

Ibodullaeva Go'zal Jo'raevna

Senior Teacher, Termez State university

**FACTORS OF INNOVATIVE APPROACH IN IMPROVING THE
PEDAGOGICAL SKILLS OF LANGUAGE TEACHERS.**

Annotation. This article deals with Factors of innovative approach in improving the pedagogical skills of school teachers. There are some factors about how to be a qualified teacher.

Key words: skill, system, develop, pedagogical, activity, key

Self-esteem of the teacher on the basis of communicative activity the ability to manage lies in. The researchers found that pedagogical task is the key to the pedagogical process they interpret it as a peculiar system that manifests unity.

Requirements for the person of the teacher:

-political, social and economic development of society how to properly evaluate directions;

-it is necessary for society in a certain period of development the future holds the standards for the formation of a specialist be;

-loves pedagogical activity;

-to have special knowledge in their field;

-be smart;

-pedagogical feeling;

-high maturity;

-high level of general culture and morality;

-have masterfully mastered pedagogical technologies.

Additional requirements for the pedagogical person: admission to obtain, mastery, cheerfulness, good taste and so on. Those listed above are characteristic of the pedagogical personality not innate qualities, but they are regular on the teacher's own and betinim labor is brought to the surface as a result of its enormous services.

Pedagogical ability. The professional activity of the teacher is an extraordinary general and requires special abilities. The success of professional and pedagogical activity private pedagogical will depend on the abilities. Following pedagogical abilities groups differ:

- sensitivity to the object (student) ;
- communism is the act of turning away from people, benevolence,
- having a way to deal with people;
- perceptive abilities – professional maturity, empathy, pedagogical feeling;
- dynamics of the individual – ability to influence the Will and make sense

Knowledge, skills and skills acquisition activities and personality training ability is also relevant skills in teaching, learning and teaching includes:

- to see and feel the understanding of the student, such understanding
- ability to set levels and character;
- independent selection of teaching material, the effect of teaching
- ability to specify transmitter methods and techniques;
- ability to receive independent training and independent improvement. Of communicative abilities in the literature on psychology several groups differ:

1. The fact that a person knows another person. In this group of abilities

to a person as a person, to assess the individual's individual appearance, motivation and behavior, the person's appearance, behavior and interior to evaluate the ratio of the world quot; savlati, sign, mimicquot; covers "read" his pantomime.

2. Self-knowledge of a person. He has his own knowledge, abilities his character and other aspects of his personality, as well as from the outside and what kind of assessment should be given to him by those around him it is envisaged to give such an assessment, if any.

3. Correctly assess the situation of communication. This situation observation, the choice of signs that will give her more information and give her attracting attention; social and psychological of the situation that has arisen a number of his ability to correctly perceive and evaluate.

Types of teacher activity

Professional activity of the Higher School teacher in different directions will be. The most important of them are the Tuban:

Educational pedagogical activity. This activity meets the requirements of society it will be directed to the organization of the educational process in the Higher School. Teaching and research for higher education process interoperability, student activity and independent work it is characteristic to increase the importance of a person who is creative potential. Theoretical and practical activity in pedagogical activity in Higher School the addition is carried out. Theoretical activity is connected with the opening of new legislation. Practical activity to update certain situations and pedagogical tasks will be directed to the solution of the system. Teacher interaction of concrete science with other educational sciences determines the objectives and objectives of its teaching by binding, which will stimulate the student's educational and cognitive activities the content of the teaching, modern forms and techniques are thought out. The peculiarity of the educational and pedagogical activity of the teacher is its active participation in research work. Organizational activities. Such activities are scientific research and in the qualification of accurate planning and organization of the educational process it seems. This is the interrelation of teachers, students and other scholars activity is. Organizational activity itself, its time; students' individual, group, collective work; perform joint research selecting personnel to increase and defining their functions it is manifested in the qualification of the organization of giving.

The main task of organizational activity is this activity it is the integration of the behavior of participants. Scientific-cognitive activity. This activity deepens the universe and itself and in all respects it seems in the qualification of cognition.

The teacher is engaged in his own research, students and researchers of aspirants analyzes the process and results of activities.

Communication activities. This activity ranks and students provides for the qualification of establishing optimal interaction with the public.

V.A.Slasten's pedagogical task is to say, know, reality thought-out pedagogy with the purpose of renewal (change) understands the situation. Pedagogical activity of the teacher towards the goal function: strategic, tactical and operational as a large group of three it differs.

Strategic task. This is a unique huge task. Strategic tasks it follows from the general objectives of Education. He society reflect the needs of the object of development. These tasks the initial goal and final results of pedagogical activity will clarify. Strategic tasks in the current pedagogical process to tactical tasks turns. Tactical tasks to ensure the final results of training it is he or she who has strategic objectives while maintaining orientation both are tasks that are solved in the bladder.

Operational tasks are introduced in the practical activity of the pedagogue and the first tasks that will solve in the queue.

Analysis of professional activities of A Higher School teacher that it shows that this profession is a very complex and extremely creative profession.

Theoretical factors of innovative activity

Innovation (English innovation) - introduction of innovation, it's a novelty.

A.I. When Prigojin says innovation is a certain social unity - new, relatively stable elements to the organization, population, society, group understands changes according to the intended purpose of the introduction. Uroctea innovator activity.

Researchers (A.I. Prigojin, B.V. Sazanav, V.S. Tolstoy, A.G.Kruglikov, A.S.Axiezer, N.P.Stepanov and others) innovative two approaches to the study of the components of processes distinguish: individuality of novelty and separately interaction of the included updates. What's New introduced to life in the first approach the idea is enlightened. Separately included in the second approach interaction of news, their unity, competition and outcome the result is the replacement of one.

References:

1. Joraevna I. G. TECHNOLOGY OF USING E-LEARNING RESOURCES IN TEACHING ENGLISH //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – №. 6.
2. Joraevna I. G. TECHNOLOGY OF USING E-LEARNING RESOURCES IN TEACHING ENGLISH //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – №. 6.
3. Joraevna I. G. TECHNOLOGY OF USING E-LEARNING RESOURCES IN TEACHING ENGLISH //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – №. 6.
4. Ибодуллаева Г. Ж., Соатмуродова Ш. З. Особенности аббревиации во французском, английском и русском языках //Актуальные проблемы гуманитарных и естественных наук. – 2018. – №. 3. – С. 54-56.
5. Ибодуллаева Г. Ж., Соатмуродова Ш. З. Особенности аббревиации во французском, английском и русском языках //Актуальные проблемы гуманитарных и естественных наук. – 2018. – №. 3. – С. 54-56.
6. Ибодуллаева Г. Д. Роль принципа наглядности в процессе изучения иностранного языка //Вестник современной науки. – 2017. – №. 3-2. – С. 33-34.

7. Ибодуллаева Г. Д. Роль принципа наглядности в процессе изучения иностранного языка //Вестник современной науки. – 2017. – №. 3-2. – С. 33-34.

DIDACTIC TOOLS USED TO DEVELOP SPEECH COMPETENCE OF SCHOOL CHILDREN

Jo'rayeva Mohira Yunus qizi
Karshi State University, Uzbekistan
joraevamohira71@gmail.com

Annotation

This article deals with the materials used to develop the speech competence of the school children and provides interesting games which are useful while teaching foreign languages

Key words: Didactic games, speech competence, activities, communication, certain objects, information.

Didactic games are noted as the leading educational method among the experiences of organizing modern preschool and primary education. After all, play is the main activity in the life of preschool and school-aged children. A child uses game elements to understand the world, engage in social relations, and even work, and tries to perform various activities in harmony with the game. In the early period of a person's life, his main needs, desires, and hopes are expressed in the content and actions of the game. As the child enters social relations, he strives to independently perform any activity, tries to directly participate in the activities of adults. The more the child learns about the outside world, the more interested he becomes in the life of adults. During the game, the child has the opportunity to behave like an adult, imitating the behavior of adults. It is in game activity that the child moves independently, freely expresses his wishes, dreams, imagination, and feelings. During the game, the child learns other types of activities: he learns knowledge, develops work skills, learns physical exercises, learns to follow the rules of communication and discipline. The following games are effective in teaching children a foreign language: [2,27-b].

1. Day and night. Teacher writes two or more words on the blackboard. After pupils read it, teacher says “night”. Children close their eyes and pretend to sleep. The teacher changes a letter or syllable and then says “day”. Children open their eyes and then they should find the difference.

Bat-rat
sea-see