



Techniques Used in Teaching English to Students

Kholmurodova Dilnoza Kholmurod qizi

Doctor of philosophy (Phd), Senior teacher at Samarkand State Institute of Foreign Languages

Annotation: The advanced experience of Pedagogy, as well as the introduction into practice of achievements in education, are important conditions of today. Currently, a huge base of experiments has been formed, which the teacher can use during his career, and he is getting richer every day. But despite this, it is somehow difficult for teachers and future professionals to master these experiences. The position of the educator is especially significant in creating advanced experiences and popularizing them among his professional colleagues. In this article, feedback and feedback will be made about the techniques used in teaching English to students.

Keywords: English language, teacher, methodology, interactive technology, foreign experience, modern educational system

The educator should pay attention to the value and to what extent it is effective in introducing new advanced pedagogical experience into practice. The orientation of the practical activity of the teacher towards innovation provides an opportunity to introduce into practice the achievements obtained as a result of theoretical pedagogical research. It is in order to popularize the results of such studies that it is required to introduce them to the general public. Such news can be delivered to other representatives of pedagogy by providing quick advice by specialists in the field, conducting special seminars and trainings, making speeches at conferences, and referring to future educators a series of lectures.

At this point, the question arises: "Who are the suppliers and promoters of advanced pedagogical ideas and technologies to representatives of the general public?". Studying the experience of a separate pedagogical or educational institution, teaching staff of higher educational institutions in their popularization, mature educators who carry out activities in educational places, play an important role in this process. The reason for this can be explained as follows:

- the author of innovation cannot give the necessary and accurate assessment of a particular pedagogical idea or the prospect of innovation;
- advanced educators do not always think about popularizing their ideas. The reason is that innovation requires additional time, work of the educator;
- the idea is not always sufficiently substantiated scientifically-methodically by its creator;
- the authors come across obstacles associated with the individual characteristics of themselves and their colleagues in outlining their innovations and ways to introduce them into practice;
- not only the promotion and popularization of pedagogical innovations, but also the task of making adjustments to the pedagogical rule on their basis to enrich the professional knowledge and skills of future teachers is also assigned to the creative team;



- the tasks of systematic selection, monitoring of innovations, evaluation of innovative ideas, technologies, enrichment of work experience of higher educational institutions are also the responsibility of members of the creative team.

The author of the innovative idea does not participate in the management of activities aimed at application in practice. This approach creates the basis for expanding the capabilities of an innovative educator and directing him to a specific goal. The capacities of the founder and popularizer of innovative pedagogy are thus concentrated at one point and directed to a specific goal. Pedagogical innovation has its own specific dimensions.

Pedagogical innovations are considered to consist of the following dimensions that form the creative activity of the future teacher: how new innovative methods are; its optimality; how much they work; the possibility of application in public experience, etc. The main measure of innovative methods is their novelty, their equality with the results of scientific research and advanced pedagogical experiments. For this reason, it is important for teachers who want to carry out activities in the innovation process to understand what the true essence of innovation is.

While the experiment being carried out is a novelty for a particular teacher, for another this method may not be new. Moreover, for future educators, the degree of novelty of the same method may differ. With this in mind, both future educators and teachers operating in the educational system will have to approach innovative creative activities based on their own needs. Innovative methods promoting the development of creative functions of future educators are manifested in several forms according to the degree of novelty: *absolute level; local-absolute level; conditional level; subjective level*. The application of innovative pedagogical innovations in practice in a public way is interpreted as a sermon of their assessment. This is mainly due to the technical support of the educational process and the specificity of the teacher's activities.

The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work activity of individual teachers. These innovations are provided for mass application after experience-testing and objective evaluation. It will be advisable to develop the creative functions of future teachers using innovative methods that have become widely popular, allow you to achieve positive results.

Diagnostic techniques aimed at studying the innovative activity of the teacher are also diverse. The use of diagnostic techniques shows the strengths of the teacher's activity. That is why arming future teachers with modern methods of diagnosis is a period requirement. Taking into account the professional needs and desires of future educators, it is necessary to form professional and pedagogical Ethics in them to carry out full-fledged targeted activities aimed at work and continuous development.

When studying pedagogical innovations on the basis of diagnosis, one should not forget about the need to take into account that in the experience of each educator there are positive, developing situations, as well as negative manifestations. In order for a young educator to work effectively at the educational institution, it is required to clearly indicate the positive and negative aspects present in his work experience on the basis of diagnosis. It is necessary to clearly convey to the minds of future teachers that the diagnostic methods used in order to study innovative processes are as follows.

At this stage, on the basis of the results of the first stage, activities aimed at improving the professional qualifications of the future teacher are planned and the ways of their implementation



are indicated. At this stage, the work carried out is completed and repeated diagnosis is carried out. In this process, the future teacher is directed to obtaining intermediate and final results. The changes that have occurred in the activities of students in the group are analyzed in depth. As a result of this, it is possible to diagnose the professional skills, qualifications and experience of future teachers and arm them with methods of diagnosis, as well as reconstruct the process of professional pedagogical education on the basis of innovative ideas, to effectively develop the creative activity of students. This results in the possibility of encouraging future teachers to carry out creative activities, to take initiative.

In conclusion, in order to educate mature specialists with a high level of general-professional culture, social justice, independent thinking, the ability to solve their tasks without difficulty, today it is necessary to 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 required by the era. The creative pedagogical activity of a teacher is a process of positively solving tasks that are subordinated to the formation of human consciousness, behavior, and most importantly, to the creation of a harmonious generation of people. Also, the designed learning goal will be lightly implemented, and the expected result will be achieved faster.

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