

Research Article

THE USE OF INNOVATIVE METHODS IN THE TEACHING ENGLISH

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ABSTRACT

The article analyzes the use of an innovative method as a linguistic simulator when learning English. The subject of the research is the teaching of English to students of non-linguistic universities using innovative methods, as they are a way of implementing and developing speech.

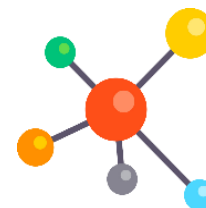
KEYWORDS

English, innovative methods, methodologists, teaching, analysis.

INTRODUCTION

President of the Republic of Uzbekistan Shavkat Mirziyoyev, at the first meeting of the Senate of the Oliy Majlis, noted that "raising a healthy and harmoniously developed generation means building the foundation of a state with a great future, winning high prestige in the world. This can be achieved, in our view, by having a perfect command of foreign languages. If in the previous decades of the XX century the circle of people who had the need to communicate

in a foreign language was quite narrow, now the situation has changed in the modern world. Communication and technological changes in society have involved in both direct and indirect communication (such as through the Internet or Zoom) a large number of people of different professions, ages and interests. Accordingly, the need to use a foreign language has also increased. Learning a language as a means of communication and



generalization of spiritual heritage has become a priority. On the threshold of the new century, the socio-cultural context of foreign language learning has changed significantly. The educational and self-educational functions of foreign languages, their professional significance in schools, universities and the labor market in general have increased significantly, which has led to increased motivation in learning languages of international communication.

METHODS

In the practice of work in educational institutions, an urgent problem of the day is the education of a socially active person capable of taking responsibility for his or her own decisions. For the graduates of secondary and higher educational institutions the requirements of readiness to be oriented in the information saturated life flows, to continuous self-learning have become mandatory. The use of the communication network (e-mail, Internet or Zoom program, television, etc.) in learning foreign languages is the norm today. In this regard, the use and improvement of methods of the educational process and educational technology is of particular importance. Especially it concerns the sphere of learning English, where interaction with the teacher in the classroom can not be effective without the independent assimilation by students of the necessary vocabulary and especially in the students of technical highlights, as they are related to technical needs. In the context of this, study such innovative methods as listening and speaking are of particular interest.

RESULTS AND DISCUSSION

The listening skills can become stable if the student improves them independently during extracurricular time or by reinforcing the passed material (especially during online learning and this was relevant during the

Pandemic). This can be facilitated by means of information and communication technologies, which allow hearing native English speakers, seeing the learning information via computer, providing immediate feedback between the philological student and the learning tool, as well as organizing learning activities at an individual pace and controlling the results of assimilation. The success of mastering verbs in English is determined by many objective and subjective factors, among which the degree of students' psychological mechanisms of listening (listening skills) and speaking (pronunciation skills); awareness of their own language learning goals, frequency of using listening, etc. are of particular importance.

The problems of listening are widely covered in scientific and methodological literature. Psychologists, linguists and methodologists recognize this innovative method as the most complex type of activity, hence the work on the formation of the skill of perceiving English verbs or speech by ear requires painstaking efforts. In this regard, the approach of foreign methodologists such as Jim Scrivener, Larsen-Freeman, and S.L. McKay to listening, which based on comparing the mechanisms of listening in native speakers and learners of a new language, attracts attention. The student is an immediate listener, like a child - only born, but months later, he or she begins to speak, while reading and writing will not learned until several years later. This means that listening skills are primary and underlie the formation of all other speech skills and abilities.

This leads to the fact that for a learner of English it is important both the process of special listening training, acquired during training and improved independently, and the need to know their natural abilities for self-learning to understand foreign speech



by ear, in this case the role of verbs is enormous. For example, the number of impersonal verbs in English is limited. Out of the total number of impersonal sentences obtained by solid sampling, verb sentences account for 7.6% (27 instances of use). They refer to atmospheric and meteorological phenomena: snow, rain, drizzle, blow, hail, pour, storm, thunder (it is snowing, raining, drizzling, blowing, hailing, pouring from a bucket, storming, thundering). In semantic terms, L. Tenier considers impersonal verbs as verbs with zero valency due to the lack of the need for distributors. It storms. (Storm). Impersonal verbs have the aspect category, presented as a particular opposition: completeness-incompleteness of the action. It rains. "It's raining" (It's raining now) is an unfinished activity. "In the superficial sphere of the German language (as well as English and French) there are formations divided into positions that resemble themselves only externally, in terms of the design of the position of the subject and predicate. The fact is that the division of these superficial formations in the deep sphere does not correspond to either relational or predicative division.

The task of the teacher is to create conditions for the practical acquisition of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, the use of new information technologies, Internet resources help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of learning.

Forms of work with computer training programs in foreign language lessons include learning vocabulary; practicing pronunciation; teaching dialogic and monologue speech; learning to write; development of grammatical phenomena.

The possibilities of using Internet resources are enormous. The global Internet creates the conditions for obtaining any information necessary for students and teachers located anywhere in the world: country studies material, news from the life of young people, articles from newspapers and magazines, etc.

Using the Internet, you can solve a number of didactic tasks in English classes: to form reading skills and abilities using the materials of the global network; improve the writing skills of students of non-linguistic universities; replenish students' vocabulary; to form students' motivation to learn English. In addition, the work aimed at studying the possibilities of Internet technologies to expand the horizons of schoolchildren, to establish and maintain business ties and contacts with their peers in English-speaking countries.

Students can take part in testing, quizzes, contests held via the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

Students can receive information about the problem they are currently working on as part of the project.

The substantive basis of mass computerization related to the fact that a modern computer is an effective means of optimizing the conditions of mental work, in general, in any of its manifestations. There is one feature of the computer which revealed in its use as a device for teaching others and as an aid in the acquisition of knowledge, and that is its inanimateness. The machine can "friendly" communicate with the user



and at some point “support” him, but he will never show signs of irritability and will not let him feel that he has become bored. In this sense, the use of computers is perhaps most useful in individualizing certain aspects of teaching.

The main goal of studying a foreign language in non-linguistic universities is the formation of communicative competence; all other goals (educational, educational, and developmental) realized in the process of implementing this main goal. The communicative approach implies learning to communicate and building the ability for intercultural interaction, which is the basis for the functioning of the Internet. Outside of communication, the Internet makes no sense - it is an international multinational, cross-cultural society, whose life activity is based on the electronic communication of millions of people around the world speaking at the same time - the most gigantic in size and number of participants in a conversation that has ever taken place. By joining it in a pair of a foreign language, we create a model of real communication.

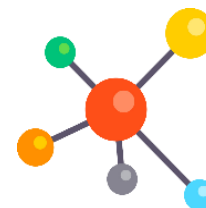
Thus, a modern teacher is, first, a bright creative person who retains the ability for constant self-knowledge and self-development. When teaching children of different nationalities, the teacher must certainly take into account their various regional and ethno-cultural characteristics, and be methodically mobile. Here, modern pedagogical technologies or innovative technologies come to our aid. After all, in the matter of teaching and educating schoolchildren, there are no ideal methods. In addition, this once again proves that the use of only one, even the best and most modern methodology, leads to one-sidedness in teaching any subject. Only a combination of various technologies, techniques and methods can give us the

result we need. Accordingly, the more technologies the teacher knows and applies the better.

CONCLUSION

Thus, speech hearing is one of the most important mental mechanisms. It includes the ability to isolate, distinguish and recognize differentiated features of perceived content. Next, long-term memory turned on, the stored samples and the information received compared, and mental operations come into play, which leads to understanding the meaning of the audible text. Parallel psychological processes - perception at the level of a word, sentence, dialogue, form the basis of auditory information and understanding, the result of the semantic processing of audio information, generates the student's communicative intention, the logic of thought. Modern methodologists note that background information has a significant impact on the ability of memory to retain coherent texts, so associative links arise already at the stage of acquaintance with the title of the text. Reading formed at the stage of perception of graphic images, and with the help of pronunciation, the auditory-motor images of words recreated. Speaking is built adequately to the process of communication, while the priority role is given to improving the skills and abilities of oral speech (speaking and listening).

When reading aloud, students improve their hearing and pronunciation skills, gain experience in perceived sound images in a stream of coherent speech, the relationship of concepts, reading fluency. In order to make the process of listening to English learners successful, it is necessary to develop a system of training exercises aimed at maximizing the activation of natural mechanisms. Such conditions make it possible to vary approaches to listening, to individualize this process. This can be facilitated by modern teaching aids, one of which is the universal



multimedia interactive complex "listening + reading + speaking", designed to form and improve the pronunciation and memorization of English words, which contribute to the development of students' speech skills.

The basis of training in this complex is the principle of differentiated and integrated learning, the principle of communicative orientation, the principle of visibility, etc. As the linguistic content of training, subject-semantic and lexical-grammatical content presented, the logic of which allows you to diversify methodological techniques that ensure the formation of listening skills and abilities, reading, speaking. The most voluminous component of this method is the vocabulary, which helps to perceive authentic speech. No matter how good the student is at grammar and phonetic side of speech, the student successfully prepares for communication, and this innovative method allows the use of various forms of learning.

On the linguistic simulator, the student can exercise self-control of pronunciation, the student can record any word or phrase or word combination or rules for constructing sentences in his performance and compare with the sound of the speaker's voice. Thus, the process of learning English, the student not only comprehends the way of expressing thoughts, but also perceives the language as a source of information about the national culture of the people. Since the language is a sign of the nation, expresses the national culture of the people who speak it, we believe that this method is relevant during online learning.

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