APPLICATION OF INNOVATIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

Kaharova Shahlo Shaydilloevna
Lecturer at Bukhara State University

Abstract

The article aims to improve the quality of education for students, the use of new modern methods in their education, the improvement of the educational process using the experience of developed countries, and the further aspirations of the next generation in the field of science.

The issues of the current system of education and its development and the importance of innovative technologies in increasing the effectiveness of foreign language teaching to students are examples of some of the methods used in the educational process.

Keywords: interactive methods, group work, foreign language teaching, innovative technologies, creativity, our students

INTRODUCTION

In recent years, as a result of development in various spheres of society, the demand for foreign languages has increased and the role of foreign languages has been strengthening. The main demand of the labor market in the developed countries of the world is the ability to communicate in a foreign language, knowledge of computer technology and innovative ideas and their own style.

Today in our country the attention to teaching and learning foreign languages is stronger than ever. In teaching foreign languages in our country, they are taught not on the basis of outdated pedagogical programs, but on the basis of the experience of leading countries of the world. The main content of the training program is the training of qualified personnel, mature professionals who can contribute to the development of the country.

METHODOLOGY OF RESEARCH

The main purpose of learning a foreign language at school is to increase interest in the language among schoolchildren and to form a conversation in a foreign language during school.

A foreign language teacher in primary school should try to make the lesson as interesting as possible for the students and develop creativity in the children. Students will be able to learn a foreign language with more interest, to develop mood, to develop basic communication skills in speech, and to read and write to younger students. folklore can also be enriched with observable linguistic concepts in local and foreign languages.

Interactive teaching methods are a set of innovative pedagogical methods and a set of technical means aimed primarily at making the student an active participant in the learning process. Listening, reading, viewing, writing, asking questions on the topic, expressing one's opinion, practical assignments in

interactive style to acquire theoretical knowledge and practical skills on the subject in connection with their performance and life experience.

Interactive teaching methods. It is based on the activity, free and independent thinking of each student participating in the study. When using such methods, learning becomes an interesting activity for the student. When interactive methods are used in the classroom, students will have the skills and abilities to work independently with the help and collaboration of a teacher imagine and memory. In real life, a sense of communication is awakened, and this is due to the fact that in the effectiveness of education, students are more motivated than the language they are learning and their interest in the subject grows. Role play is more active in encouraging students to speak, because when they are in a situation, they have the opportunity to say something, ask questions, learn something about the topic, and share something with the interlocutor.

Interactive graphic organizers: "Fish Skeleton", "BBB", "Conceptual Table", "Venn Diagram", "T-Table", "Insert", "Cluster", "Why?", "How?" and so on. The distinction between interactive graphic organizers is based on the fact that the main ideas in such exercises are expressed in writing in various graphic forms. In fact, working with these graphic organizers is more about interactive teaching methods. Below we analyze some of the new minteractive methods.

"IDEAL ATTACK" METHOD

This method allows students to be more active in the classroom to encourage them to think freely and to think the same way at the initial stage of the process of liberation from inertia, the collection of colorful ideas on a particular topic, as well as the solution of creative tasks serves to learn to overcome emerging ideas.

The basic premise and condition of the "brainstorming" method is that each session absolutely no criticism of the idea expressed by the participant banning, encouraging all sorts of jokes and jokes.

The purpose is to ensure that students are able to participate freely in the learning process. The use of this method in the teaching process depends on the pedagogical skills of the teacher and the breadth of his thinking. When using the "brainstorming" method, the number of students should not exceed 10-15.

GENERAL IDEOLOGICAL ATTACK METHOD

A method for students to come up with new ideas serves to create conditions. For each group of 5 or 6 students, one of the group members will be notified when the various assignments or creative tasks that need to be solved positively within 15 minutes are resolved positively within the allotted time.

Information provided by the group (assignment or solution of a creative task) discussed and evaluated by the teacher and other group members. At the end of the lesson, the teacher announces the answers that are considered the best and most unique among the solutions to the given task or creative tasks. During the training, the activities of the group members will be evaluated according to their level of participation.

Case technique -The name "case technique" comes from the English word "case", i.e. case or example. With this approach, the study of the material takes place in the context of this case. Parsing and analyzing a single text or several related texts, students immerse themselves in the material and get the opportunity to study the topic in more detail.

This method works best when the relevance condition is met. It is necessary that the material has a direct or indirect relation to the interests of the students. It can be a hobby or a favorite sport in the case of schoolchildren or a professional interest in the case of students. The use of case technology for teaching a foreign language For example, for students studying in the specialty "Economics and Management" or "Marketing", it is better to study a foreign language on the "cases" of firms or enterprises. As a task, students are invited to read detailed information about the company in a foreign language and, on this basis, conduct a SWOT analysis of the company.

The analysis is presented in the form of a table according to the proposed template. The table includes 4 cells into which the strengths and weaknesses of the company, threats and development potential fit. Based on the facts, students develop recommendations for the strategic development of the company. The task includes an analytical part based on a life example (for example, on a company description taken from the official website). At this stage, students should carefully read the text and highlight the relevant information. However, the meaning of the task is not only to choose strengths and weaknesses while reading a text in a foreign language. The main thing is to draw conclusions and propose a development strategy.

As a continuation of the above examples, it is possible to use greetings, ask for name and age, listen to dialogues about where you live, and use the phrases learned in small groups together and listen to their peers' answers and answer the questions themselves. In this task, students can ask questions in a dialogue or talk about their partner in a third person.

In foreign language classes, when working with students in groups, the assignments are given to all students, not just one individual. Each member of the micro group tries to contribute as much as possible to the assignment. This situation gives students a sense of teamwork and increases the initiative and creativity of students.

The use of multimedia, slide shows, audio and video materials in teaching a foreign language to students and the division of students into micro groups, as well as the discussion of audio material in groups, also increase students' interest in the foreign language on the contrary, they may discuss the subject by expressing their disagreement. The use of different teaching methods in the lessons arouses students' interest in the subject and increases their activity, and as a result, the level of mastery increases.

CONCLUSION
In conclusion, the use of innovative technologies in the classroom stimulates students' interest in scientific research, develops creativity. As a result, the acquired knowledge and skills are put into practice. To do this, the teacher must be skilled and creative, to plan the lesson according to the content of the topic, to ensure that all students are actively involved in their lessons during the lesson. The effective use of innovative technologies in the classroom does not impose on the computer the

multifaceted and colorful activities of the teacher, but rather accelerates the learning process, activates the learning process, stimulates students' interest in learning a foreign language.

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