

Innovative Teaching Methods

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Abstract: Innovative teaching methods make it possible to form the experience of students' creative and innovative activities, which ultimately affects the competence of the future specialist. The essence of innovation in teaching, the innovative teaching methods themselves, in our opinion, is also determined by their dynamism and activity.

Keywords: modern technologies, innovations, methodology, creativity, creative interaction, ATM

Introduction

The traditional education system lags somewhat behind the needs of society. The concept of modern education has determined the goal of the teacher's professional activity - to form students' ability to successfully socialize in society, actively adapt to the labor market. The consequence of this is the development of innovative technologies in teaching. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students. Modern teachers recognize that the technology of problem-based learning presents the maximum opportunities in the development of creative abilities and intellectual activity.

Innovations in education are called transformations and revolutions in the content of education, the forms and methods of teaching, in the teacher-student relationship and the use of information technologies for teaching, the introduction of new equipment in the organization of the educational process.

Innovative technologies make it possible to realize one of the main goals of teaching the Foreign language and literature, to provide an opportunity to move from studying a subject as a systemic and structural education to studying it as a means of communication and thinking, and transfer educational and cognitive activities to a productive and creative level.

The features of innovative learning are:

- working ahead, anticipating development;
- openness to the future;
- constant hesitation, in other words, the unevenness of the system, in particular the person himself;
- the focus on the personality, its development;
- mandatory presence of elements of creativity;
- partnership type of relationship : cooperation, co-creation, mutual assistance, etc.

Active teaching methods (ATM) are essentially interactive (from the English. Interaction-dynamic interaction), since they develop from methods of influence into methods of interaction between a teacher and a student. Activation of the student allows you to form your own active position, incl. in relation to knowledge and the process of cognition. And this is the way to the development and realization of personality.

In the lesson, promising methodological techniques should be used to develop the creative abilities of students, for example: clusters, insert (when studying theoretical material on their own), filling out tables, a two-part diary, reading with stops, joint search, cross-discussion, round table and also apply elements of TRIZ (technologies for solving inventive problems): lecture training, teaching with the help of audiovisual technical means, tests, project method and much more.

The use of design technology: will increase and deepen the interest of children; will develop their creative abilities through the formation of competence in the field of independent cognitive activity, initiation to reading, the development of curiosity, broadening the horizons).

Critical thinking will help schoolchildren acquire skills to work with a large amount of information, research skills (see a problem and outline ways to solve it) and communication skills.

The general scientific level of pedagogical methodology reflects the systemic and synergistic approaches. The category "pedagogical system" can be considered an illustration of the application of the systematic approach in pedagogical science. It is known that a static system of structures expresses the order and form of the interconnection of components. A dynamic system of functions has input and output components, respectively, input and output material, with a continuous or discrete process flow.

The pedagogical system is a set of interrelated structural components, united by the educational goal of personality development and functioning in a holistic pedagogical process. At least four components can be distinguished in the pedagogical system: teacher and student, educational content, material and technical base [6]. The pedagogical system gradually turns into a process in which, if the system is given a developmental goal and their components begin to interact.

The synergetic approach as a continuation of the systemic approach in pedagogy, characterized by the following provisions.

Each structural component of the pedagogical system (student, teacher, student group, etc.) is an open information system that exchanges energy and information with the environment. It is information that plays a key role in synergetics, unlike other sciences. Natural systems, social systems are purely informational, and they cannot exist without the exchange of information. Therefore, modern pedagogy relies on scientific methods of cognition and management of a complex object.

Principles of the synergetic approach:

- subjectivity of cognizing consciousness;
- the concept of complementarity:
- opposites for development go away not through a dialect, but due to mutual complementarity, a compromise that combines the features of opposites;
- the teacher's monologue gives way to dialogue, interaction, partnership focused on the freedom of a developing personality);

- openness of educational and educational information.

In modern society, one of the developing methods that arouses great interest from students is the use of Internet resources as an innovative approach to learning.

The idea of using the Internet in education is not new. Since the early 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks that contribute to personal development. This allows students to interact creatively with both classmates and the teachers.

The Internet allows you to organize a real, mobile information environment, in which you can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, since in the case of using the Internet during the classroom and individual lessons, modern students get the opportunity to immerse themselves in their familiar information environment.

On the Internet, resources of various scales are used for educational purposes - from web pages with interesting educational materials (often test materials) to voluminous projects for full-fledged, from the point of view of compilers, distance learning.

- The teacher, using the Internet, can update the material of his own textbooks;
- find additional information;
- self-control;
- materials;
- post educational information;
- develop interactive training to apply various forms of control and provide feedback;
- make contacts between different members of the group; work with hypertext, audio and video files and blogs.

It is especially good to use Internet communication with students of universities of foreign countries when studying the classics of Russian literature, which develop great interest among foreign youth. This allows students to consider the meaning of the work from different angles. The Internet allows you to implement various techniques, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of training, the level of his training, promptly and purposefully control the work of students, and effectively manage it.

Another unusual method for teachers is the study of material through music. Many scholars argue that Music is great for language learning. Words laid down on the rhythm are memorized faster. In addition, the song usually uses the same grammatical tense. Ask your student what music styles and bands they like and based on their interests, select songs.

Singing phrases from their favorite songs, your students will quietly learn new vocabulary and learn the necessary grammatical forms easier.

When designing activities and exercises, keep students' interests in mind and use them. For example, to practice reported speech, use dialogues from a popular TV series or movie. Don't forget about music and the possibility of using songs to practice grammar - my favorite activity is to take a misspelled English song and ask students to find it. You can also use content from Instagram (to describe images at the right time) or video blogs to diversify boring exercises.

Conclusion

In conclusion, we can say that the lesson should be interesting not only for students, but also for the teacher. In addition, in this article, we have analyzed many new, innovative ways of learning, when applied in practice, which both students and teachers will receive positive emotions and full experience.

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