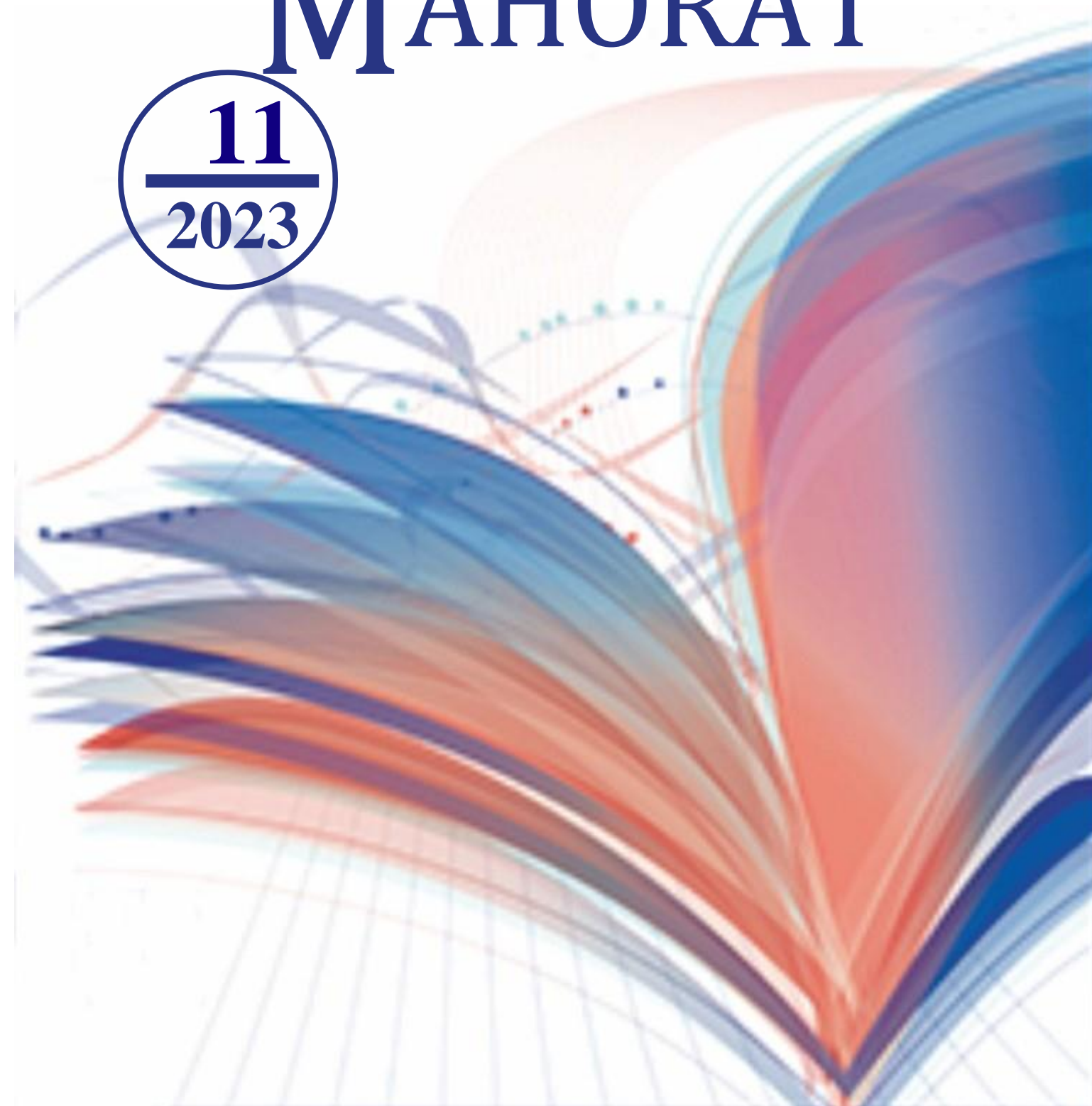


PEDAGOGIK MAHORAT

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UDC-004

EFFECTIVE USE OF INNOVATIVE TECHNOLOGIES IN ENGLISH LESSONS

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The article analyzes the methodological support of the application of innovative technologies and ways of development in students within the framework of a communicative approach of linguistic, sociolinguistic, pragmatic and strategic competencies in teaching English using innovative technologies. The use of pedagogical technologies in the process of teaching English provides practical assistance to students to develop verbal speech, listening and understanding, writing, reading skills and communicate freely.

Keywords: *English, innovation, technology, educational technology, interactive, method.*

ЭФФЕКТИВНОЕ ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

В статье проанализированы пути развития лингвистических, социолингвистических, прагматических и стратегических компетенций, учащихся при обучении английскому языку с использованием инновационных технологий в рамках коммуникативного подхода, методическое обеспечение применения инновационных технологий на основе развития самостоятельного обучения. Использование педагогических технологий в процессе преподавания английского языка оказывает практическую помощь студентам в развитии устной речи, навыков аудирования и понимания, письма, чтения и свободного общения.

Ключевые слова: *английский, инновационный, технология, образовательные технологии, интерактивный, метод.*

INGLIZ TILI DARSLARIDA INNOVATSION TEXNOLOGIYALARDAN SAMARALI FOYDALANISH

Maqolada ingliz tilini innovatsion texnologiyalar yordamida o'qitishda talabalarda lingvistik, sotsiolingvistik, pragmatik va strategik kompetensiyalarini kommunikativ yondashuv doirasida rivojlantirish yo'llari, mustaqil ta'limni rivojlantirish asosida innovatsion texnologiyalarni qo'llashning metodik ta'minoti tahlil qilingan. Ingliz tilini o'qitish jarayonida pedagogik texnologiyalardan foydalanish talabalarning og'zaki nutq, tinglab tushunish, yozuv, o'qish ko'nikmalarini o'stirishga va erkin muloqot qilishlariga amaliy yordam beradi.

Kalit so'zlar: *ingliz tili, innovatsion, texnologiya, ta'lim texnologiyalari, interaktiv, metod.*

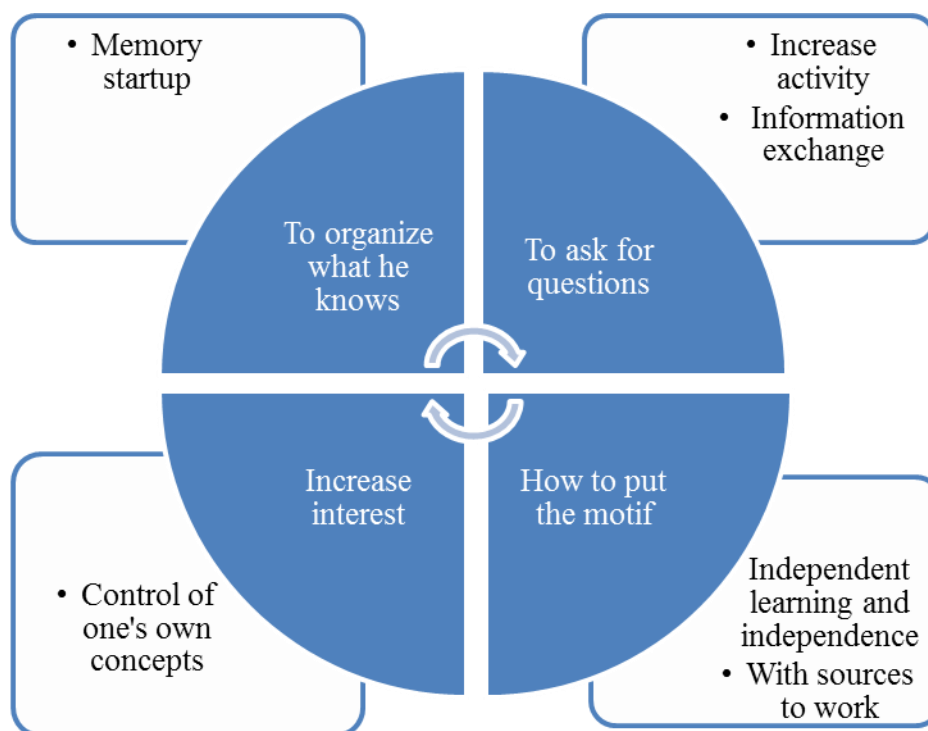
Introduction. In today's educational institutions, with the help of modern pedagogical Technologies, wide opportunities have been created for training in foreign languages, training specialists who can speak these languages fluently.

The application of international standards in the teaching of foreign languages in the world, modernization of the content of teaching, private issues of the use of modern technologies in professional education, further exacerbated the need for the use of advanced foreign experience in the development of professional competencies of the teacher. Foreign languages in Europe it is important to carry out scientific research on the development of professional competencies, the integration of competencies, the formation of harmony among standard requirements and training programs, the Coordination of developed criteria for strategies used in the study of other foreign languages.

Literature analysis and Methodology. In Our Country J.Jalalov, G.Boqieva, T.Sattorov, G.T.Makhkamova, L.A.Akhmedova, U.Khoshimov, I.Yakubov, S.Musinov, L.Kirkham, M.T.Iriskulov's researches cover the problems of the methodology of teaching foreign languages in detail.

Results. In the data of the National Training Center in the United States, it is expressed that innovative technology, that is, an interactive style, increases the student's thinking, affecting his mind, feeling, will. "Mental Attack", "Base signals" by Methodist-teachers in practice, "Ice year", "work in a small group",

"Zigzag", "Cube", "on a deserted island" and others. It was revealed that teachers ahead would use interactive styles such as "biscotti", "written debates", "Wonder saw", "6x6x6", "role-playing games", "debate - debate", "debates", "adventure travel". Student activities in interdisciplinary education include:



Student activities in interactive education. The state of development of linguistic competent of future Foreign Language teachers assumes the analysis of language learning and language acquisition, linguistic competencies of students and the traditional teaching system and modern teaching technologies in the educational process.

The fact that the formation and development of linguistic competencies of students in English language lessons is closely related to the ability to correctly choose methods and methods of Education assumes an increased interest in acquiring foreign languages and the correct Organization of Independent Education in language learning.

Discussion. Mental attack (Brain storming) method. This method demonstrates the active participation of students as well as the level of their level of knowledge. It encourages students to come up with ideas, allows them to communicate freely, and as a result, much more thoughts accumulate. And the teacher is the supervisor during the process. Although students' ideas are not very successful, the teacher cannot criticize them. On the contrary, it is necessary that the creative thinking of students is encouraged. The lesson ends with the stimulation of quickly given answers, their replenishment, and assessment of students.

The question and answer and picture Games (Discussion) method allows you to pass lessons more meaningfully and fun. The student should be able to freely say his opinion, even with mistakes. Such a comfortable environment should be formed in the lesson while lesson is conducted based on innovative technologies. In the technology of training through the game, the student's tasks consist of GIS below:

1. Thinking of expected answers and objections.
2. Belief in one's own knowledge.

The importance of the game is that the teacher will have the opportunity to observe the students while they are freely practicing. As a result, it is possible to learn more about student activity, fantasies, creative abilities, workaholics, behavior in a team. Students are divided into several groups. Each member of the groups must have a clear knowledge of their duties. The time of the game should be limited, and the results of the game should be analyzed when it is completed. In-Game learning technologies also provide opportunities for students to gain in-depth knowledge in the educational process. Teaching students with interest in teaching English and achieving complete mastery of knowledge is one of the main goals of modern pedagogical technologies.

Another method of teaching English is the modern interactive method. According to the content of the method, a new grammatical topic is published in the lesson, and the teacher must explain it in different ways, that is, draw different drawings on the Board, show them with movements, compare them with the

previously mentioned topic, involve students in thinking with reinforcing questions. In phonetic training, however, short conversations in the audio-texts are mostly heard, and the text on the paper, whose words are dropped, is filled in, which is exactly what suits the conversation in this audio-text. With the text given to the student, the conversation in the audio-text will be the same. Only when the text is listened to with extreme elegance and keeps new phrases in mind can the student successfully fulfill the condition. In this, through listening and understanding, oral speech, skills and qualifications are formed. Listening and understanding is closely related to the reading process. The listener remembers well what he reads and understands well when he listens. The content of teaching to understand by listening V. Rogova is divided into three parts:

1. Linguistic part. This includes language and speech material.
2. Psychological part. This is listening to voice speech, generating understanding skills and skills.
3. Methodical part. It is through the teaching of listening techniques to the audience as well as through the technology of listening and understanding through rules, principles, methods, means.

When working on listening and understanding during the teaching process, the Daily News, the presence of texts about the life, culture, history of the peoples of the country, the language of which is being studied, further increases the interests of the audience. When the teacher teaches to listen and understand, that is, when the listener listens to a speech of unfamiliar content, it is necessary to pay attention to the following:

1. Understanding certain words, sentences, sentences (fragmenting comprehension).
2. All proof a complete understanding of thoughts (comprehension in details).
3. The main argument is a superficial understanding of thoughts (overall comprehension).
4. Critical understanding (critical comprehension).

When a teacher chooses a text for broadcasting, it is necessary to take into account the age, level of knowledge, appropriation of the audience. For example, some unfamiliar text is selected. Unfamiliar words, phrases in the text are written on the text header board. Questions and answers can also be conducted on the text.

The process of teaching listening to understanding is carried out through the following steps:

Activity:

1. Before listening.

The text title and questions are written on the board.

At the party:

(Amy Smith and Mike Thompson) 1. Where did Mike meet Amy?

2. When was last time they met?
3. What was his job then?
4. What does he do?
5. What is he studying at the moment?

2. While listening.

A conversation (dialogue) is broadcast. Listeners will find answers from the text to questions written on the board. If necessary, the text can be re-broadcast 1-2 more times.

Answers:

1. They met at the party.
2. It was two years ago.
3. He was a pizza delivery man then.
4. He is a steward.
5. He is studying to be a pilot.

Listeners answer questions. Words and phrases that they do not understand are written on the board and the translation is explained. Listeners' responses are compared to each other's. Correct answers can be written on the board.

Further, home reading is also conducted during English language instruction. Home study is a convenient and rich resource for involuntarily involving students in the process of speaking a foreign language on a variety of topics. Learners' vocabulary and thinking skills expand. Reading Original literature is carried out in stages. For example: let's take an paragraph from novel "Jane Eyre", the following exercises can be performed:

- I. Work on unfamiliar words.

The following words and phrases that are unfamiliar to the audience are written on the board, and their pronunciation is explained to the audience:

Lovable-cute.

To shake with fear (shook, shaken) is a whim of fear.

Without doubt-without hesitation.

To earn one's living – find money to live.

II. Questions and answers on the topic:

1. Why was Jane living with the Reed family?
2. Where did Jane go?
3. How did Jane live in Lowood?
4. Who did she meet there?
5. Why do you think Jane didn't wish to be notified by Mr. Rochester's guest?

III. Preposition exercises:

1. There I found a book ... pictures.
2. The two girls never played ... me.
3. Then one day I looked ... my window.
4. One dark night a week later, I arrived ... Lowood.

IV. Making sentences by placing words in place:

1. Explain, someday, I, shall, you, to.
2. Two, at, young, around, women, sat, table.
3. He, ask, did, to, marry, him, you.
4. Where, the, fire, Mr. Rochester, after, go, did.

In addition, listeners can also be taught to write essays in the home reading process. Once they are familiar with essay topics, they can write an essay at home by choosing the topic they want.

For example:

1. The hero of the work you like.
2. Give characteristics to negative and positive images in the work.
3. Jane Eyre's early life.
4. Thinking about the main hero of the work, your thoughts, etc.

Lexical-grammatical difficulties arise in this. Encouraging students to express their opinions should also be helped in part by the teacher himself to cover the topic of the text. This process continues as such. At the end of the lesson, students who were able to write inadvertently on the board are encouraged. That being said, it is advisable for the teacher to be able to correctly distribute Time throughout the lesson; strengthen the topics mentioned at the beginning of the lesson; apply new methods in each lesson; use suitable handouts for each lesson.

Conclusion. In conclusion, the use of pedagogical technologies in the process of teaching English provides practical assistance for students to develop verbal speech, listening comprehension, writing, reading skills and communicate freely.

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