

Innovative Technologies of English Learning

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Abstract. The article analyzes the ways to develop students' linguistic, sociolinguistic, pragmatic and strategic competencies in the teaching of English with the help of innovative technologies within the communicative approach, the methodological support for the use of innovative technologies based on the development of independent learning. Keywords: English, innovation, technology, educational technology, interactive, method.

Keywords: Innovation, Organize online teaching, online teaching, online assessment, assessment method, assessment problems.

Introduction

Today's educational institutions have a wide range of opportunities to teach in foreign languages, using advanced pedagogical methods using modern pedagogical technologies, and to train specialists who are fluent in these languages. The application of international standards in the teaching of foreign languages in the world, the modernization of teaching content, the specifics of the use of modern technologies in vocational education, the need to use advanced foreign experience in the development of professional competencies of teachers.

In Europe, it is important to conduct research on the development of professional competencies in foreign languages, the integration of competencies, the harmonization of standards and curricula, the development of criteria and the coordination of strategies used in learning other foreign languages.

Literature Analysis and Methodology

Problems related to language teaching methods are covered in detail.

According to the National Training Center in the United States, innovative technology, that is, interactive methods, can affect a student's mind, emotions, and will. In practice, Methodist teachers teach "Brainstorming", "Basic Signals", "Ice Breaks", "Working in a small group", "Zigzag", "Cube", "On a deserted island", "Wisdom of the wise", "Written debates", "They are known to use interactive techniques such as "open saw", "6x6x6", "role-playing games", "debate", "debates", and "adventure travel". Student activities in interactive education include:

Enhancing interest Ability to set a motive - Asking what you don't know Arranging what you know Activating memory Sharing information • Increasing activity • Controlling one's own perceptions Working with sources • Independent learning and independence.

Student activities in interactive learning The state of development of linguistic competencies of future foreign language teachers in the educational process requires the analysis of students' language learning and language acquisition, linguistic competencies, as well as traditional teaching systems and modern teaching technologies. The formation and development of students' linguistic competencies in English language lessons is closely linked with the right choice of teaching methods and techniques, which requires an increase in interest in learning foreign languages and the proper organization of independent learning in language learning.

Discussion.

Brain storming method. This method reflects the level of active participation of students and their level of knowledge. It encourages students to come up with ideas, to communicate freely, and as a result to gather a lot of ideas. The teacher is the supervisor during the process. Even if students' ideas are not very successful, the teacher cannot criticize them. Instead, students' creative thinking should be encouraged. The lesson ends with encouraging quick answers, completing them, and evaluating students. The Q&A and Discussion method makes the lessons more meaningful and interesting.

The student should be able to express themselves freely without fear of making mistakes. Such an environment should be created in the classroom. In the technology of game-based learning, the student's responsibilities include:

1. Think of expected answers and objections.
2. Believing in one's own knowledge.

The importance of the game is that the teacher has the opportunity to observe the students as they work freely. As a result, students can learn more about their activities, fantasies, creative abilities, hard work, and team behavior. Students are divided into several groups. Each member of the group should be clear about their responsibilities. The time of the game should be limited, and when it is over, the results of the game should be analyzed. Game-based learning technologies also provide ample opportunities for students to gain in-depth knowledge in the learning process. One of the main goals of modern pedagogical technologies is to motivate students to teach English and to achieve full mastery of knowledge.

Another method of teaching English is the modern interactive method. According to the method, a new grammatical topic is announced in the lesson, and the teacher has to explain it in different ways, such as drawing on the board, showing it with actions, comparing it with the previous topic, and engaging students with reinforcing questions. In phonetic lessons, short conversations in the audio text are listened to, and the text is filled in on a piece of paper with the words omitted, which corresponds exactly to the conversation in the audio text. The conversation in the audio text is the same as the text given to the student. Only when the text is listened to very carefully and the new phrases are memorized can the student successfully complete the condition. Listening comprehension develops oral communication skills and competencies. Listening comprehension is closely related to the reading process. The listener remembers the words well and understands them well.

GV Rogova divides the content of listening comprehension into three parts:

1. Linguistic part. This includes language and speech material.
2. Psychological part. It is the development of listening comprehension skills.
3. Methodical part. Listeners are taught how to listen and the rules, principles, methods and tools of listening comprehension technology. When working on listening comprehension in the teaching process, the presence of daily news, texts about the life, culture and history of the peoples of the country where the language is studied increases the interest of the audience. When a teacher teaches listening comprehension, that is, when a listener is listening to an unfamiliar speech, he should pay attention to the following:

1. Understanding fragmenting comprehension.
2. Comprehension in detail.
3. Superficial comprehension.
4. Critical comprehension.

When choosing a text for the broadcast, the teacher should take into account the age, level of knowledge and skills of the audience. For example, an unfamiliar text is selected. Unfamiliar words and phrases in the text are written on the board with the title of the text. Questions and answers on the text can also be asked. The process of teaching listening comprehension is carried out in the following stages: Activity: 1. Before listening. The title of the text and the 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.

The dialogue is played. Listeners will find answers to the questions written on the board in the text. The text can be repeated 1-2 times if necessary.

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. After listening.

Listeners answer questions. Words and phrases they do not understand are written on the board and the translation is explained. Listeners' responses are compared to each other. The correct answers can be written on the board. It should also be noted that home reading is also taught during English. Home schooling is a convenient and rich source for involuntarily involving students in the process of speaking a foreign language on a variety of topics. Learners' vocabulary and thinking skills expand.

The reading of the original literature is done step by step. For example, in the example of 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 – yoqimtoy. An orphan – yetim. To shake with fear (shook, shaken) – qo'rquv bilan qimirlatish. Without doubt – ikkilanishsiz. To earn ones living – yashash uchun pul topmoq.*

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. Whom did she meet there? Why do you think Jane didn't wish to be noticed 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. Putting words in place and making sentences: 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.

Students can also be taught to write essays at home. Once they are familiar with the essay topics, they can choose the topic they want and write an essay at home. For example:

1. The protagonist of your favorite work.
2. Describe the negative and positive images in the work.
3. Jane Eyre's childhood.
4. Your thoughts on the main character of the work, etc.

This creates lexical and grammatical difficulties. Encouraging students to express their opinions should be facilitated, in part, by the teacher. This process continues in this way. At the end of the class, students will be encouraged to write correctly on the board. It is important that the teacher is able to allocate time correctly during the lesson; reinforce topics covered at the beginning of the lesson; apply new methods in each lesson; it is advisable to use appropriate handouts for each lesson.

Conclusion.

In summary, the use of pedagogical technologies in the teaching of English helps students to develop oral, listening, writing, reading and communication skills.

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