

IMPLEMENTATION OF PROGRESSIVE INNOVATION TECHNOLOGIES IN ENGLISH TEACHING

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Abstract

The article refers to the methods of using modern methods of pedagogical resources in teaching English for students. It focuses on aspects such as home reading and listening.

Keywords: fantasy, issues, interactive, linguistic part, psychological part, methodical part.

Introduction

In today's educational institutions, using advanced methods of teaching using modern pedagogical technologies, wide opportunities have been created for teaching foreign languages and training specialists who can speak these languages freely. Usually, the teacher chooses the method of teaching and teaching a foreign language. The content of the teaching does not change much, but the way it is delivered to the students may change. There are several methods of teaching. The following teaching methods can be used during the lesson.

For example:

Lecture.

Give an example.

Demonstration.

Debate.

Questions and answers.

These methods are a method or form of communicating with students as well as elucidating the ideas that are aimed at the set goal. A teacher should be able to choose the appropriate method for a particular situation or lesson. In order to choose a suitable and effective method of training, it is necessary to consider several factors. A specific situation. Suitability of the method to the intended purpose. If a text is to be discussed, it is advisable to divide the students into small groups and have a team discussion. In this method, a technical tool - audio-recordings - can be used. Time must always be taken into account when using methods. Brain storming method. This method shows the level of active participation of students and their level of knowledge. It encourages students to come up with ideas, allows for free communication, and results in a lot of ideas. The teacher is the supervisor during the process. Although the students' ideas are not very successful, the teacher cannot criticize them. On the contrary, it is necessary to encourage students' creative thinking. The lesson ends with encouraging quick answers, completing them, and evaluating students. Question-and-answer and picture games (Discussion) method makes the lessons more meaningful and interesting. The student should be able to freely express his opinion without fear of making mistakes. Such an environment



should be created in the lesson. The tasks of the student in the technology of teaching through the game are as follows:

1. Think about expected responses and objections.
2. Belief in one's own knowledge.

The importance of the game is that the teacher has the opportunity to observe the students while they are working freely.

As a result, it is possible to get more information about students' activity, imagination, creative abilities, diligence, behavior in the team. Students are divided into several groups. Each member of the groups should know their duties clearly. The time of the game should be limited, and after its completion, the results of the game should be analyzed. Game-based teaching technologies also create ample opportunities for students to gain deep knowledge in the educational process. One of the main goals of modern pedagogical technologies is to make students interested in English language teaching and achieve full mastery of knowledge. Another method of teaching English is the modern interactive method. According to the content of the method, a new grammatical topic is announced in the lesson, and the teacher should explain it in different ways, i.e. by drawing various drawings on the blackboard, showing it with actions, comparing it with the previous topic, and encouraging students to think with reinforcing questions. In phonetic training, short conversations in the audio text are listened to, and the text is filled in with the words that are left out. The conversation in the audio text is the same as the text given to the reader. Only when the text is listened to very carefully and new phrases are memorized, the student can successfully fulfill the condition. Oral speech, skills and competences are formed through listening comprehension. Listening comprehension is closely related to the reading process. The listener remembers the words well and understands well when he listens.

G.V. Rogova divides the content of teaching listening comprehension into three parts:

1. Linguistic part.

This includes language and speech material.

2. Psychological part.

This is the formation of skills and abilities to listen and understand voice speech.

3. Methodical part.

Listening methods are taught to listeners and listening comprehension technology is taught through rules, principles, methods, and tools. In conclusion, the use of pedagogical technologies in the process of teaching English will help students develop oral, listening comprehension, writing, reading skills and help them communicate freely.

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