

USE OF METHODS IN TEACHING FOREIGN LANGUAGES

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Annotation. Innovative methods that contribute to the development of creative functions of future teachers are manifested in several forms, depending on the degree of novelty: absolute level; local-absolute level; conditional level; subjective level. The mass application of innovative pedagogical innovations in practice is interpreted as a criterion for their evaluation. This is mainly related to the technical support of the educational process and the specificity of the teacher's activity. The article gives opinions and recommendations on this

Keywords. Pedagogical experience, evaluation criterion, method, teacher's activity, practice, innovation

When introducing new advanced pedagogical experience into practice, the teacher should pay attention to its value and effectiveness. The innovative orientation of the teacher's practical activity provides an opportunity to implement the achievements achieved as a result of theoretical pedagogical research into practice. It is precisely in order to popularize the results of such research that they need to be introduced to the general public. Such innovations can be conveyed to other representatives of pedagogy by providing prompt advice from specialists in the field conducting special seminars and trainings, making presentations at conferences, and sending series of lectures to future teachers

The author of an innovation cannot give the necessary and accurate assessment of the prospects of a particular pedagogical idea or innovation. Advanced teachers do not always think about popularizing their ideas. This is because innovation requires additional time and effort from the teacher. The idea is not always sufficiently scientifically and methodologically substantiated by its creator

Authors face obstacles related to the individual characteristics of themselves and their colleagues in describing their innovations and ways to implement them in practice

the creative group is also responsible for not only promoting and popularizing pedagogical innovations, but also enriching the professional knowledge and skills of future teachers, making adjustments to the quality of teachers on their basis

the members of the creative group are also responsible for the systematic selection of innovations, monitoring, evaluating innovative ideas, technologies, and enriching the work experience of higher education institutions

The author of the innovative idea does not participate in the management of activities aimed at practical application. This approach creates the basis for expanding the capabilities of the innovative teacher and directing it to a specific goal. The forces of the founder and popularizer of innovative pedagogy are thus concentrated at one point and directed to a specific goal. Pedagogical innovations have their own specific dimensions. Pedagogical innovations consist of the following dimensions that shape the creative activity of the future teacher: how new are the innovative methods; their optimality; how effective are they; the possibility of their application in mass experience, etc. The main dimension of innovative methods is their novelty, their equality with the results of scientific research and advanced pedagogical experiences. For this reason, it is important for teachers who want to work in the innovative process to understand what the true essence of innovation is

The experiment being conducted may be new for one teacher, but this method may not be new for another. Moreover, the degree of novelty of the same method for future teachers may be different. Taking this into account, both future teachers and teachers working in the education system should approach innovative creative activities based on their needs

Innovative methods that contribute to the development of creative functions of future teachers are manifested in several forms according to the degree of novelty: absolute degree; local-absolute degree; conditional degree; subjective degree. The

mass application of innovative pedagogical innovations in practice is interpreted as a criterion for their evaluation. This is mainly due to the technical support of the educational process and the specificity of the teacher's activity

In mass pedagogical experiments, the creative application of pedagogical innovations is manifested at the initial stage of the work of individual teachers. These innovations will be piloted and objectively evaluated before being made available for mass use. It is advisable to develop the creative functions of future teachers using innovative methods that have been widely adopted and have achieved positive results

Innovative methods that contribute to the development of creative functions of future teachers are manifested in several forms, depending on the degree of novelty absolute level; local-absolute level; conditional level; subjective level. The mass application of innovative pedagogical innovations in practice is interpreted as a criterion for their evaluation. This is mainly due to the technical support of the educational process and the specificity of the teacher's activity

In mass pedagogical experiments, the creative application of pedagogical innovations is manifested at the initial stage of the work of individual teachers. These innovations are tested and, after objective evaluation, are presented for mass application. It is expedient to develop the creative functions of future teachers using innovative methods that have become widely popular and allow achieving positive results

Diagnostic methods aimed at studying the innovative activity of a teacher are also diverse. The use of diagnostic methods demonstrates the strengths of the teacher's work. Therefore, it is necessary to arm future teachers with modern diagnostic methods. Taking into account the professional needs and desires of future teachers, it is necessary to carry out full-fledged targeted activities aimed at the formation and continuous development of professional and pedagogical ethics in them

It is recommended to conduct work in several stages. At the initial stage, future teachers are asked to fill out a questionnaire, examine the answers to the questionnaire, organize individual interviews and confirm the information in the answers to the

questionnaire, analyze the data obtained based on the results of the diagnosis. At this stage, based on the results of the first stage, activities aimed at improving the professional pedagogical qualifications of the future teacher are planned and ways to implement them are indicated. The work carried out at this stage is completed and a repeated diagnosis is carried out. This process is aimed at obtaining intermediate and final results for the future teacher. The changes that have occurred in the activities of students in the group are analyzed in depth. As a result, diagnosing the professional skills, qualifications and experience acquired by future teachers and equipping them with diagnostic methods, as well as restructuring the process of professional pedagogical education based on innovative ideas, will allow for the effective development of students' creative activity. As a result, it becomes possible to encourage future teachers to be creative and take initiative

In developing the quality of education, the use of innovative technologies by teachers in the classroom will certainly yield effective results

In conclusion, in order to educate mature specialists with a high level of general and professional culture, social activity, independent thinking, and the ability to solve their tasks without difficulty, today's teachers and educators must understand that the use of modern new innovative pedagogical technologies is the main factor in improving the quality and effectiveness of education, and this is what the times require

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