
The Essence of Applying Modern Methods in Education

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Annotation: The main form of organization of the educational process is the lesson and requires the introduction of various non-traditional forms of the lesson. This condition develops the creative ability of the student, strengthens his mental capacity, expands his worldview, and develops the skills and abilities to quickly and fully accept any innovation. This article presents scientific conclusions about the organization of the modern educational process in the development of science and technology, the results of teaching methods.

Key words: Pedagogical processes, innovation, interactive methods, independent learning, creative play education, communication technology, modular program, modular teaching.

It is known that in the period of scientific and technical development, with the sharp increase in the amount of scientific information that a student must acquire, traditional education has become less effective. That is why there is a growing interest in the introduction of interactive methods, innovative pedagogical and information technologies in the educational process. Modern technology teaches students to search for the knowledge they are acquiring, to study independently, to analyze, and to draw their own conclusions from the knowledge gained.

Today, the organization of the modern educational process requires the mastery of foreign languages. Following this important task facing all professionals in the field, he determined the effectiveness of modern education for students. Experience has shown that the use of modern technologies in the process of teaching a single foreign language helps to increase students' vocabulary in foreign language lessons, to understand the association of words, to eliminate errors in language material (vocabulary, grammar, phonetics). Each course topic has to choose its own technology, methods and tools. In order to achieve a high result in the teaching process, it is necessary to plan the course process in advance. In this case, the teacher must choose the specific aspects of the subject, the learning process and conditions, the needs and capabilities of students, the level of knowledge, the technologies used depending on the situation.

"Innovative technologies" English means "innovation" - a pedagogical process, in changes in student and teacher activities, innovation, the use of waves of interactive methods in the learning process, and tools that affect the content of education through student interaction. Creative technological and creative games now play an important role in the study of foreign languages, as well as in meeting the needs of students for creative research, development of logical thinking and additional knowledge for the effective conduct of the whole lesson. Here are some of them:

"Modular learning technology". Modular (Latin module, section, block) training consists of pre-design. To do this, the lesson topic is divided into logically complete, relatively independent parts (modules, blocks). Such parts are called learning elements (EE). The teacher prepares a technological map of the lesson in advance. The map asks questions to check the goal that the student should achieve for each learning element, the learning tasks he or she will perform, and his or her level of mastery. The module program concludes with the completion of the knowledge acquired by students in the classroom. Modular learning technology is designed for an individual student or a small group of students. The module program consists of a technological map of the lesson and is distributed to each student. The tasks set in the module program are recorded in the student workbook. The tasks required to determine students' knowledge are attached to the modular course technology map.

“Step-by-step technology”. This activity teaches students (or learners) to think and memorize individually and in small groups on a topic that has been or should be covered, to recall the acquired knowledge, to summarize the ideas collected and to express them in writing, drawing, sketching. This technology is conducted and presented in writing individually or in groups within a group with students (or learners).

“Charkhpalak technology” This technology is designed to teach students to remember the topics covered, to think logically, to answer questions correctly and independently, and to self-assess, and to assess the knowledge of all students (or students) in a short time by the teacher. The technology is designed to assess, review, reinforce, or conduct intermediate and final controls on the level of mastery of the topics covered by the requirements (or students) at the beginning or end of the lesson or at the end of any part of the course in all types of lessons. This technology can be organized in the training process or as part of it individually, in small groups and as a team.

“Communication” technology. At the same time, students (or pupils) are encouraged to think independently in the classroom, to express themselves freely and to cultivate a culture of debate, which is usually conducted in small groups of students (or pupils). The play-based teaching method differs not only in the activity of the participants, but also in the large intellectual and psychological environment of the students compared to traditional methods. The teacher should clearly imagine and take into account its didactic features based on the development and planning of a game lesson. Didactic games for teachers are a labor-intensive type of preparation. Preparing for them requires a lot of time from the teacher through a deep understanding of the teaching process. Analysis of pedagogical experiments, 1 hour of work with a group of 15 people on specific situations requires 12-15 hours of preparatory work of average complexity.

“3x4 technology”. Description of technology. The course allows students (or learners) to think about a specific problem individually (or as a small group, to find a solution, to choose from a wide range of ideas, to summarize the selected ideas and to form a clear understanding of the problem (or topic), teaches to approve ideas. This technology is conducted in writing with students (or pupils) first individually and then in small groups. The seminar is designed to be held individually (or in small groups) in practical and laboratory classes, as well as for group members to perform assigned tasks several times.

“Creative Games” technology. Creative games consist of the creative application of knowledge, skills and abilities acquired by students, the solution of problematic situations that arise in the process of reading through creative research. Such games will focus on developing students' independent creative exploration and logical thinking, further consolidating knowledge, and imparting new knowledge. Creative games can be used to summarize the knowledge learned on major topics and chapters from all disciplines. In this case, students in the class are divided into groups with equal opportunities in terms of level and number of mastery. Each group performs the tasks suggested by the teacher independently and creatively. Groups can be conditionally divided into several specialists. Specialists of each group independently perform creative tasks recommended by the teacher and discover "novelty" in science. They substantiate their answers using visual aids. Creative games play an important role in developing students' creative exploration, logical thinking, and meeting their need for additional knowledge.

“Didactic game technology”. Didactic game technology is the combination of students' learning activities with play activities. Didactic games are held in the form of competitions, contests, mutual assistance, and cooperation. To do this, the teacher determines the purpose of the didactic game, ways to implement it, the content of the game and the activities of the participants. Didactic game lessons serve the purpose of teaching and educating, directing students' activities, career guidance, developing students' culture of communication and speech, deepening their knowledge and developing their personality. Didactic play lessons can be divided into staged role-playing games, creative business games, conference and game-based lessons according to their content.

“Teaching in small groups” In this approach, small groups consist of 4 students. The teacher first explains the topic, and then the students’ independent work is organized. The assignments given to the students are divided into 4 parts and each student completes a certain part of the assignment. At the end of the task, each student thinks about the part he / she has done and teaches his / her peers, and then the group members draw a general conclusion on the task. The teacher listens to the information of each small group and evaluates the knowledge in a controlled way using test questions.

In conclusion, the achievement of a guaranteed result in this process depends on the teacher's interaction with the student, the student's creative work, independent thinking, research, analysis and summarization, the ability of the student to evaluate himself and the group, the group to the student. In addition, each teacher will need to apply a specific technology to each lesson based on the students’ interest in the topic content and purpose.

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