ISSUES RELATED TO THE DEVELOPMENT OF INNOVATIVE CULTURE IN TEACHING A FOREIGN LANGUAGE

Qosimova Nilufar Saidjonovna

Stajyor, Mirzo Ulug`bek nomidagi O`zbekiston Milliy
Universiteti Jizzax filial, - o`qituvchisi

A B S T R A C T	K E Y W O R D S
We all know that after the independence of our country, interest in teaching and learning languages has increased, for the younger generation, many opportunities were created, and for them, the original in a foreign language	

Introduction

The development of textbooks. In teaching foreign languages in the last century, teachers have faced a number of problems, i.e. textbooks in English, because of a lack of manuals, children learning a foreign language there have been a number of shortages. Therefore, in modern times, a foreign language new teaching methods are being developed. Among them, foreign languages the use of modern innovative technologies in teaching inserted. Our first president, I. As A. Abdurahman said: "At the moment there is a great deal of emphasis on teaching foreign languages in our country. And this is of course, not inconvenient. Today, the world community is taking a proper place for our countries, in harmony with our foreign partners, foreign languages for our people who are building their great future in cooperation there is no need to assess the importance of perfect knowledge." From these points in addition, adopted on December 10, 2012, "The Foreign Language Teaching System Presidential Resolution on measures to further improve the foreign language has expanded the possibility of learning in a more perfect way.

(Matthew 24:14; 28:19, 20) Today, priority is given to the issues of communication, interactivity, the authenticity of communication, the study of the language in cultural conditions, the autonomy and humanitarianism of education. These principles allow for the development of intercultural competence as a component of communication ability. The ultimate goal of teaching foreign languages is to teach a free direction in a foreign language environment and the ability to respond adequately in different situations, that is. link. Today, new methods using Internet resources are against teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations (i.e. the so-called principle of communication authenticity) that encourage learning material and develop adequate behavior. New technologies, especially the Internet, are trying to fix this mistake . A communicative approach is a strategy that simulates communication aimed at consciously understanding and working with the material, creating psychological and linguistic preparation for communication. It is not particularly difficult for a user to make a communicative approach on the Internet. The communicative task is for students to offer to discuss a problem or a question, students

not only share information, but also evaluate them. The main criterion, which allows to distinguish this approach from other types of educational activities, is the independent selection of linguistic units for students to form their opinions. Using the Internet in a communicative approach is well encouraged: its goal is to give students an interest in learning a foreign language by accumulating and expanding their knowledge and experiences.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in this lesson, commonly referred to as interactivity in the methodology. The interactivity is "to combine, coordinate and supplement communication goals and outcome efforts using speech tools." By teaching a true language, the Internet helps to build speech skills and skills, as well as a sincere interest in teaching vocabulary and grammar and hence effectiveness. Interactivity not only creates real situations from life but also makes students respond appropriately to them in a foreign language. One of the technologies that provides student-oriented education is the project style as a way of developing creativity, knowledge activities and independence. The typology of projects is diverse. Projects can be divided into monoprocesses, collective, oral discourse, clear, written and Internet projects. In real practice, it is often necessary to engage in research projects, creative, internship-oriented and mixed projects with informational characters. Project work is a versatile approach to language learning and covers reading, listening, speaking and grammar. The project method helps students develop active independent thinking and directs them to joint research. In my opinion, teaching on a project basis can teach children to collaborate, while learning to collaborate nurtures moral values, such as mutual assistance and empathetic ability, fosters creativity and activates students. In general, there is a lack of separation of teaching and training in the process of teaching the project.

The purpose of the study. The formation of innovative culture among students through the teaching of foreign languages and thereby the widespread introduction of the concepts of language and culture.

The object of the study. Textbooks and the latest innovative online materials covering lingo culture in teaching foreign languages.

The work of the study. Organizes the identification of innovative characteristics of culture through mutual oral discourse in teaching a foreign language.

Thetasksof the study grass. To achieve the goal set, the following tasks are defined and implemented:

- One of the technologies that provides education aimed at foreign language learners is the method of graduation of innovative culture as a way of developing creativity, knowledge activities and independence;

Interaction can be divided into monoprocesses, collective, oral discourse, specific, written, and Internet projects. Analysis of real practices often through research projects, creative, practice-oriented and informative innovative signs;

Graduation work is a multi-page approach to learning the language and encompasses reading, listening, speaking, and grammar. This union work helps students develop active independent thinking and directs them to joint research efforts.

- Special emphasis on teaching and discipline in the process of teaching a foreign language.

The scientific novelty of the studyconsists of the following: In the process of foreign languages, the project method can be used within the framework of program materials on almost any topic. Working on projects will develop imagination, fantasy, creative thinking, independence and other personal qualities.

A communicative approach is a strategy that simulates communication aimed at consciously understanding and working with the material, creating psychological and linguistic preparation for communication. It is not particularly difficult for a user to make a communicative approach on the Internet. The communicative task is for students to offer to discuss a problem or a question, students not only share information, but also evaluate them. The main criterion, which allows to distinguish this approach from other types of educational activities, is the independent selection of linguistic units for students to form their opinions. Using the Internet in a communicative approach is well encouraged: its goal is to give students an interest in learning a foreign language by accumulating and expanding their knowledge and experiences.

Practicalityof Research
- The objective of the final qualification work is to review innovative pedagogical technologies in teaching English.
- Review the theoretical aspects of the use of innovative pedagogical technologies in teaching a foreign language;
- Studying ways to introduce new information technologies into the process of learning foreign languages;
- Experimental confirmation of positive dynamics in teaching foreign languages using innovative technologies.

Structure and size of the dissertation
The work consists of three chapters, a general conclusion, and a list of publications.

Adabiyotlar ro'yxati
1.A.V. Mogilev arrives at internet school , Voronezh, VGPU, 2001 year.
2.A.B. Antopolskiy, T.S. Markarova, E.A. Danilina Creating Digital Libraries and Legal and Technological Problems of Their Work. - M.: INITs "Patent", 2008.
3.Belkova M. M. Information computer technologies in English lessons / English at school. 2008, No.
4.Belyaeva L.A., Ivanova N.V. PowerPoint presentation and its capabilities in teaching foreign languages [Inostr. Languages at school. 2008, No. 4.
5.Bershadskiy, M. Information Competence.-Public Education. 2009 - 4th. - 139-bet
6.Bogorditskaya V.N., Khrustaleva L.V. Proc. English: for 8 cells. Stud with School Deep. English Summer. 4th edition – M.: 2001
7.Brown, D.R. Model for Solving Problems for the Development of Information Literacy: Integrated Approach.; School Library - 2006. - No. 22 b. 6 - 11
8.V.B. Popov Development of Internet Technologies and Education Voronezh, VSPU, 2001.
9.Vladimirova L.P. Chet tili darslarida Internet. IYASH, No3, 2002. 33-41-Betlar.

10. Galiulina T.N. Teaching a foreign language with the help of new information technologies. Scientific and Practical Conference on Regional Materials in English in the School-Wuz System, Novosibirsk, June 20, 2003

11. Galskova N.D. Modern methods of teaching foreign languages. - M: ARKTI, 2004.

12. Guselnikova E.V. How the School Internet Class Works, Moscow, RAO, 2000

13. Dontsov D. Computer English. We read, translate, speak. M., 2007.

14. Dusheina T.V. Project methodology in Foreign Language Classes. IYASH, 2003, 5th.

15. Ermakov, D. Education Information and Students' Information Competence - Public Education - 2009. - 4th.

16. Australian animal kingdom. Scientific Consultant Corzun L.P. - Rosman Journal, 1997

17. Karamysheva T.V. Learning foreign languages using a computer. (in questions and answers). SPB., 2001.

18. Karpov A.S. Internet in the preparation of future foreign language teachers. IYASH, No. 4, 2002. Pages 73-78.

19. Kisunko E.I., Muzlanova E.S. Interactive teaching of 10 to 11 graders in English using computer technology . Home First September. 2007, No. 16.

20. Koptyug N.M. Internet project as an additional source of student motivation. Foreign Languages at School, 2003 No. 3.

21. Koryakovtseva N.F. Modern methods of organizing independent work of foreign-language students. - M.; ARCTI, 2002.

22. Kocheturova N.A. Method of projects for teaching a foreign language. School - University, Novosibirsk, June 20, 2003 Regional Scientific and Practical Conference Materials in English.

23. Kuklina S.S. Collective educational activities in the group at the final stage of developing foreign-language communication / Inostr. languages at school. - 2000. - 6th.

24. Listrova L.V. Organizing project activities for schoolchildren based on Internet technology, Voronezh, VSPU, 2001.

25. Mukovnikova E.V. Effective use of digital education resources in English lessons / England Summer, Izd. Home First September. 2008, No. 4.

26. New pedagogical and information technologies in the education system / Ed. E.S. Polat. - M.: Academy of Publishing Center. 2000.

27. Textbooks for Nosenko O.V., Belous E.P. Secondary Schools/ English at School. 2009, No. 1.

28. Nurlibaeva A.N. Opportunities for project technologies in the development of self-government skills / Inostr. Languages in Kazakhstan schools. 2003 - 4th

29. Podoprigorova L.A. Use the Internet to teach Foreign Languages. IYASH, 2003, 5th.

30. Polat E.S. Method of Projects in Foreign Language Lessons / Inostr. languages at school. - 2000. No. 2-3.