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Feruz Tursunovna Tursunova
teacher Tashkent Institute of Finance

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INNOVATIVE APPROACHES IN THE TEACHING ENGLISH LANGUAGE

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INNOVATIVE APPROACHES IN THE TEACHING ENGLISH LANGUAGE

Tursunova Feruza Tursunovna, teacher
Tashkent Institute of Finance

Abstract: *In this article highlights the role of innovative methods in teaching foreign language, especially such methods as working with a group, a project, the use of multimedia technology, Internet resources and songs.*

Key words: *foreign language, innovative method, project, information technologies, Internet resources, song.*

ИННОВАЦИОННЫЙ ПОДХОД В ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА

Турсунова Феруза Турсуновна, преподаватель
Ташкентский Финансовый Институт

Аннотация: *в статье освещается роль инновационных методик в обучении иноязычной науке, особенно таких методик, как работа с группой, проект, использование информационных технологий, Интернет-ресурсов и песня.*

Ключевые слова: *иностраный язык, инновационный метод, проект, информационные технологии, интернет-ресурсы, песня.*

INGLIZ TILINI O'QITISHDA INNOVATSION YONDASHUV

Tursunova Feruza Tursunovna, o'qituvchi
Toshkent Moliya Instituti

Annotatsiya: *Ushbu maqolada chet tili fanini o'qitishda innovatsion metodlarning o'rni, xususan guruh bilan ishlash, loyiha, multimedia texnologiyalari, Internet resurslari va qo'shiqlardan foydalanish kabi masalalar yoritib berilgan.*

Kalit so'zlar: *chet tili, innovatsion metod, guruh bilan ishlash, loyiha, axborot texnologiyalari, Internet resurslari, qo'shiq.*

The concept of modern education has defined the goal of the professional activity of a teacher - to form students' ability to successfully socialize in society, to actively adapt to the labor market. The consequence of this is the development of innovative technologies in training. As can be seen from the above, the technology of communicative English language teaching seems to be the most effective.

Teaching a foreign language as a practical means of intercultural communication requires a wide introduction of advanced technologies that allow changing the paradigm of foreign language education by involving students in active cognitive activity in the target language.

The choice of educational technologies to achieve the goals and objectives set in the framework of the discipline "Foreign language" is due to the need to form a set of general cultural competencies necessary for the implementation of interpersonal interaction and

cooperation in the conditions of intercultural communication, as well as to ensure the required quality of education at all its stages[1]. Forms and technologies used for teaching English, implement competence and personal-activity approaches, which in turn contribute to the formation and development of a multicultural linguistic personality, able to carry out productive communication with speakers of other cultures; the ability of students to carry out various activities using the English language; readiness of students to self-development and self-education, as well as enhance the creative potential of the individual to carry out their professional duties.

Game method in teaching a foreign language. Using a variety of forms and methods of teaching in their practice on the basis of the literature on pedagogy and psychology, I realized that in an artificial language environment when teaching a foreign language cannot do without a game method. It is successfully used as an independent method for mastering a certain topic, as an element of some other method, as well as a whole lesson or part of it. Phonetic skills are practiced in tongue twisters, short thematic rhymes[2]. The use of games (phonetic, spelling, grammatical, lexical) allows you to make boring work more interesting and exciting for students. Independence in solving speech-thinking tasks in individual forms of work, quick response in communication in group forms, maximum mobilization of speech skills - all these characteristic qualities of speech skills are manifested during the games.

Everyone is equal. It is feasible for almost every student, even one who does not have enough solid knowledge of the language. Moreover, weak in language training student can be the first in the game: resourcefulness and ingenuity are sometimes more important than knowledge in the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the power of tasks - all this makes it possible for the student to overcome the shyness that prevents the free use of the words of another language in speech, reduces the fear of mistakes, has a beneficial effect on learning outcomes. The main functions of the game activities in the learning process are: training, educational, entertainment, communication, relaxation, psychological and educational.

Work with group. The interaction with the group in the group and outside of them, ensuring the cooperation of students in the group, the humanities teacher is obliged to create an atmosphere of trust and mutual respect between the teacher and the students, to involve students in active independent activities. In the lessons - credits it is possible to carry out group work, which contributes to the education of collectivism, conditions are created for the disclosure and manifestation of the individual characteristics of the students. In addition, in such a lesson, an atmosphere of cooperation between students and students is created, and the participation of consultants and assistants during the testing phase ensures cooperation between teacher and students.

Project method. One of the ways to activate students in the process of teaching foreign languages is the method of projects, when the student independently plans, creates, protects is actively involved in the process of communicative activities. The educational project is a complex of search, research, calculation, graphic and other types of

work performed by students independently for the purpose of practical or theoretical solution of a significant problem[3].

The main objectives of the project methodology are:

- 1)self-expression and self-improvement of students, increasing the motivation of learning, the formation of cognitive interest;
- 2)implementation in practice of acquired skills, speech development, the ability to competently and reasonably present the material under study, to conduct a discussion debate;
- 3)to demonstrate the level of culture, education, social maturity.

The project method helps to develop language and intellectual abilities, sustainable interest in language learning, the need for self-education. In the end, it is assumed to achieve communicative competence, i.e. a certain level of language, country, socio-cultural knowledge, communication skills and speech skills that allow for foreign language communication. Implementation of project and research methods in practice leads to a change in the position of the teacher. From the carrier of ready-made knowledge, he turns into an organizer of cognitive activity, from an authoritative source of information the teacher becomes an accomplice of research, creative cognitive process, mentor, consultant, organizer of independent activity of students. Analyzing the application of the project method in a modern education, I believe that this is one of the most powerful incentives for motivation of learning foreign languages, the most creative activity, as all students are involved in the work on the project, regardless of their abilities and level of language training. They apply in practice the acquired knowledge and the formed speech skills and abilities, creatively rethinking and increasing.

In addition, the problem and diversity of forms and types of this technology implies the presence of interdisciplinary connections, which allows the student to give a vivid idea of the world in which he lives, the relationship of phenomena and objects, mutual assistance, the diversity of material and artistic culture. The main emphasis is on the development of figurativethinking, understanding of cause-and-effect relationships and logic of events, self-realization and self-expression of not only students but also teachers. I use various types of projects in my work: creative, informational, practice-oriented, etc.

Working with the song in foreign language lessons. According to the subject "Foreign language", among the main tasks, the solution of which provides the implementation of the social order, include the development of the ability to understand the culture, lifestyle and thoughts of other peoples, the ability to communicate their own thoughts and feelings. In my opinion, this can confirm the type of activity in the group, such as working with the song. The song, being a brief poetic work in a concise form, reveals a certain topic, carries a certain potential for the development of socio-cultural competence of students.

On the basis of the work with the song, the skills of oral speech are developed, skills of perception of foreign language speech by ear are formed; conditions are created for the development of skills of using authentic musical materials, improvement of linguistic, socio-psychological and cultural knowledge, formation of a positive attitude to a foreign

language and culture of another people, development of ideas about the achievements of English musical culture. An authentic song, being an important element of the language, deserves close attention and it is one of the means of increasing interest both to the country of the studied language and to the language itself. When selecting a song should adhere to some principles: the song must be authentic, must meet the age, interests, language level of students and should correspond to the subject of the curriculum. It should also be remembered that not only the lyrics are of interest, but also the music itself, which can create a favorable creative atmosphere in the group, stimulate the imagination of students.

The use and role of ICT in foreign language teaching. The widespread development of information and communication technologies (ICT) and their penetration into all spheres of society is a global trend in the global development of the last decade. ICT is a world of limitless possibilities that can be used effectively in teaching foreign languages. Activity approach in teaching a foreign language using information technology contributes to the development of self-esteem of students, creates a comfortable interactive learning environment, increases motivation and activity of students, helps to intensify and individualize learning, creates conditions for independent work[4].

Invaluable assistance is provided to the teacher computer and the Internet in the preparation and conduct of lessons. Access to the Internet has virtually eliminated the problem of the lack of authentic multimedia resources necessary for the preparation and conduct of interesting and effective classes, taking into account the current trends in the development of the English language, country realities and requirements for educational material in the new content of education. The information received on the Internet can be used by the teacher both for preparation of a lesson, and as illustrative and educational material at lessons. The Internet creates a virtual socio-cultural and language environment, gives the opportunity to visit virtually a particular country, provides the opportunity to participate in various projects, including foreign ones.

In order to make the lesson as informative and visual as possible, the teacher is extremely necessary knowledge of at least the basic applications.

The program Microsoft PowerPoint - with the help of it in English lessons, you can present materials of a country-specific nature, introduce new vocabulary, grammar rules, create materials for listening, etc. Working with a computer not only increases interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, encouraging the right decisions.

In addition, the computer allows you to completely eliminate one of the most important reasons for the negative attitude to learning – failure due to lack of understanding of the material or a problem in knowledge. This aspect is provided by the authors of many computer training programs. The trainee is given the opportunity to use a variety of reference books and dictionaries, which can be accessed on the screen with just one click on the mouse. Working on the computer, the student is able to bring the problem to the end, relying on the necessary assistance.

Multimedia technologies allow to create and reproduce software products, the main characteristic of which is interactive visibility - the effect of immersion in the learning environment and interaction with it. In multimedia training programs in the English language uses a variety of methodological techniques that allow for familiarization, training and control of knowledge and skills of students.

Therefore, based on the experience of foreign researchers, we need to develop teaching aids on the innovative foreign language teaching program, and then the motivation of professional practice in foreign language classes will occur: teachers can not only understand, but also manage the changes for effective study and training.

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