
INNOVATIVE APPROACH IN THE TEACHING FOREIGN LANGUAGE

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Annotation:

In this article highlights of important task of the teacher the goal is to create real and imaginary communication situations in a foreign language lesson using various innovative methods

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Introduction

In the issues of searching for universal teaching methods for various categories of students (students, graduate students, teachers, external listeners) are still insufficiently studied; there are no specialized approaches to foreign language teaching programs for universities, depending on their profile (humanitarian, technical, etc.); the practice of using advanced teaching methods is poorly considered, including foreign universities.

Innovative methods forms of a foreign language lesson can be conducted using information and communication technologies (ICT), which allows: to stimulate pupils' interest in learning a foreign language in a non-traditional form of the lesson, to promote the development of cognitive and communicative interest, the desire for independent work on mastering a foreign language both in a non-traditional form of the lesson, and in extracurricular time; allows you to differentiate learning and serves one pupil to eliminate gaps in knowledge, and others to expand their knowledge, contributes to a deeper and more conscious perception of new material, forms the skills of integrated application of knowledge of a foreign language and computer science. Using video in non-traditional forms of English language teaching helps to implement the most important requirement of the communicative method - to present the process of language acquisition as comprehension of a living foreign language culture. Another advantage of video lessons as an unconventional form of English language lessons is that the video has a great emotional impact on pupils. Therefore, attention should be directed to the formation of pupils' personal attitude to what they saw. The use of video also helps to develop various aspects of pupils' mental activity, especially attention and memory.

Project methodology-as an unconventional form of the lesson, differs the cooperative nature of completing tasks when working on a project, the activities that are carried out in this case are inherently creative and focused on the pupil's personality. It assumes a high level of individual and collective responsibility for each project development task. The main result of

working with an unconventional form of the lesson on the project will be updating existing and acquiring new knowledge, skills and abilities and their creative application in new conditions.

A very interesting and fruitful type of non-traditional organization forms of English lesson is a lesson-game. This non-traditional form of lesson expands pupils' knowledge of the customs existing in English-speaking countries.

Non-traditional forms of the English language lesson as a game can be in the form of the following games: business game, which can take an entire lesson or a few lessons, didactic game, logic game, rolling games in the classroom (presentation), games organization of educational process with the use of game tasks (tutorial-contest lesson contest, lesson-journey-lesson), games organization of educational process with the use of tasks, which are usually offered in a traditional lesson. By teaching an authentic language, the Internet helps in developing conversational skills, as well as in teaching vocabulary and grammar, ensuring genuine interest and, consequently, effectiveness. Moreover, the Internet develops skills that are important not only for a foreign language. This is primarily related to mental operations: analysis, synthesis, abstraction, identification, comparison, comparison, verbal and semantic prediction and anticipation, etc.

It is important to emphasize that today there are several important trends in the field of foreign language teaching methods, among which the following should be highlighted:

Reorientation of domestic methods of teaching foreign languages to international educational standards in a number of universities in the country;

- the growing popularity of modular programs in order to build differentiated learning trajectories of students;
- increasing the role of learning a foreign language in distance and part-time education;
- trends in the annual growth of requirements for foreign language teachers in the field of improving teaching approaches;
- expansion of information technologies in teaching foreign languages;
- the inclusion of foreign language training programs in the concept of "lifelong learning".

The rapid development of computer technology and the expansion of functionality makes it possible to widely use computers at all stages of the educational process: during lectures, practical and laboratory classes, during self-training and for monitoring and self-monitoring the degree of assimilation of educational material. The considered non-traditional forms of the lesson can be applied to lessons in other subjects with appropriate content adjustments.

It seems important that language teaching in modern institutions of higher professional education be comprehensive using various teaching methods, tools and approaches. So, for example, in addition to the traditional format of working in small groups, short-term language

internships become important; attending lectures by foreign specialists and teachers (in a foreign language); involving native speakers in the educational process; participation of students and teachers in foreign conferences (both full-time and part-time), etc.

An important place in teaching foreign languages at the university is occupied by the personality of the teacher himself, his ability to motivate students, develop interest in learning a foreign language, and choose the most optimal teaching methods for a particular group. The system of work of each teacher should use both standard teaching technologies and more modern methods that are successfully used in other institutions of higher education.

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