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INNOVATIVE METHODS AND THEIR ADVANTAGES IN TEACHING UZBEK, RUSSIAN AND FOREIGN LANGUAGES

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Abstract: This article provides information on innovative methods that can be used in language learning for teachers and in the classroom, and their advantages. The article also contains practical recommendations developed by the author on the advantages of these methods.

Keywords: innovative, technical means, modern technology, interactive methods, preference, convenient, computer, efficient, informative, friendly environment.

In this XXI century, which is called the "age of technology", the development of science is also developing rapidly. Especially after the independence of our country, special conditions and facilities have been created in schools for the younger generation to study. At the same time, language classrooms in many educational institutions are modern and equipped. Teachers were advised to replace traditional methods with innovative ones. Innovation is the word for innovation. Innovative technologies include the pedagogical process, the introduction of innovations and changes in the activities of teachers and students, the application of which fully encompasses interactive methods. In addition, the use of information and communication technologies in language learning is invaluable. Because a deep passion for learning any foreign language requires modern technological tools. For example, to learn to listen and understand a language, you need a computer, CDs, or at least a modern

phone that can read MP3 format. Interactive methods are also more effective through these tools

Study of foreign languages, so-called "world languages", including Russian, English, Uzbek for Russian classes, on the basis of modern technical means, using interactive methods; gives good results. Older educators may ask what it is like to teach in an innovative way or what the interactive method means and what its content is. In fact, until recently, traditional teaching methods were used, meaning that more teachers were active in the classroom. In this case, the student is taught to acquire only ready-made knowledge. In interactive teaching, students find, analyze, and even draw information independently. The word "interactive" can be interpreted as follows. The word "inter" is a Latin word meaning "in the middle". In the "Explanatory Dictionary of the Uzbek language" (Tashkent, 2006, vol. 2, pp. 217-218) it is described as follows: "1) intermediate state. Located in the middle. In the middle; 2) generality, universality, interdependence. " From these definitions, it is clear that in the process of communication, mutual acceptance, interaction, interdependence, mutual support, complementary corrections, etc. are the basis of interactive methods. "What methods are considered interactive methods?" Here are some examples of the following method:

Brainstorming, Debates, Negotiation, Presentation, Pinboard, Chain, Cluster, Link -distribution of information), Projects method, "Opposite attitude" method, "Decision tree" method, "Inter" method, "I know. I want to know. I learned" method, Boomerang, Communication, Problem creation and solution, "Personal opinion "method, FSMU technology (statement of opinion, reasoning, example, generalization)

We can consider the following examples to determine the differences and advantages of these methods from others. These methods give more effective results when done with technical means. Suppose students enter a language-equipped classroom and begin teaching; There is a computer, headphones and a video projector. These techniques are the 4 most important aspects of language learning, the tools needed for English to develop Listening, Reading, Writing, Speaking, i.e. Listening, Reading, Writing and Speaking skills. Let's take a look at the Mind Attack method. It is a very popular method in English, called Brainstorming. First, students are divided into 2 groups; applicants will be selected from among the students; When all headphones are plugged in, the text is played. They are given 1 minute to hear and understand the text. After the group 1 candidate analyzes the text he or she has heard in English or another foreign language, he or she writes a summary of what he or she understands on the board. The next student, after listening to the text, expresses his / her thoughts in one sentence. The rest will continue in the same way. Everyone writes what they

understand, so it's only natural that different opinions come up. In Shuyer, my mind begins to attack thoughts. Everyone will explain why they wrote this sentence. There are many benefits to learning from a lesson here. First, all students tried to understand the text by listening, and second, they were able to give a holistic idea based on what they understood. The first requirement for learning a language, the listening comprehension phase, has been successfully completed. If this view is without an interactive method, such as the traditional method, the teacher has read the text to the students, in turn, one of the students has heard or not heard, or someone has not shown any interest at all. was possible. Because dividing students into groups and asking each of them for feedback increases their motivation for the lesson and requires them to be responsible. Another interactive method is the Muzyorar method. Most people feel insecure when they are in an unfamiliar situation (in a new class or new school, at the beginning of a course). Therefore, this method is especially effective when used among children who are naturally shy and timid. As the name implies, this method helps to eliminate the feeling of shyness. Because such positive qualities are not very useful in language learning. This is because teamwork or pair work is important in learning. Shy children, on the other hand, may find it difficult to express themselves when they are adjusting to a stranger. In the Muzyorar method, children are first paired and divided into groups. They are explained what to do. In this situation, the teacher (or beginner) will need to create a friendly environment that gives the students a sense of self-confidence. This method is aimed at removing the "barrier" between the teacher and the learner.

The following examples can be given to museums:

1. Presentation. Students or participants are asked to introduce themselves and provide specific information about themselves. This method takes less time.

2. Interview. Couples who don't know each other well are formed and get to know them. They are given 5-7 minutes to take. Then each member of the couple is whole added some interesting facts about his partner to the group offers without. This method gives participants a sense of confidence.

3. Tables. Each participant will be given a felt-tip pen and a large piece of paper. The paper is divided into four sections, and each student is asked to write the following information. For example, some secret, hobby, dislike, and so on.

In doing so, the educator assigns tasks based on the individuality and mood of the students. After completing the work, all participants can exchange papers with each other or read it to everyone. The advantage of this method is that the information is written on paper and does not have to

be presented, which allows shy children to take an active part in the lesson. All of these methods are invaluable in language learning.

In conclusion, when teaching with interactive methods focuses on the interests and age of the students, the benefits of the lesson are even greater. Because some of these methods are not suitable for young schoolchildren. But in any case, these methods benefit both the teacher and the students in language learning.

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PSYCHOLOGICAL AND CRIMINAL LEGAL ASPECTS OF SUICIDAL BEHAVIOR
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Annotation: This article reviews the psychological and criminal aspects of suicidal behavior, determining the cause of suicide, the two main stages of assessing suicide, the condemnation of suicidal acts by law scholars, and the fact that suicide is currently a socially dangerous crime, that in all CIS countries and in our Republic, bringing a person to suicide entails criminal liability.

Keywords: Person, individual, suicide, suicidal behavior, psychotropic substances, unemployment, anxiety in the family, alcohol, drugs, immorality, suicide.

Identifying the cause of suicide is a complex matter. Often this is the cause of a person's lifestyle, external factors that affect him. But other aspects that are independent of the individual cannot be ignored. For example, factors that can lead to suicidal tendencies include unemployment, family anxiety, drink alcohol, take drugs and psychotropic substances.

In society, suicide has always been discussed, even punished. Naturally, the question arises whether an individual's voluntary suicide should be