronic world of information. It turns out to be a modernized, pedagogically approved "closed circle" of innovation in learning. The society requires that its members speak a foreign language. For the majority of young people as members of society, in general, a foreign language is a potential value, not a real one. Because of this, a foreign language does not act as a personal value. The contradiction should be removed by the teacher-mediator between the society and the student audience. Its task is to translate social value into personal value. In the methodological literature of the last two decades, there is hardly a more frequent word than "communicative". Having broken through the concrete walls of traditional training, the communicative method has won its place in the sun of education and as such no longer needs support. And it has also become a fashion for designating and specifying many other techniques and methods. As uncomfortable as it is to admit that you have not read such and such a bestseller, it has become so uncomfortable to declare yourself as an opponent of the "communicative". We can say that the time has come when communication skills should not be afraid of their enemies, but of their supporters. This is no longer a paradox, but the reality of teaching foreign languages.

Today, modernization is more and more clearly revealed another function - it begins to act as a social force, directly involved in the processes of social development and management. This function is most clearly manifested in situations where scientific methods and their data are used for the development of large interstate projects. Thus, the processes of innovation and interactive methods have a complex impact on the educational life of University students, affecting their communicative and technical field of knowledge.

All this, of course, does not mean that the learning process is built as a copy of the communication process. Moreover, in the process of communication, there are parameters that do not make sense to model from the point of view of training. To form the learning process as an innovative method of

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approach to the principles of education means modeling only the main, vital, essential parameters of learning, which include: the nature of the student's activity, the relationship and interaction of the teacher and the student, situational forms of functioning of the teaching process, the content of the innovation process, the system of technical and educational tools. And the assimilation of which would ensure the achievement of the educational goal. It is also impossible not to notice that the innovative fervor may fade. The fact is that the time, social and economic costs of teaching foreign languages are often not comparable to the meager result that we get in the form of so-called practical language proficiency. And it would seem that the question arises quite rightly: "can modernization as a process become the basis of the educational process?"

Currently, the promotion of interactive methods is an urgent need for training practices. First, because interactive methods are adequate for the educational purpose, thus helping to teach even those who have physical disabilities, and secondly, because interactive methods are enriched with new research that is very necessary for the teacher. One of the most important sources of pedagogical conclusions and generalizations is the daily practice of teaching, in which interactive methods appear in a hidden, collapsed form.

Teachers, guided by certain goals, may encounter obstacles that are not known to the theory or are known but have not yet been studied. There is a

need to investigate them. But, as you know, you can only successfully investigate what has been prepared by previous works, has already been achieved by a specific level of theory or practice. Research work on too broad, amorphous problems when the object is not divided and the inability to identify the sides available for research, correctly outline the stages of study leads researchers to failures. We are paving the way for the future of the educational process today. Progress in this largely depends on how much we, teachers, are strongly armed with modern knowledge and methods, will affect the acquisition of knowledge by students.

Participation in information and communication pedagogical activities contributes to the complex formation of all aspects of communicative competence: language, socio-cultural, cognitive, linguistic and country studies; as well as related communicative and cognitive skills of students (search and selection of relevant information, its analysis, generalization and classification). Modeling a real authentic environment through the use of Internet resources serves not only to better master the language, but also allows you to understand the deep law of unity and diversity of culture. Thus, the innovative technologies that we have reviewed today significantly enrich and diversify the teaching of foreign languages. Instead of monotonous work comes intellectual creative search, in the process of which a new type of personality is formed, active and purposeful, focused on constant self-education and development.

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