

WAYS TO USE INNOVATIVE IDEAS AND TECHNIQUES IN ENGLISH LESSONS

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<i>A B S T R A C T</i>	<i>KEYWORDS</i>
this article discusses the techniques used in English lessons, and how to make a lesson more interesting	technology, teaching, knowledge, cognitive activity, skills, education

The formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation. The introduction of new technologies is also extremely important due to the fact that the coming XXI century imposes different requirements on university graduates than the technocratic society of the XX century. The technology of education of the last century, based on the logic of science, on the principle of "from knowledge to skills" should turn into a technology based on the laws of cognitive activity of students, orientation in learning, i.e. on graduates reaching the heights of professional, creative and spiritual-moral activity.

Preparing students for life in an ever-changing world is the main goal of innovative technologies in education. With the help of innovations in teaching, the educational process is oriented towards the potential of the student and their implementation. There is a qualitative change in the student's personality. The development of the ability to motivate actions, independently navigate the information received, the formation of creative unconventional thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, the main goals of innovation.

The successful formation of communicative competence is directly related to the formation of the student's learning competence, i.e. the ability to manage their learning activities.

A prerequisite for the formation of professional competence of students is the development of communicative competence, which is reflected in the state educational standards. Communicative competence provides for the formation of linguistic (linguistic), socio-cultural, pragmatic, general educational and compensatory competencies.

Modern learning technologies contribute to the solution of the task. The following technologies are used in the practice of teaching foreign languages at the present stage of education:

training in cooperation groups (cooperative learning);
discussions;

brain storming;
problem-oriented role-playing games;
the method of situational analysis (case-study);
project method;
"student's portfolio" (E-Portfolio);
Information technology.

The above technologies are widely used in teaching English at the courses of the Institute of Foreign Languages of KazNPU named after Abai.

The ability to conduct a discussion, to defend one's point of view supported by arguments, to express one's thoughts concisely, the ability to listen and hear an opponent are important skills necessary for the formation of communicative and socio-cultural competencies.

In English oral practice classes, very often the final classes are discussions on problems of a certain topic. For example, as part of the study of the topic "Choosing a profession", discussions are held on the following topics: 1) The profession of a teacher is a respected profession;

In the future, computers will replace everything;

Teaching a foreign language is relevant, etc. Students choose one topic for discussion in advance, prepare their own arguments. As a rule, students are divided into two groups (small groups of cooperation – about 5 people per group), which defend opposite points of view on the chosen problem. First, students have a preliminary discussion in small groups and only then a general discussion is held. To successfully conduct this type of work (discussion), preparatory work must be carried out: to teach students the ability to conduct a conversation, to choose convincing arguments. At the preliminary stage, the method of brainstorming is used. All students' suggestions on this problem (without discussion) are written out on the board, and then discussed by the whole group. If the student's argument seems convincing enough, then the argument is accepted for further discussion, if not, then it is crossed out.

An important point is the summing up of the discussion. In order to support and stimulate the activity of students during the discussion, each of them is evaluated according to a rating system. The number of points that a student can get for this type of task is determined in the technological map of the UMK for a practical foreign language course.

When using project-based learning technology (project method), a foreign language in a new educational paradigm becomes a process of independent mastery of educational cognitive activity. The complex integrative nature of the project work allows the student to build a unified picture of the world, using previously acquired knowledge and skills and acquiring new ones. The project method involves the use of a wide range of problematic, research, search methods, clearly focused on a real practical result that is significant for each student who participated in the development of the project.

At the courses of the Institute of Foreign Languages, students are offered the following project topics: "National cuisine (Uzbek, Russian, English)", "House of the future".

"City (Tashkent, Ferghana, London)", "School of the future".

"Problems of medicine in our country and in the country of the studied language".

"The problem of choosing a profession", "Travel".

When using the project method in teaching foreign languages, all attention is focused on the subject (problem) of consideration. In the process of working on the project, students turn to different sources of knowledge on the problem under consideration, they work with information on different media,

including information contained in Internet information resources. Students have to explore and discuss different points of view, get acquainted with new information, form their own point of view. At the final stage, the project participants present the results of their joint activities. For example, the project "City (Tashkent, Ferghana, London)" provides for the presentation of a report with illustrations, drawings, sketches. Each group defends its project, after the presentation there is a general discussion of the submitted projects.

Within the framework of the National Cuisine project, students are divided into groups, each group performs a specific task: table setting, rules of etiquette at the table, recipes of national cuisine, etc. The results are presented in the form of a menu of a national cuisine restaurant, a menu for a national holiday, a booklet about national cuisine, etc.

The final "product" of the "City" project is a video about Astana. The protection of each project takes place in front of the group with a demonstration of a video fragment. The group takes an active part in the discussion of the project, students ask questions, evaluate the work in groups, give their arguments. The project "Journey" involves the work of students in cooperation groups on the topics "Traveling by train", "Traveling by plane", "Traveling by buses". The result is videos describing a particular type of travel, its advantages and disadvantages.

The project method is widely used by us to pass the topics submitted for independent study.

For the development of teachers, problem-oriented role-playing games are widely used to simulate the real situation of communication in a foreign language lesson. The role-playing game is used to solve complex problems of assimilation of new material, development of creative abilities, as well as the formation of communicative and socio-cultural competencies. Unlike a discussion, in a role-playing game, its participants assume the roles of characters, as if they "get used" to the role. This helps them better understand the essence of the problem and find different ways out of this situation on behalf of his character.

In the process of teaching English, business games are used, which are based on a model of some real activity, the so-called "model method of teaching".

Computer technology is a unified educational approach that is based on interdisciplinary content, forms and means of learning. The informatization of education comes to the fore, the essence of which is that a large amount of information presented in databases, computer programs, virtual libraries, reference literature becomes available to students. Information technologies are widely used in teaching a foreign language. Students find the necessary information to prepare topics submitted for independent study in a practical English course. In addition, Internet sites are used to improve various communication skills (listening, reading, writing, speaking), the formation of lexical and grammatical skills, to determine the level of language proficiency according to international standards.

The next process is the introduction of case technologies in the framework of a modular rating system for teaching English. The method of situational analysis is aimed at the development of critical thinking, the formation of students' interest in the process of acquiring knowledge in problematic situations. The case is designed in such a way as to encourage students to cooperate, use modern information and communication technologies.

The case has the following components: introduction, creative task, communication workshop. The effectiveness of the teacher implementing this method is associated with the implementation of a number of principles: partnership, cooperation with students; the use of the latest achievements of

pedagogical science and the experience of colleagues; creativity (turning the case into an individually unique creative product), strengthening the role of creative improvisation during training.

Another pedagogical technology is the "student's portfolio", presented in electronic form. There are three types of portfolios: development (achievements – developmental), assessment (assessment) and demonstration (showcase). Development portfolios show the dynamics of the development of relevant knowledge and skills of a student over a certain period of time. The assessment portfolio is an external assessment (cross-section and final work of the student). Demonstration portfolios are created upon completion of the course of study at the university. They are designed to show the quality of graduate training, and are intended to be presented to the employer.

In our opinion, for the development of students' communicative competence, it is advisable to use complex, integrative use of all the above-mentioned modern technologies and methods in the educational process. Such active teaching methods help to facilitate as much as possible the process of adaptation of students to the socio-cultural conditions of the country of the language being studied, to remove barriers in understanding the behavior of representatives of a new culture. In the course of interactive learning, you can check how well the learner speaks the language, knows how to use the studied material, how adequately he can respond to various proposed situations.

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