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USING INNOVATIVE TEACHING METHODS IN THE FOREIGN LANGUAGE

Abstract: The purpose of teaching a foreign language at the present time is to develop the students' communication skills, that is, practical knowledge of a foreign language. The main goal of training is also to have a good command of a foreign language that allows you to use it for oral and written communication, both in the course of future professional activities and for further self-education. In this article highlights of innovative teaching methods in the foreign language.

Key words: project method, teacher-student, material, project, educational process, problem learning, problem presentation, portfolio method.

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Introduction

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Modern society needs educated, qualified specialists who are distinguished by mobility, dynamism, constructiveness, true patriots of their homeland, who respect the culture, scientific achievements, and traditions of other countries and peoples. In this regard, the concept of humanization of socio-economic relations was adopted, where the main role is given to the modernization of Uzbekistan education. Orientation to humanistic ideals presupposes the priority of the interests of the individual, creating a creative atmosphere in teaching and ensuring the General cultural development of students. The most important part of the educational process is the personal-oriented interaction of the teacher with the student, which requires changing the main trends and improving educational technologies. It is the study of foreign languages that can be considered as one of the most important means of humanizing and humanizing education. In the context of the information society, knowledge and skills become a priority in human life. To keep up with the development of world science, it is necessary to study the primary sources in the language of the authors.

Therefore, increasing the importance of a foreign language, its demand, had an impact on the content, objectives and dynamics of learning. In the XXI century, the intensification and modernization of education requires the introduction of such innovative technologies that pursue the goal of 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 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:

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- 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.

Modern education requires a new approach to teaching methods in educational institutions. Teachers and masters of industrial training try to keep up with innovative methods of teaching general education subjects, special subjects and industrial training classes. It is clear that it is necessary to produce a specialist not only with good knowledge, but who is able to use them in practice.

To teach students to think independently, make decisions, work in groups, develop communication and creative abilities, and take responsibility for themselves, teachers and masters have to learn and use new techniques.

The term “innovation” comes from the Latin “novation”, which means “update”(or “change”), and the prefix “in”, which translates from latin as “in the direction”, if translated literally “Innovatio” – “in the direction of change”. The very concept of innovation first appeared in scientific research in the XIX century. Innovation is not every innovation or innovation, but only one that seriously increases the efficiency of the current system [1].

Accordingly, the development of innovative processes is a way to ensure the modernization of education, improving its quality, efficiency and accessibility. Innovations in education are necessary, as they require a creative approach in the training of teachers, which has a qualitative impact on the personal growth of students. I particularly liked the following innovative methods: the portfolio method, the method of problem presentation, the project method, problem-search methods, research activities of students integrated into the educational process, problem - based learning, practice - oriented and creative activities, lecture-visualization, the use of information technologies in teaching.

The portfolio method is a modern educational technology based on the method of authentic assessment of the results of educational and professional activities. A portfolio is a systematic and specially organized collection of evidence that serves as a way to systematically reflect on one's own performance and present its results in one or more areas for ongoing competency assessment or competitive entry into the labor market. [2]

Method of problem presentation- a method in which the teacher, using a variety of sources and means, before presenting the material, poses a problem, formulates a cognitive task, and then, revealing the system of evidence, comparing points of view, different approaches, shows the way to solve the problem. Students become witnesses and partners in scientific research. [2]

Project Method - a learning system in which students acquire knowledge and skills in the process of planning and performing gradually more complex practical tasks-projects. We start working on the project in the classroom, the children continue it at home, and the presentation is carried out in the classroom. When presenting a project, students' efforts are evaluated rather than their knowledge. If a weak student is able to present the results of the group's joint work and answer questions, then the goal has been achieved. In our time, the project method has become the most popular and effective in education and is aimed at educating the individual.

Naturally, teachers consider the project method to be one of the most effective forms of work that form the student's personality. In the technology of the educational process, there is a shift in emphasis on independence, enterprise, activity, and ingenuity. This method is one of the most effective when generalizing, fixing and repeating educational material, when working out skills and abilities of its practical application.

Problem-searching methods of training (learning knowledge, developing skills) are carried out in the process of partially searching or research activities of students; it is implemented through verbal, visual and practical methods of training, interpreted in the key of setting and resolving the problem situation. Research work of students integrated into the educational process - such work is performed in accordance with the curricula and programs of academic disciplines in a mandatory manner; this type of research activity of students includes independent performance of classroom and home assignments with elements of scientific research under the guidance of a teacher (preparation of essays, abstracts, analytical works; preparation of reports on educational and industrial practices, performance of course and final qualifying works, diploma defense); the results of all types of research activities of students integrated into the educational process are subject to control and evaluation by the teacher.

Problem-based learning is a technology aimed primarily at “arousing interest”. Training consists in creating problem situations, in understanding and resolving these situations in the course of joint activities of students and the teacher with optimal independence of students and under the General guidance of the teacher. The master puts a problem, for example, to determine the malfunction of the carburetor on certain signs.

Practice-oriented projects are feature of this type of projects is in the preliminary formulation is clearly meaningful for the student, practical result, expressed in material form: identify and correct failure of the engine and other parts and mechanisms of a vehicle (e.g. auto mechanics). This type of project is characterized by strict control by the master of industrial training.

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Creative projects are the most complex types of project activities, as they require a lot of preparation, there is no template or algorithm for execution. Students need to study a large amount of literature that often contradicts each other. The teacher only directs the students' activities, offers articles, material, and links on the Internet. Creative projects cause maximum activation of cognitive activity of students, contribute to the effective development of skills and abilities to work with documents and materials, the ability to analyze them, draw conclusions and generalizations.

Lecture-visualization "it is better to see once than to hear a hundred times", - says the proverb. And we can't disagree with it. The principle of visibility has been used for many years in pedagogy, it makes it possible to "photograph" the proposed video material, which allows you to somewhat approximate the theory and practice of the taught material. Visibility can be expressed in various forms: natural materials, visual (slides, drawings, photos), symbolic (diagrams, tables). It is important to observe: the visual logic and rhythm of the material, the dosage, and the style of communication. [4]

Application of information technologies in training. One of the large-scale educational technologies is the development and creation of information (computer) technologies. In our country, despite the economic difficulties and lack of adequate funding, the education system is actively developing information technologies and actively trying to apply them in the educational process. New information technologies are pedagogical technologies of today that enable students to present the material they are studying in a new way and systematize it. For the teacher, this is an extension of the ability to use visualizations in the classroom (or when using a local network in the classroom, or using a multimedia projector). [3]

New information technologies lead pedagogy to the era of a single world educational space and a single global educational community. Ability to use presentations for lessons, prepare different types of material, use reference material. Teachers and students alike need to use the Internet. The goal of innovative activity is to change the personality of the

graduate: excellent professional training, increase his cultural level, the ability to behave correctly in society, be able to see the situation, solve problems independently. But this will only be possible when you master the use of teachers and teachers of certain innovative methods.

When planning the use of training computer programs and multimedia tools in the study of a foreign language, as well as other disciplines, it is necessary to consider the following aspects:

- how will this program affect the motivation of students, their attitude to the subject, increase or decrease interest in it (for example, due to difficult, unclear requirements imposed by the training program);

- how well the program meets the general orientation of the course;

- whether the program contributes to better learning of the material, whether the choice of the proposed tasks is justified, whether the material is presented methodically correctly;

- whether classes with the use of a computer and new information technologies are planned rationally, whether there is enough time to perform independent work;

- do all students have the skills and ability to work on the computer. A common mistake when using computer technology in the learning process is the constant sitting of students at the computer. We need various forms of educational activities.

This includes front-line work on updating knowledge, group or pair work of trainees on mastering specific educational skills, and didactic games, oral and written tasks. The need to use new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. Here we mean not only modern technical means and new forms and methods of teaching, but also a completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning, provides individualization and differentiation, taking into account the characteristics of students, their level and aptitudes.

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