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INNOVATIVE METHODS OF TEACHING A FOREIGN LANGUAGE

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Ushbu maqoladagi tadqiqot mavzusi - chet tilini o'qitishning innovatsion usullari. Mualliflar innovatsion faoliyatni o'zaro ta'sir o'tkazish jarayoni sifatida ko'rib chiqadilar, uning kuchliligi ham o'qitishda turli xil innovatsion usul va uslublardan foydalanish qobiliyatiga, hamda o'qituvchi shaxsining ma'naviy boyligiga bog'liq.

Предметом исследования в данной статье являются инновационные методы обучения иностранному языку. Авторы рассматривают инновационную деятельность как процесс взаимовлияния, сила которого зависит как от умений пользоваться различными инновационными

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методами и приемами в обучении, так и от духовного богатства личности педагога.

The subject of study in this article are the innovative methods of foreign language teaching. The authors consider innovative activity as a process of interaction/mutual influence, the manifestation of which depends on the skills of using various innovative methods and techniques in teaching, and on the spiritual richness of a teacher's individuality.

Introduction. The world is living in an era of great changes. And those who know how to change are at their best today - and quite quickly and in the right direction [15]. Therefore, at the present stage, innovations are relevant in all areas of human life. Innovation activity is one of the basic concepts of modern pedagogy, which studies the processes of school development associated with the creation of a new educational practice (I.A. Kolesnikova, A.M. Saranov, V.A. Slastenin, M.A. Petrenko, N.R. Yusufbekova and others). Studying innovative processes in education, scientists come to the conclusion that they are multidimensional. The subject of research in this article is innovative methods of teaching a foreign language.

The study of foreign languages in modern society is becoming an integral part of the professional growth of specialists in various fields. The successful solution of vocational training issues largely depends on the quality of their language training. Thus, everyone must achieve a certain level of proficiency in a foreign language at school in order to be able to study it further during the period of university and postgraduate education. The success of training largely depends on the teaching methodology of the teacher, his ability to use various innovative methods and techniques in teaching [3].

To begin with, let's consider directly the term "method" itself. There are various definitions of this concept. The teaching method (from the Greek methodos - "research") is an orderly activity of the teacher and students, aimed at solving complex learning problems. Teaching methods are often understood as a set of ways, methods of achieving goals, solving educational problems [12].

Many methods developed back in the 19th and 20th centuries are still relevant to this day, but the need to modernize Russian education, integration into the common European educational space introduces significant amendments to the educational system. There are more and more new, non-traditional teaching methods [10]. But, in any case, we agree with the conclusion of the developer of the communicative method of teaching a foreign language E.I. Passov that learning

a foreign language is communication. Communication in all cases is a process of mutual influence. This influence can be more or less, latent or direct, positive or negative. Its strength depends on the spiritual wealth of the individual, as well as on personal qualities, say, the charm of a person (not only external), authority, etc. That is why it is so important that the teacher is a person [11].

Main text. In recent years, many new innovative methods have appeared in the field of teaching foreign languages. The main ones are: 1. Community language learning / Counseling learning. The "community" method (the "counselor" method) was created by the American psychologist Ch. Curran. The method is based on the humanistic approach to teaching and the psychological theory of the "advisor", the essence of which is that people need the help of a counselor-psychologist in any kind of human social activity, including education. The "Advisor" is called upon to provide assistance, advice and in every possible way to support its "clients" - students in the learning process. The main teaching method is translation from the native language into a foreign one. The learning process is structured as follows: students face each other around the table, discuss the topic of conversation, communicate in a foreign language. The teacher only observes from the sidelines and suggests equivalents in a foreign language. The disadvantage of this method is the lack of programs and a specific curriculum, which prevents the widespread use of this method in secondary schools [5].

2. Suggestopedic method. An intensive method of teaching foreign languages, developed and practically implemented in the 60s. XX century. in Bulgaria by the scientist-psychiatrist G. Lozanov. A distinctive feature of this method is the disclosure of memory reserves through specially organized classes, an increase in the intellectual activity of students, the use of suggestion and relaxation. According to Lozanov, the main means of activating the reserve capabilities of a person are: authority (the teacher's personality plays the main role in the learning process); infantilization (in the group, favorable conditions are created for learning and mastering new material, role-playing games, music are used); duality (the teacher and students use gestures, facial expressions to influence the interlocutor, win over others); intonation, rhythm (text material is presented by the teacher in a certain rhythm, accompanied by specially selected music. Music and rhythm should contribute to relaxation and more effective perception of the material [9].

3. The silent way. The author of the method is K. Gatteno. The essence of the method lies in the fact that the initiative in foreign language lessons comes from the students, and the teacher should speak the least. Learning in silence, as opposed to repetition and reproduction behind the teacher, becomes a technique that promotes mental activity and concentration of students. The application of this

method has a certain framework, since it presupposes a high motivation and interest of students, which is not always possible in a general secondary school [1].

4. Total physical response. The method was developed by the psychologist J. Asher and is based on behaviorism and the humanistic direction in teaching. This method is widely used in teaching preschoolers. Proponents of this method believe that when using it, the teacher does not so much teach as shows the use of language material, stimulates the mental activity of students, and simply allows them to behave freely, which relieves the stress associated with learning a new language. But all this basically applies to preschoolers and younger students. With other age groups, this approach can be problematic. Teenagers are often shy and refuse to follow commands. For adults, language learning is a serious process, and the use of various mobile and play elements in the classroom may be inappropriate [6].

5. The method of teaching a language using information and communication technologies. The use of information and communication technologies in teaching foreign languages helps to intensify and individualize learning, helps to increase interest in the subject and motivation. The first grammatical and lexical exercises in computer programs appeared in the 60-70s of the twentieth century. Today ICT technologies have become an integral part of language learning. For example: educational multimedia presentations developed in MS PowerPoint are convenient for both the teacher and the students. Presentations make it possible to present the material in a comprehensive and accessible manner, ensure the effectiveness of perception and memorization of new educational material; CD-ROM training programs develop students' listening and speaking practice. Educational Internet resources (IR) form and develop: aspects of foreign language communicative competence in all the variety of its components (linguistic, sociolinguistic, socio-cultural, strategic, discursive, educational and cognitive); communicative and cognitive skills about search, selection, generalization, classification, analysis and synthesis of the information received; the ability to use Internet resources for self-education in order to get acquainted with the cultural and historical heritage of various countries and peoples. In the English-language literature, there are five types of educational Internet resources: Hotlist (list by topic) - a list of sites with text materials on the topic under study. Treasure hunt (treasure hunt) - in addition to links to various sites on the topic under study, contains questions about the content of each site. With the help of these questions, the teacher guides the students' search and cognitive activity. At the end, students are asked one more general question for a holistic understanding of the topic. Subject sampler - also contains links to text and multimedia materials on the Internet, but after studying each topic, the student must answer the questions posed, but the questions are not

aimed at the actual study of the material (as in the previous case), but at the discussion of discussion topics. Students need to familiarize themselves with the material, as well as express and argue their opinion on the discussed discussion issue. Multimedia scrapbook (multimedia draft) - a collection of multimedia resources, unlike a hotlist, in a scrapbook, in addition to links to text sites, there are also photos, audio files and video clips. These files can be easily downloaded by students and used as informative or illustrative material in the study of a particular topic. Webquest (Internet project) - the most complex type of educational Internet resources. This is a plan for organizing the project activities of students on a topic using the resources of the Internet. It includes all the components of the four above materials and involves a project with the participation of all students [4].

6. Consciousness-raising approach (Consciousness-oriented method). This method is based on awareness of the form of a linguistic phenomenon - lexical and grammatical - and is based on the data of contrastive linguistics and the inductive way of mastering the language. The approach was developed in relation to teaching grammar: mastering grammatical skills was seen as a gradual awareness of the form. The approach is similar to the consciously comparative method that exists in the domestic methodology, which states that thinking in all languages is the same, only the forms of its expression, represented in languages by different linguistic means, differ. 7. Task based learning (Method of communicative tasks). The method of communicative tasks is the solution of a number of communicative tasks proposed by the teacher. Solving these tasks, communicating with each other, students perform speech actions, trying to find the right ways to solve the set communicative task. Thanks to this, immersion in the language environment occurs and students begin to communicate in a foreign language with a practical purpose. This method is especially effective for group teaching. However, it is necessary to clarify that this method is under development, which allows for changes and refinements in order to improve the learning process.

8. Neuro-linguistic programming (Neuro-linguistic programming). NLP originated in the early 1970s and was the result of a collaboration between John Grinder, assistant professor of linguistics at the University of California at Santa Cruz, and Richard Bandler. The term neurolinguistic programming can be explained as follows: the root "neuro" indicates that it is necessary to know and understand the "languages of the brain" - those neurological processes that are responsible for storing, processing and transmitting information, the root "linguistic" emphasizes the importance of language in describing mechanisms thinking and behavior, as well as in the organization of communication processes [2]. One of the main ideas of NLP is situational and behavioral modeling. This

direction in the methodology of teaching a foreign language makes it possible to successfully reveal and activate the reserve capabilities of a person in the process of immersion in a foreign language linguistic and speech space [13].

Conclusion. So, today there is a huge selection of methods of teaching a foreign language. Each has both merits and demerits. The main task of a foreign language teacher is to be able to choose the appropriate method for your contingent of students. To choose the appropriate method, the teacher must take into account the following: the student must feel comfortable and free, be motivated to learn and use a foreign language; the student must act as an initiator, be an active participant in the educational process; the student should be aware that the study of a foreign language is more dependent on himself, on his interests; the teacher needs to stimulate the speech, cognitive and creative abilities of the student; different forms of work in the classroom (individual, group) should be envisaged, stimulating the activity, independence and creativity of students.

But the problem is to what extent the foreign language teacher is ready to use innovative teaching methods. Willingness presupposes sufficient potential for creativity. The search character of personality behavior in conditions of a high degree of uncertainty, the possibility of rethinking one's own experience, which is a process of not only professional, but also personal improvement based on self-reflection [14]. The ways of solving this problem are the area of our further research.

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