

INNOVATIVE PEDAGOGICAL ACTIVITIES IN THE TEACHING FOREIGN LANGUAGE

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Annotation

This article discusses the effective use of personalized educational technologies in educational processes and innovative pedagogical activities in the teaching foreign language.

Keywords. personality, personalized education, educational technologies, pedagogical activity, foreign language, teaching methods.

Personally-oriented technology of education puts the student's personality at the center of the entire education system and creates the most comfortable, safe and free environment for the success of nature. The identity of the student is not only the subject of this technology, but also a subject that is widely used, but not the ultimate goal of the educational system.

Pedagogical sciences have developed pedagogical technologies based on a student-centered approach to the educational process, which includes:

- personalized education;
- joint pedagogy;
- pedagogical technology of adaptive communication;
- gaming technology;
- advanced learning technologies;
- Problem learning technologies;
- differential education;
- modular training technology;
- technology of individual training, etc.

In each of these areas, education is organized taking into account the interests, abilities, abilities and circumstances of the student. In particular, in student-centered learning, the emphasis is on building the skill of striving to solve problems through independent thinking. It is important to have independent training, to be able to solve problems without the help of a teacher in stressful situations, and then rely on the help of a teacher to make sure that his conclusions are correct (2).

The main requirements for educational technologies widely implemented in practice were recognized by scientists as follows:

1. Reasonable scientific concept.
2. Systematicity is a holistic relationship between the pedagogical process and its components.
3. Optimality - maximizing the volume and level of information at the level of standards or requirements of public education.
4. Stabilize the results as far as possible.
5. You can repeat other participants, for example, sustainability.

The reasons why personality-oriented learning technologies are viewed as a pressing issue [1]:

- firstly, the breadth of the student's personal development;
- secondly, to provide wide access to the pedagogical process of a systematic approach;

- thirdly, the teacher should include steps that need to be taken from the pedagogical process, to monitor the results and necessary adjustments, when necessary.

- fourth, to be able to get results closer to the intended target due to activation factors.

When implementing student-centered learning, the following benefits will be shown: (3)

- the student focuses on career-based professional activities, such as self-planning and performing tasks in solving real problem situations;
- actions based on the knowledge and skills acquired by the student;
- orientation on independent movement at the level of ability to learn;
- to study specific professional behavior and use not theoretical knowledge, but with the help of a test;
- implementation of measures aimed at the development of students of independent business skills, professional and personal qualities.

However, it is important to note that it is important for a person to be at the center of the pedagogical process in personalized education. However, the teacher is also a prominent participant in the process and recognizes that one of the participants has a higher reputation than the other. It is necessary to take into account the interaction of conscious interrelations, mutual communications, relationships and their opposite effects.

Language, whether native or foreign, serves as a means of communication, allowing people to interact with each other, to influence each other in the natural conditions of social life. Considerable success of the work depends on the methods of training. A huge variety of activities of teachers and students in the classroom - these are the teaching methods.

In recent years, more and more attention of pedagogical science and practice has been attracted by teaching methods, which in their content and methods of implementation are impossible without a high level of external and internal activity of students. They are usually referred to as "active learning methods".

Of these methods, the most common is didactic games. Didactic games are a collective, purposeful educational activity when each participant and the team as a whole are united by solving the main task and orients their behavior to win. A game organized for the purpose of learning can be called an educational game.

In the conditions of training qualified workers and specialists, business games are widely used. Their goal is the formation and development of specific skills to act in clearly defined situations. Students are trained to quickly analyze the specified production conditions, make optimal decisions, solve economic problems.

The active methods include problem-based learning. Students face academic, life and work situations. Extracurricular activities also include active methods: competitions, Olympiads, quizzes, quizzes, press conferences, for example, the week of natural sciences. Conducting a competition for the best reader, revealing the correctness of pronunciation and general expressiveness of speech. Competition for the best simultaneous interpreter, which makes it possible to reveal the understanding of speech by ear. The competition for the best translator-referent reveals the ability to understand a foreign language text when reading. The competition for the best storyteller makes it possible to reveal the ability to build a coherent statement. The competition for the best interlocutor reveals the ability to conduct a dialogue, exchange replicas.

The quiz can be conducted at any stage of learning a foreign language. Its subject may be regional knowledge. The colloquial speech circle is a huge field of activity of the teacher, where you can use techniques inherent in intensive methods. This is the creation of an atmosphere conducive to communication.

The processes of renewal in the field of teaching foreign languages in a modern school create a situation in which teachers are given the right and opportunity to independently choose textbooks and other teaching aids. A modern teacher refuses ready-made methodological "recipes" that strictly regulate activities within a specific methodological system, in favor of analyzing the current situation of teaching foreign languages, in favor of the effective use of new technologies in the educational process. The task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of children, their level of education, inclinations, etc.

Modern technologies are undoubtedly computer technologies that have a number of advantages over traditional methods.

Computer training has a huge motivational potential. One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the Internet, which literally means "international network" (English international net). The use of cyberspace for educational purposes is an absolutely new direction of general didactics and private methodology, since the changes that are taking place affect all aspects of the educational process, from the choice of techniques and work style to changing requirements for the academic level of students.

The substantial basis of mass computerization of education, of course, is connected with the fact that a modern computer is an effective means of optimizing the conditions of intellectual labor in general, in any of its manifestations.

The main goal of learning a foreign language is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. The communicative approach implies learning to communicate and the formation of the ability for intercultural interaction, which is the basis for the functioning of the Internet. Outside of communication, the Internet makes no sense - it is an international, multinational, cross-cultural society whose life activity is based on electronic communication of millions of people around the world speaking simultaneously - the most gigantic conversation that has ever taken place in terms of size and number of participants. By engaging in it in a foreign language lesson, we create a model of real communication.

Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable tasks, students learn to respond spontaneously and adequately to them, which stimulates the creation of original statements, rather than template manipulation of language formulas.

Paramount importance is attached to understanding, conveying content and expressing meaning, which motivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus,

students' attention is focused on the use of forms rather than on themselves, and grammar is taught indirectly, in direct communication, excluding the pure study of grammatical rules.

The development of education nowadays is organically linked with an increase in the level of its information potential. This characteristic feature largely determines both the direction of the evolution of education itself and the future of the whole society. For the most successful orientation in the global information space, it is necessary for students to master the information culture, since the priority in finding information is increasingly given to the Internet.

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