

# **SPECIFIC APPROACHES TO THE METHODOLOGY OF TEACHING ENGLISH AT HIGHER EDUCATION SYSTEM**

**ISBN: 978-93-90663-26-5**

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**Published by  
Novateur Publication**  
466, Sadashiv Peth, M.S.India-411030

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF  
THE REPUBLIC OF UZBEKISTAN**

**JIZZAKH STATE PEDAGOGICAL INSTITUTE  
NAMED AFTER ABDULLA QADIRI**

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**SPECIFIC APPROACHES TO THE METHODOLOGY OF TEACHING  
ENGLISH AT HIGHER EDUCATION SYSTEM**

**Monograph**

Jabbarova A.J., Axmedova M.X Specific approaches to the methodology of teaching English at Higher Education System. Monograph.

This monograph is devoted to the problem of the use of new educational technologies in teaching English in higher education system. In the monograph, the English language lessons are considered the most modern and promising pedagogical technologies that contribute to intensification of the educational process and activity.

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## INTRODUCTION

The need for large-scale use of information obtained as a result of globalization in the world within the framework of its field further exacerbated the need for further development of Foreign Language Teaching in the system of Higher Education. The importance of innovative technologies in the training of future foreign language specialists, the activation of educational activities of students in English language lessons, the ability to freely communicate in their professional fields in foreign languages of specialists of various fields in developed countries of the world such as the USA, England, Germany, Spain, Russia, India, Korea, communicative: it is important to conduct scientific research on the issues of listening, understanding, speaking, reading and writing skills, language-based learning, task-based learning, content-based learning and project-based learning.

The integration of our Republic into the world community has become one of the most important tasks of the training of qualified specialists who have excellently and thoroughly mastered foreign languages. Such important tasks as "Training modern personnel who know several foreign languages in our country, carrying out scientific work on foreign languages, improving the methodology of Language Teaching"<sup>1</sup> are defined. In this regard, it is important to improve the teaching methodology on the basis of foreign communicative activity, an integrated approach oriented to the individual, aimed at acquiring competence; to study foreign experience and to prepare specialists of various fields with a thorough knowledge of foreign languages.

Innovative educational technologies serve as a means of practical implementation of modern educational systems, which have higher pedagogical properties than traditional didactic systems. They, on the one hand, provide the necessary and sufficient level of effectiveness and quality of teaching in their reproduction, on the other hand, maintain the forms of teaching as a basis and give

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<sup>1</sup> Resolution of the President of the Republic of Uzbekistan No. PP-5117 of May 19, 2021 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level."

each student the opportunity to learn according to an individual program taking into account their abilities, reasons, inclinations and other personal qualities.

In order to implement the tasks set out in No. PP-5117 Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 "On measures to bring the activities of popularization of foreign languages in the Republic of Uzbekistan to a qualitatively new level", No. PQ-3775 of June 5, 2018 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country", dated October 10, 2018 VMQ-816 Resolution of the Government of the Republic of Uzbekistan "On the provision of higher education institutions with textbooks", Decree No. PF-4947 of February 7, 2017 "On the strategy of further development of the Republic of Uzbekistan", Decree No. PQ-2909 of April 20, 2017 "On measures to further develop the system of higher education", Resolution of VMQ-610 of August 11, 2017 "On measures to further improve the quality of foreign language teaching in educational institutions", Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 24, 2016 No 174 "On measures to procure foreign educational and scientific literature for the higher education system" and other normative legal acts related to the activity, the updating of the ideology and content of education of future English teachers is carried out together with the development of innovative educational technologies.

## **CHAPTER I. ACTIVATION OF ACADEMIC ACTIVITIES OF FUTURE ENGLISH TEACHERS IN ENGLISH LESSONS**

### **1.1. The initial rules of the theory of intensification**

To fulfill the mentioned requirements, to have a wide knowledge of his specialty, as well as to be competitive in the world community, at the present time is necessary to learn a foreign language perfectly. In the decree of the President of the Republic of Uzbekistan "On the strategy of action" on February 7, 2017, he noted that the development of the education and science sector is associated with the emergence of new educational content, changes in the training of competent generation personnel and new approaches, modern professional spheres, as well as its connection with the conditions of our country [3]. In particular, serious attention is paid to the system of teaching English in the country in the context of the organization of professional training and professional training of future English teachers on the basis of intellectual games aimed at developing the intellect of future English teachers.

The reforms carried out in the field of education in our country have also brought about radical changes in the teaching of foreign languages, which in turn leads to regular improvements in the methods of teaching foreign languages. In particular, the establishment of continuous education of foreign languages starting from primary classes on the basis of the decision of PQ-1875 "On measures for further improvement of the Foreign Language Learning System" of December 10, 2012 requires improvement of state educational standards on the basis of international requirements, updating the content of educational programs for all stages of the educational system, a new approach to the educational process and the introduction of modern technologies [7].

Analysis of the opinions of scientists studying the reforms of the higher education system shows the problems in the field of Higher Education: the discrepancy between the structure of higher education and the requirements of the

market economy; the rapid depreciation of programs; the discrepancy between the knowledge and skills acquired in the higher education system; the conditions of market demand for specialists; the lack of quality control and assurance mechanisms; increasing the tendency towards inequality in the education system, etc.

The result of traditional approaches in higher education, such as memorization, repetition, work with textbooks, etc., shows that the educational process is organized in a simple and tedious way.

Attention to the student becomes the attitude of the educational process to the subject-object. In this case, the subject is the teacher, and the object of the pedagogical effect is the student. Such a method of teaching will result in discontent and unpredictability in students, the desire to quit and become independent. Experience shows that the subject-subject relationship between teacher and student is preferred and more effective in the learning process. To establish such a relationship, it is necessary to know more about the characteristics, interests and inclinations of students at the beginning of their studies.

The scale of socio-economic changes taking place today, their complexity, accuracy, relevance and scientific applicability objectively determine the growth and importance of the education system. It is an education system that determines the prospects for the development of society as a whole and the formation of the intellectual potential of the country in the XXI century, and is one of the strategic directions of its development.

Increasing the effectiveness of the learning process is the most important problem that concerns all teachers. When traditional teaching is provided with materials, the motivational mood for learning is sharply reduced, the Will Power is weakened, the ability to work is reduced, and fatigue is quickly adjusted. However, excessive simplification of the material also reduces the interest in learning, does not contribute to the formation of educational skills as well as the development of students.



Traditional pedagogy recommends the transition from simple to complex, from abstract to accuracy, from unknown to known, from general, etc. to provide material and provide convenience and expediency in organizing student activities. However, the same rule, but in the system of intensive training, which is discussed in this monograph, is carried out in a different way, if you start with a simple, but with a general, not close, but with the main thing, not with the elements, but with the structure, and not from the parts, but from the button [23]. Consequently, the difficulties encountered by students in a particular activity are not only related to the content of the material, but also to the methodological approaches used by the teacher.

The emotional movement that accompanies the study and mastery of a given material and the development of skills and competencies is of great importance. Such knowledge, as well as knowledge acquired independently, will be remembered for a long time, will be very strong. The knowledge they seek to apply in their practical activities also becomes a solid treasure of memory.

Collaboration and collaboration-based engagement is becoming increasingly popular. In such an environment, the student is a full participant in the pedagogical process, creating trust, empty relationships, teacher-student interaction between teacher and students, which creates a motivational and creative environment.

Some higher education institutions have traditional and non-traditional education systems. Secondly, non-standard methods of teaching are more widely used. Teachers strive to create a humane climate, an atmosphere of active communication, give up traditional assessments and strive to take into account the individual results of each student. Instead of traditional assessments, a knowledge rating is used and a brief review of each student's success and results is made.

Psychological conditions in the organization of the educational process are not indifferent to the students, if they liked the ability to work or caused its decline. In the process, at first glance, every detail is important (lighting and painting of the

training room, its equipment, the level of sound pressure, the level of comfort of the workplace and the rationality of the workplace...).

For example, the level of illumination is extremely important to ensure efficiency, it also affects the quality of work performed by students. At 30 lux light level, visual acuity begins to decline after the first hour of classes, and by the fifth fall, according to experts' measurements, falls by 22% compared to the morning level. If the training is conducted in 100 lux lighting, the visual acuity increases until the first third hour of classes, and the decline by the end of classes does not reach the initial, Morning level. Blindness, as well as flashing light, has a very negative effect not only on visual functions, but also on the state of the human cardiovascular system.

The color representation of buildings and equipment affects the performance efficiency of students. Bright, warm colors, which have the same power of light sources, significantly increase the level of light in buildings and have a positive effect on performance. At the same time, with the same orientation of the windows and the same color of the walls and furniture of light colors, the illumination is 20% higher than the tables painted in black than the auditorium.

With increased air temperature in the room, there is a decrease in performance. For example, attention, the ability to remember decreases and decreases with the rise of air temperature, which improves and causes it to a comfortable room temperature of 18-20 degrees. It is also important to provide the premises with air exchange [33].

All the so-called "little things" that affect the effectiveness and quality of the educational process are now being intensively considered by relatively young science fields such as ergonomics and psychohygiene.

The most important criterion for the effectiveness of teaching is to achieve the educational goal. The most important criterion for the effectiveness of teaching is to achieve the educational goal. The criterion of the effectiveness of the student's activities in the educational process is the level of mastery of knowledge and skills,

the development of ways to solve cognitive and practical problems, the intensity of development.

The problem of improving teaching in higher education sets the following tasks for teachers of higher educational institutions: increasing the intensity of the educational process; developing interest in the subject under study; activating the educational and independent activities of students; increasing efficiency — closely related to the functions of the effectiveness of all types of educational work, scientific, educational and vocational training.

The main direction in the activities of the teacher of higher education is to improve the quality of training of graduates and to strengthen the relationship of teaching with advanced science, production and Public Practice. Apparently, at the present stage, only the joint collective efforts of scientists, psychologists, teachers, Methodists will allow to develop the most effective educational system that can fulfill the modern state order and take into account the level of scientific and technological progress.

At the beginning of the new century in the conditions of transition to market relations, one of the main tasks of each higher educational institution is to organize, in our opinion, the educational process in such a way that the graduate first meets the following modern requirements:

The presence of in-depth knowledge and skills in your chosen profession based on the study of the latest achievements of Science and technology. The graduate must be a highly qualified specialist in his / her own and related fields, be able to apply the acquired knowledge in practice.

Be prepared to work in a complex, rapidly changing environment. The graduate understands that the solution of new complex tasks before the society helps such as continuous creativity, scientifically based approach, continuous improvement and rapid orientation in a rapidly changing environment in accordance with the demand for the relevant specialty. In this regard, there is a

need to maximize the use of natural and develop the necessary abilities of each person in accordance with the selected specialty.

Formation of the graduate identity of higher education as a carrier of spiritual culture on the basis of pedagogy and art. At the same time, spiritual culture involves the integrated improvement of man in general, without distinction in the moral, emotional, spiritual and activity relations of man, which are based on the dominant components-humanity, quality, creativity, beauty, authenticity, etc.

Let's look at the example of teaching a foreign language in higher education, how the above requirements are fulfilled in practice. According to the requirements of the attestation for the acquisition of a foreign language, a secondary school student must be able to speak a foreign language within the framework of the program, which is completed by the end of the primary school period. This means that graduates of higher education, in addition to language and regional knowledge, have formed communicative skills in speech, listening, reading and writing. At the same time, the graduate has the skills to follow the basic norms of socio-cultural behavior adopted in the countries of the language under study, the rules of speech and non-speech behavior, the correct attitude to the partner of communication and respect for another culture. It is necessary to constantly deepen their knowledge, to have compensatory strategies, that is, to feel the ability and develop the ability to get out of the situation when language resources are insufficient.

By the types of speech activity (speaking, listening, reading and writing), these requirements are distributed as follows:

a) fluency (to speak, to achieve the necessary communicative competence in the most typical situations of communication (to establish and maintain relations in conversation, to express your opinion and to motivate the interlocutor to respond, to invite him to express his point of view). To be able to teach their native speakers in a foreign language. The speech of the future English teacher should be clear, unstressed, with the right accent and intonation. It is understandable for the mother tongue, it must correspond to the situation of communication, the subject of speech

and the social situation of the interlocutor. The future English teacher should have both colloquial speech and monologue. Types of dialogues can have a character of etiquette, ask, exchange of views, messages, etc. Types of monologue statements include: reading a lecture in a foreign language, a story, a description, a statement, etc. The future English teacher must be able to fulfill the role of a one-way and two-way translator, actively absorb certain foreign words and phrases envisaged in the program.

b) listening should be at the level of the formation of communicative competence, i.e.: the ability to understand the literary and colloquial speech of native speakers in everyday communication situations; the ability to understand the contents of the audio text in conditions of indirect perception of the message (radio, television); the texts received by the ear must be original. The listening skills of the graduate should be at a level that allows them to fully and clearly understand (to respond adequately to what they hear), to solve communicative tasks such as obtaining meaningful information for themselves, etc.

c) the level of proficiency in reading in a foreign language implies the achievement of the graduate's communicative competence, which gives him the opportunity to read original texts of different types and types (without accent and with correct intonation), as well as texts of journalistic, artistic and popular Science. Reading should be carried out with a full understanding of the main content of the text, highlighting the main idea, the main information. The rate of reading should correspond to the rate of reading in the native language. If necessary, the graduate can optionally master the speed reading in a foreign language. They should be able to use original texts that are characterized by a normal language (pragmatic, journalistic, as well as educational and artistic texts).

d) must be at the level of achieving the necessary competency, which provides the graduate with the ability to write: fill out questionnaires, forms, write letters, messages, reports, lectures, translate texts without significant errors.

Brief requirements for a graduate of higher education in the profile of a foreign language teacher. The problem is that now none of the requirements for a graduate are fully met. This is evidenced by the results of examination sessions held in language universities, statements of Foreign Language teachers in higher education, publications on this subject by scientists and teachers, the practice of students-graduates of higher education, as well as the identified experiments conducted.

According to the encyclopedic definition, the word "intensive" is intense, developed; has high indicators. "Intensification" means to increase, strengthen tension, productivity, efficiency.

The method of intensive training is usually designed in the following way, that is, the traditional method of teaching, during this period any innovations that allow to achieve high results are carried out. Or, in another case, the traditional method of teaching is completely or partially replaced by the advanced method of teaching. In intensive training, the most important achievements of psychological, pedagogical and other disciplines are used.

Among these innovations can be the following: a competent scientifically-based structure of the process of teaching a foreign language in stages, periods, cycles, modules, etc.: the wide use of various and, first of all, new technical means of teaching, that is, the use of computer tools; the use of active intellectual forms of play in teaching; the constant development of students' aspirations for creativity, self-education; the development and use of students' learning skills taking into account individual needs and psychological characteristics-the development and application of new teaching techniques taking into account the psychophysiological characteristics of teachers to increase motivation and so on.

In the work of V.A. Slaven, I.F. Isaev, A.I. Mishchenko, E.N. Shiyanov [36] "pedagogy": "Intensification of the educational process, as well as various innovations, results of scientific research, advanced pedagogical experience of

individual teachers and entire communities. In order to achieve these objectives, they believe that intensification must be scientifically justified and managed".

With the introduction of elements of its intensification into the process of education in higher education, each teacher will need special psychological and pedagogical training, since in his professional activity, not only his knowledge in a special science, but also modern knowledge in pedagogy and psychology, methods of teaching and education are carried out. The teacher must act as the author, developer, researcher, user and promoter of new theories and concepts.

The need to intensify the educational process in the current conditions of development of society, culture and education is determined by a number of circumstances, including:

- socio-economic changes arising from the need to radically update the educational system, methods and methods of organizing the educational process in higher education;

- strengthening the humanization of the content of education, the continuous change in the size and content of the academic disciplines and their components, the introduction of new educational disciplines or departments of Sciences, in turn, requires the constant search for new organizational forms and methods of teaching;

- in the selection of new programs, textbooks, methods and methods of pedagogical activity, conducting experiments and research (with constant analysis and evaluation by specialists and educational institutions, giving the teacher a certain independence);

- access to market relations in higher education institutions and create a real state of their competitiveness.

We will consider one of the examples of intensification of the process of teaching a foreign language by introducing innovations. In an educational institution, two groups of studies with approximately equal composition and education begin to study a foreign language. In one of them (control) the teacher organizes the educational process according to the generally accepted traditional

scheme, strictly adhering to the approved plan, according to which the students are taught the pronunciation of sounds, reading, intonation, writing, grammar rules, etc. The same foreign language learner shall carry out the following renewal of the teacher assigned to the group on his initiative in the parallel group.

The teacher introduces the students to the translation, including texts selected or personally prepared in a foreign language, including frequently used idiomatic phrases, interesting content, manages the basic action to ensure that students learn these texts as soon as possible. The learning process is built in a similar way to mastering a separate song, monologue and dialogue with the help of highly qualified specialists. Among the texts chosen by the teacher can be monologues, dialogues, poems, popular songs, rhythmic expressions, etc.

After some time (usually three to four weeks), the students of the control group have mastered or trained new sounds for themselves, work on their pronunciation, get acquainted with the rules of the grammar of the language under study. Second, the students of the experimental group speak in the framework of a certain topic in the language under study "free". Their speech is not already available to the students of the control group, who have an unusual and sharply different intonation from the intonation in their native language, both in complexity and in pronunciation. The faces of the students of the experimental group reflect extremely positive emotions, they consider themselves already "specialists" of a new language, and when they want to expand their knowledge, they fall in love with a new subject-a foreign language. At home, their relatives and friends will enjoy their success.

It should also be noted that in the process of introducing the results of psychological and pedagogical research into practical pedagogical activity, in particular innovations, the main criteria: innovation, efficiency, optimality and the possibility of creative application of them in mass practice play an important role.

O.R. Okolelov [31] also believes that his followers, most of the methods of intensive training designing the system of higher education, are based on the free



idea of a person's mental capacity in his activities to develop new knowledge. The intensity of the educational process, in their opinion, depends on the following: accumulated individual experience; mental and cultural potentials (the teacher and the student), the availability of appropriate modern means of knowledge; forms, methods and tools of teaching and education. They argue that the experimental search for promising areas for improvement of the educational process showed a high efficiency of intensive education systems compared to other known systems.

The main distinguishing feature of intensive education in the system of higher education is that each student has his own individual curriculum within such an educational system, which provides him only the optimal direction of the educational process. economic use of its mental and physiological capabilities, as well as the content of training, as well as the rational and economical choice of forms, techniques and methods of organizing independent work.

## **1.2. The essence of the concept of "Intensification"**

Many specialists in the field of psychology and pedagogy (for example, L.Sh. Gegechkori, V.I. Kodukhov and so on.) it is believed that the term "intensification" is closely related to the concept of "optimization". Intensification and optimization are two sides of the same educational and pedagogical process of improving the quality of Education. As you know, the terms themselves came from the Latin roots: "intensio" - strengthening, "optimus" - the best. These two concepts mean two sides of the measure of activity — quantitative and qualitative.

Optimization is a mathematical concept associated with the theory of algorithms, that is, a system of computational operations that accurately determines the method of calculation, the ability to solve a problem in a general way, to repeat through options and choose the best (optimal).

The ideas of optimization became especially relevant in the late 60s and early 70s in connection with the development of society and science. The scientific and

technological revolution, the ideas of consistency, the development of the general management system and the mathematization of the sciences have had a significant impact on pedagogy and pedagogical practice. If optimization in the mathematical sciences involves choosing the best, most effective option, optimization in the methodology involves recognizing the variability of the teaching practice, using all the best, one, best solution that the science itself has accumulated takes. Yu.K. Babansky explains in his book "Learning Process Optimization" that "... the teacher must look for the optimal combination of principles, forms and methods for each specific work".

The optimization of education will help to accelerate the teaching activities, improve their quality, and this will organize, encourage and control the student and teacher activities. Optimization is effective when the time of mastering a new material is reduced and the quality of teaching as creative is improved.

When we say optimization in the methodology, it is understood that the choice of the teaching material and its organization would be desirable to ensure the construction of this learning process and the achievement of the set goals. Under intensification (A.I. Nikitin,) "...it is necessary to understand that to increase the effectiveness of each student's work, increase the volume of teaching material without increasing the time, carefully select the most effective exercises to activate the material, to tighten the knowledge of the lesson and to stimulate the students' interest in studying the subject".

The concept of "intensification of education" is vaguely interpreted by various authors of pedagogical research. N.D.Kryukova believes that the concept of "intensification of education": the optimal organization of education, allows you to achieve maximum results in a short time.

If "time saving" is taken as a leading indicator of the effectiveness of education, then according to Yu.K.Babansky from this point of view, intensification can be defined as the improvement in the efficiency of the educational work of the teacher and the student in each unit of time. Large

didactics such as S.I. Arkhangelsky, Yu. K. Pepansky, B.P. Bespalko, N. F.Talyzina have in their works formed a number of features of the concept of "intensification of the educational process".

S.I.Arkhangelsky [13] noted that "If there is a level of participation in the activity, the efficiency is the total efficiency of participation of students in educational activities, then the intensity, such participation and maximization of the best result, it is characterized by the highest quality, the level of mastering of knowledge, each of its components and its economic efficiency."

B.P.Bespalko introduces the principle of intensity of the didactic process as the basic principle of the theory of the design of the educational process. This principle "Introduced didactic process makes it possible to solve didactic problems faster and at the same time at a higher level... The rate of compliance of this didactic process with the principle of intensity of education and training is the rate of assimilation by the indicators given by the students of a particular activity".

N.F.Talyzina comes to the following conclusion: "Also, the task: to improve the quality of education and at the same time to increase the amount of information received in the process of studying in higher education, without increasing the speed of Education".

O.P.Okolelov [31] considers two directions for finding ways to solve this problem. First, in modern training, it is necessary to pay attention to the methods of cognitive activity, to limit the set of concrete facts, and secondly, to find rational types of human activity that allow to assimilate the content of knowledge intended for it with established indicators in a short period of time.

S.I. Arkhangelsky noted that "The systematic approach allows us to identify reasonable ways to improve the educational process by introducing appropriate methods and tools for intensification. These ways include: improving the quality of scientific and methodical work, the use of scientific input tools and new teaching aids, rational planning of the content of teaching, the timing of educational work, rational use of the material and technical base, etc."

Among the factors of intensification of the educational process, Yu.K. Babansky considers: "To increase the expediency of education, to increase the informative potential of educational content; to use active methods and forms of education; to accelerate the pace of educational activity; to develop skills in educational work; to use computers and other new technological tools" [15].

T.G.Skibina drew attention to the psychological characteristics of the student's educational activities and said, "The intensity of mental activity depends on many factors: the content and complexity of mental tasks, the level of knowledge, mental abilities and skills, as well as the general psychological relationship of the individual".- he says.

Therefore, the results of higher development depend not only on the objective conditions of the organization of the educational process in higher education, but they are largely determined by the psychological factors of the individual characteristics of the activity itself.

Having briefly commented on the various points of view on the essence of the concept of "Intensification of education", we come to the conclusion that this concept is rightly one of the main concepts of didactics. The intensity of the educational process does not mean simple improvement in some aspects of the existing teaching practice, but the scientific search for the best or even the only holistic education system in these conditions will lead to the goals set in the shortest possible time.

Intensification and optimization of the learning process are general didactic concepts and are used by teachers in the process of teaching various subjects. The goals set by the developers of the intensive training program can be different, namely: to reduce the duration of training while maintaining its quality; to significantly and sharply increase the quality and results of training at the same time; to encourage the students' interest in expanding and deepening their knowledge on the subject under study in addition to the curriculum etc.

### **1.3. Intensification of the system of training of future English Language teachers**

The main goal of higher education is not only the formation of a system of knowledge and practical skills necessary for the future profession, but also the training, training and development of a specialist as an initiator in high moral, social mature, creative active, difficult market conditions.

Higher education institutions are now considered as centers of cognitive production, and the knowledge itself is perceived as the raw material used or processed in the training of highly qualified specialists. At the same time, knowledge is no longer a reality as before, but a subject of application. Such types of knowledge are highly valued by specialists from their abilities.

Currently, the decline in the level of knowledge largely depends on the quality of the lesson: monotony, boredom, template... students are given all the knowledge in ready-made form. With such training, thinking does not develop. Therefore, the most important thing for teachers is to teach the process of learning to students thinking, understanding, finding, solving, proving, reasoning, affirming, etc.

The most advanced teachers use various forms of interpretation of the teaching material and the opinions of future English teachers to "revitalize" the educational process by actively involving future English teachers in active creative work. In this case, we take into account the activation of future English teachers, increase interest in knowledge, increase the thinking and enthusiasm of future English teachers, and at the same time take into account the personal abilities of future English teachers. in this case, we are talking about giving a certain type of non-standard, intellectual techniques that provide speed of remembering, understanding and mastering the learning material.

In order to improve the effectiveness of teaching any subject, in particular a foreign language, it is necessary to take a lot of care not only about repetition, but also about ways of providing educational material, organizing educational

activities, forming interest in cognition. It is important that the learning material itself is interesting, and then the process of its mastering qualitatively changes: the form becomes a means of knowledge from the goal of knowledge.

Students must work collaboratively. Humanistic pedagogy recognizes the student as the subject of the pedagogical process and emphasizes the priority of the relation between the subject and the subject. The transition from a monologue to a dialogue in pedagogical activity is a clear form of humanization of the educational and educational process.

Humanistic pedagogy is a direction that is aimed at the student's personality in pedagogy, taking into account his individual interests and abilities. Humanistic pedagogy considers the student as a conscious and active participant in the educational process, gives priority to the overall development of intellectual qualities in relation to the assimilation of a certain amount of information and aims to transform students into a free and active person ready for self-improvement and self-realization and effective activity in human society. In comparison with other approaches, humanistic pedagogy seeks to give students more freedom in education [45].

In the educational process, the adaptation of each student to his individuality must be carried out through a thorough study of his natural abilities and the development of skills necessary for the qualitative development of the subject under study.

The humanistic purpose of Education requires a revision of its meaning. It should contain not only the latest scientific and technical data, but also knowledge and skills of humanitarian personal development, experience of creative activity, emotional and value attitude to the world and the person in it, as well as a system of moral emotions that determine their behavior in different life situations.

The implementation of cultural and humanistic functions of Education also poses the problem of the development and implementation of new educational

programs that will help to eliminate the imbalance of education, its alienation from real life.

According to well-known economists (D.I. Chuprunov, E.I. Jilsov), one of the most important legalities of the scientific and Cultural Revolution is the constant creative research, the growing need for professionals with scientific approach skills to acquire new knowledge and solve modern production. In the system of Higher Education, the main condition for the implementation of this pattern is the transition from a narrow-profile preparation to a wide-profile preparation [33].

Modern education should ensure the harmony of special disciplines with such presentation of the educational material that teaches the student to think independently, which contributes to the formation of "Knowledge, Research, Critical Thought". In fact, in the process of further development of productive forces, technical equipment, when previously transferred to artificially created devices, technical structures, machines, active activities of tasks that could only be performed by man, independence from man is required when using these achievements.

Taking into account this very pattern, the most important task put before higher education is the solution of life itself, that is, the restoration of Science and practice about a person, the revival of humanistic traditions.

The emergence of the problem of intensive training is associated with the introduction of innovation into the educational process of higher institutions. At a certain stage, computers that contribute to the creation of programs for such education appear, which provides a number of advantages: it helps to remember information; expands human knowledge; it allows to automate the management process and carry out logical operations (K.Leng).

Intensification of the system of preparation of future English teachers for creative and inventive activities is impossible without the use of modern technical means. This leads to an increase in the volume of creative work, an increase in the amount of information being processed at the same time.

They provide a qualitative increase in the intensification of the academic activities of future English Language teachers; significantly expand the opportunities for the collection and presentation of information for educational research activities; help to formulate the imagination of future English Language teachers about their activities.

The educational process in higher education should be built in such a way that future English teachers in the educational process of higher education should learn to master knowledge, skills and knowledge and experience of creative independence, form psychological, theoretical and practical preparation for the activities of mental and self-education. Future English teachers should be prepared for creativity, action in an infinitely changing reality.

All active learning techniques should be based on the following principles:

- 1) to create cooperation between teachers and students;
- 2) attention to students' creative competences and abilities;
- 3) the optimal combination of intuitive and logical, conscious and unconscious.

The main factors determining socio-economic benefits in vocational training of Higher Education:

a) the increasing role of highly skilled labour in the society leads to the stimulation of the process of mastering this knowledge which means intensification of this process, expands and strengthens the higher education system and consequently the need for quantitative and qualitative changes in their preparation to ensure the competitiveness of future English Language teachers;

b) increase in the volume of scientific information, because the dynamics of development requires rapid and professional mastering of new areas of knowledge from modern specialists, rapid change of specialization;

c) the intensive formation of new directions of Science, the predominance of integration in relation to differentiation in different areas of knowledge, the various phenomena surrounding it, the objects, the systematic view of the processes



necessitate this justification and the professionalization of the training of future English Language teachers;

d) the improvement of the means of Labor, the wide use of personal computers in the educational process leads to an increase in the ratio of creative, heuristic tasks in the activities of future English teachers, its general culture and personal qualities;

e) the system vision of a specialist, when each phenomenon is considered as part of a wide system with all the laws emanating from it;

f) to strengthen the relationship between science and science, to build the whole process of preparation for the specialty as a single-purpose system, according to which it is possible to build an integral system of training future English teachers;

g) directing all means of activity to the person himself, changing his views on his scientific and professional activity.

The concept of "intensification" has a lot in common with the concept of optimization and intensification, the main emphasis of which is on the creation of comfortable educational, material, psychogenic and aesthetic conditions for obtaining education.

Summing up all the above signs of intensification of education, we can distinguish three criteria for intensification of the educational process. The technology that intensifies the learning process must meet the following requirements:

- efficiency or productivity when high performance is achieved by each student;

- economic efficiency when a large amount of teaching material is effectively mastered in a unit of time and at the same time saves both the time and effort of both the teacher and the student;

- to create a high motivation for the study of the subject, which allows to identify and improve the best personal qualities of the student, reveal the Reserve opportunities of the student [16].

The practical implementation of such intensification of training is possible only if this process is effectively managed both from the outside and from the inside, that is, from the outside. Systematically at all levels of accounting for the student's educational activities: at the educational level - at the social and pedagogical level, at the psychophysiological level and at the didactic level, here take into account the above two levels, technical systems, exercises, etc. The expected effect of self-improvement, self-education, self-management, synthesis of control effects at all levels is carried out and effective, economic and psychohygienic education and new specialist education are achieved, which can be responsible for the effective self-management of their further educational and cognitive activities.

This analysis can serve as a starting point in the development of new technologies for future English Language teachers to develop various knowledge bases, including intellectual games for intensive English Language Teaching.

## **CHAPTER II. INTENSIFICATION OF THE PROCESS OF TEACHING ENGLISH USING GAMING TECHNOLOGIES**

### **2.1. The use of Game Technology in intensifying the process of teaching English language**

Game technologies of teaching English help to create an active, productive, necessary emotional environment. They help to develop students: the ability to communicate on the topic of the language being studied, the ability to quickly find the necessary lexical units and terms, the keys to solving problems in a game situation, sociality, concentration in the right situations, self a sense of confidence, the ability to express their opinions in English, assess the likelihood of using the knowledge gained in the chosen specialty in the chosen future, and so on.

The game, according to scientists, is a developing type of social activity, a form of mastering social experience, one of the complex characteristics of a person. Therefore, the game can be considered a socio-pedagogical phenomenon. A.N. Leontiev, S.L. Rubinshteyn and their followers argue that, for example, the game is a convenient way for students to enrich their knowledge, strengthen and explore the world. The peculiarity of the game activity is manifested in unity with practical activity and therefore has an active, productive character. The game redefines not only the techniques and methods of work, but also many other human appearances that reflect life in all its diversity.

Student Game (S.A. Shmakov) can be regarded as a socio-cultural phenomenon, which is inextricably linked with education and upbringing as an activity oriented to a person. Naturally, the game of students is perceived as a natural type of activity in which they are engaged (socio-cultural, communicative, Correctional, entertainment, etc.). On the other hand, the game acts as a tool, principle and method of organizing the life of groups of students in the process of holistic education [42].

The algorithm for the organization of the game includes: the selection of a game and its design; the proposal of the game to students; the equipment and equipment of the game environment; the division into teams, groups; the distribution of roles in the game; the distribution of the main process of the game and the development of the game situation; the possibility of correcting the

The most common categories of Game learning include: research, imitation games and non-imitation games, based on the principles of problem solving, the link between personal educational activities, theory and practice, and the development of creative individuality in group work. The game activates the mental activity of students, makes the learning process attractive and interesting, and also has an emotional impact on students. All this together is a strong incentive to increase the effectiveness of the educational process, a guarantee of high-quality mastering of the subject under study.

The business educational game, as a rule, serves as a form of recreation of professional activity, modeling of relationship systems specific to this type of practice, full and qualitative knowledge of the subject within the framework of the training program. According to the conclusions of many local and foreign psychologists and teachers (J. Bruner, A.A. Verbitsky and others.), abstract method of teaching the subject, formal education becomes a game of meaningless interest, and the knowledge communicated to the students has little to do with real life. Traditional practice of teaching sees its most important function in introducing students to the social and systematized experience of mankind. At the same time, the student leaves the space-time context from the context of life and activity, and the goals of mastering the knowledge acquired by someone are imposed on him. Such educational information becomes the beginning and end of the activities of the reader.

The strongest motivating factor in teaching game technology is the teaching techniques that satisfy the need of the students for innovation of the material being studied, the variety of exercises to be performed. The use of different techniques, in turn, will help to strengthen the memory of the events on the subject under study, to create images of constant vision and hearing, as well as to ensure the interest and activity of students. In philosophy, in general, knowledge is considered a proven result of knowledge of reality, its real reflection by man, as a guide to action. It follows that knowledge is not a recalculation of information into the

language of brain structures. In order for information to become knowledge, the student must understand its meaning, that is, they must reconstruct their past experience taking into account the new content received in the situations reflected in this information. The leading element for the formation of the creative thinking, creative individuality of the student, which is an integral feature of the educational process with the help of professionally oriented technology, is unknown to him a new method of cognitive, pattern or competent action, which he will have to learn independently or with the help of a teacher.

In accordance with the above, professional training in a foreign language should be organized so that educational activities act as a means of solving "quiz-professional" tasks by students. Modeling of situations in educational activities that are close to Real reality is considered one of the most effective ways to accelerate the educational process, allowing to find the right solution to professional and subjective problems.

According to the profile of the subject under study, one of the methods of modeling communication is speech games. The use of speech games in the process of teaching a foreign language to students didactic games in higher education D.B. Elconin performs four tasks defined by him: motivational-a means of developing the sphere of need; a means of cognition; a means of intelligent action and a means of developing behavior with freedom. The game always involves making decisions-what to do, what to say, how to win, how to win. In the game, students learn social functions, norms of behavior. According to Vigotsky, the game will lead to development. The evolving value of the game is inherent in its nature, because the game is always emotions, and where there are emotions, there is activity, there is attention and imagination, thinking becomes more active.

Teaching as a communication of people who are similar to the subject requires collective activity, taking into account personal and interrelations: teacher-group, student-student, teacher-student, student-group. The learning process entails the interaction of all existing students in the group, especially in professional-

oriented training. At the same time, group activities have a positive impact on the student's personality. In the intensive study of the subject with the use of professional-oriented educational technology, teachers and students enter into certain social relations with each other. Success in such a study of the subject is the result of collective use of all educational opportunities.

Language games as a type of speech games not only help to activate students' activities in foreign language lessons, but also develop their speaking knowledge and skills. The game form of the work in foreign language lessons allows you to repeat and reinforce the learned lexical units and standard phrases, diversify the lesson forms and maintain the attention of students in the group. When conducting lessons in the form of a game, it is desirable to use new terms for conducting work within the framework of the studied topic, communicative mastering of the most common idiomatic expressions, vocabulary and active mastering exercises.

Special exercises are included in the educational language games, which are used to develop the necessary professionally important listening skills, and they are aimed at developing the skills of perceiving, recording and processing information on the subject under study, its characteristics. Experience shows that for the development of forms of business communication with knowledge on the subject under study, the formation of skills for conducting activities in specific situations of professional communication of work, the most convenient exercises for communication in an interactive mode.

The technology of using games is a form of activity in conditional situations aimed at recreating and mastering the social experience formed in the methods of performing socially defined actions, in the sciences of Science and culture.

A distinctive feature of the game activity is its voluntary character, high activity and contact dependence of students. This is a special sphere of human activity, in which a person does not pursue other goals than pleasure, satisfaction from the manifestation of his physical and spiritual abilities.

The variety of speech games we used was explained by a number of cases, in particular, the lack of professional pedagogical direction in the practice of professionally-oriented technology of Foreign Language Teaching by other authors. Also E.I. Passov recommends using games in teaching a foreign language to achieve the following goals:

a) the formation of certain skills (for example, the skill of asking questions when playing a puzzle);

b) the development of certain speech skills, for example, after passing through the topic "Apartment" (students are interested in playing with the location of furniture in a new apartment);

c) the study of the ability to communicate (for example, to conduct a contest for the politest interlocutor or the kindest person in the group);

d) the development of the necessary skills and;

e) memorization of speech material (for example, Games accompanied by words with facial expressions and gestures, rhyming games, etc.).

In the process of teaching a foreign language to future teachers, we filled in their play-speaking activities and methodological content so that during the study of the necessary material on the topic they were in the position of active creators of educational situations. A new game is launched by the teacher, who plays the role of a leader, so that future teachers can organize the representative and creative activities of students in their combination, and this role is assigned to a well-trained student.

In our opinion, in order to get the greatest effect from the game, it is worthwhile to give the character of the competition to the game. With the help of games, you can solve any task (phonetic, lexical, improving grammatical skills, etc.) or a whole set of tasks: the formation of speech skills, the development of observation, attention, creativity, etc.

Conditionally all games can be divided into language and speech. From the point of view of terminology, it is necessary to distinguish language games from games of speech or communication, educational games and business games.

Language games are a kind of game tasks designed to form pronunciation skills, lexical and grammatical skills and teach language phenomena.

Communicative or speech games are a kind of game tasks, the purpose of which is the organization of foreign language communication during a certain communicative task.

Role games are a type of game tasks that involve the assignment of students to roles and the execution of the communication situation in accordance with the subject and roles of students. In Role games, usually there are no problems.

Educational games are educational games in which participants study the content of the subject of learning.

Business games are usually used in teaching professional communication to create different communication situations. In business Games, a situation with a sharp contrast is established. Business Games allow you to form not only professional skills and skills, but also certain moral qualities of an individual: efficiency, integrity, etc.

A distinctive feature of the game is the fact that it has two plans, its responsibility and many superior conditions. The two-planned Nature determines the development effect of the game, helps to overcome psychological stress, because in case of failure, the game can be repeated several times, which is not always possible in real life. For people who deal with the result, the failures in life are the factors that slow the development of the individual, leading to depression. And the game promotes progress, enriches life experience, paves the way for successful activity in real life.

The game, which arouses the interest and activity of students, gives them the opportunity to express themselves in an interesting activity, helps to remember the terms, concepts and rules more strongly on the topic under study. Knowledge of



the training material is a prerequisite for active participation in the game and often a prerequisite for winning. Thus, the game, which is used in the professionally oriented teaching of any subject, allows you not only to improve what has been learned, but also to acquire new knowledge, because the desire to win makes you think, remember everything that has passed and remember something new. Another favorable condition of the game is that it is provided by students. The game creates a situation of equality in speech collaboration by activating students' desire to connect with each other, thereby eliminating the traditional barrier between teachers and students.

Obviously, the teacher's ability to attract students to the game itself, "infect" is of little importance. For this, the teacher must have an idea. Correction of errors should be carried out without being noticed by the teacher, distracting the students from the game, the analysis of errors is carried out after the end of the game.

The logic of the game activity is the sequence of these specific actions: the teacher's operations on the selection, development, preparation of games, the addition of students to the game activity, the summarization of the results of the game. Each type of game has its own characteristics of its implementation. But in each of them there are usual operations and actions.

A business game, which is a special form of modeling a harmonious educational process, our experience shows that it is based on the knowledge of pedagogical theory. The design and conduct of a business game requires taking into account the following criteria: the problem of material, imitation, modeling of the game, joint activity, communication, dialogue, two-dimensional. The business game will allow you to create the subject and social contexts of future professional activity and thereby simulate more conditions for the development of the personality of future English teachers in our opinion, especially in the field of intercultural comparison with traditional training in communication.

The social order of the society determines the objectives of teaching a foreign language. In recent years, the requirements for the level of preparation of Foreign

Language teachers and teachers have increased dramatically. The primary task is the teaching of a foreign language as a means of communication. A graduate of the Faculty of language is not only a teacher, teacher or translator of a foreign language, but, above all, a specialist with special education in international relations. Therefore, the business game in the educational process should be subject to the goals and objectives of training qualified specialists, developing, replenishing and improving their professional skills.

In the process of Higher Education, the business game allows you to solve many problems at once. This is, as a rule, a logical continuation of a clear theoretical subject, a practical addition to it, as close to real conditions as possible, involves problems for innovation and resolution; saturated with the mental and emotional readiness of participants to play, necessary for the convenience of play and the creation of a research environment. We have repeatedly tested the terms of effectiveness of educational games in teaching practice to students. We will consider these conditions:

- the content of the game must correspond to the level of preparation of the participants, the tasks of the participants, the rules of the game, the forms of the game (dispute, interview, press conference, etc.);

- the material on a particular topic, the activation of a certain vocabulary on the most important main topic, etc.); the roles are allocated, the options

In our practice, in experimental groups, we worked mainly on game-based or pure-game-based training.

Under the game-based training of any subject, including the future profession, we developed the technology of teaching, in which it is given preference to play as the most effective form of reading. As a result of such an experimental study, in addition to the above-mentioned characteristics, the following characteristics have been identified that allow us to examine language and speech games as one of the most effective factors:

- due to the fact that the game is superior to the study, the clarification of the educational process is the most effective and economical, since in this case, as a rule, it does not require large expenses for the purchase of tools for its support, and the form of the game itself is the closest to the real professional conditions of future;

- game training allows you to design the training process as a set of games of different levels, goals and complexity, while the only goal is to train highly qualified specialists who meet all modern requirements and are able to get a job after the completion of Higher Education. Perform their professional duties in full volume and at a high professional level;

- educational games can be used at any stage of teaching any subject from the most successful and effective interaction by their nature and qualities, with other factors of educational and methodological provision.

## **2.2. Intensification in the field of English Language Teaching**

The design of intensive teaching technologies has made the greatest development in the teaching of foreign languages.

The intensification of relations between different countries, peoples, organizations and individuals determines the growing trend of striving to master foreign languages and the understanding of the necessary radical revision of their teaching methods. Intensive teaching of a foreign language in the conditions of higher education is regarded as teaching a real qualification as a means of communication in the language under study. The purpose of intensive teaching of foreign language is to achieve high-quality mastering of the maximum amount of material in the shortest possible time.

The content of intensive training consists in mastering the set of speaking skills and skills necessary and sufficient for effective implementation of activities in a particular field, as well as mastering the language material that ensures the formation, development and use of these skills and skills. The student personality

becomes a central indicator of the educational process in the use of intensive training programs. It should be noted that all programs of intensive Foreign Language Teaching, which are used in the internal education system, are constantly analyzed by specialists and serve to their improvement. In particular, by I.A.Zimnaya, the psychological features of intensive foreign language training of students are most deeply and comprehensively revealed. It highlights the main characteristic features of modern intensive Foreign Language Teaching: a set of group characteristics, certain systems of social roles of students, ensuring the functional role side of communication and creating friendly, personal, informal communication in the group [40]. These characteristics are now widely used by teachers in teaching other subjects as well.

Intensive training methods are inherently more effective than traditional methods, if they are based on the right Science. Intensive teaching technology involves establishing a reliable personality relationship, which allows to avoid stress, remove the feeling of awkwardness and uncertainty, both in the "teacher-student" system and in the "student-student" system.

A distinctive feature of intensive Foreign Language Teaching is also the availability of urgent need. Each student is aware of the need, and the conscious need finds itself in the subject of educational activity, that is, mastering the subject under study. Motivation and randomness of purpose give a reasonable sense of activity and make this activity effective. Intensive study of the subject only as much as necessary, and this need will come true. The organization of intensive training in modern forms of its implementation serves to strengthen this need.

Intensive training involves its very high concentration. Concentration has a positive effect on the process of educational activities that require concentration in entering the situation; they are characterized by the need for continuous reinforcement, provide flexibility of behavior in the future due to the coverage of the entire system. In the conditions of intensive training, this problem is solved in a new way, since distribution is formed here in the system of concentration.

A distinctive feature of intensive English Language Teaching for higher education students is also the creation of a high level of cognitive activity among students. Active mental activity causes a problematic situation, the solution of cognitive and communicative-cognitive functions. A distinctive feature of intensive learning is also the preference for involuntary memorization and the preference for understanding its content more than formal.

Also, the psychological feature of intensive English Language Teaching is, on the one hand, the precise organization of the teaching material and learning actions of the students and on the other hand, the correct distribution in the system of the teaching profession, the correct Organization of the reliable relations that the student himself understands (with the help of the teacher) the creation of the

Intensification, in general, in our opinion, implies the process of converting educational activities into educational and creative activities, in which the maximum amount of educational data is mastered at the highest level of quality, using the student's personal reserves, which only with the creative influence of the individual of the teacher and create favorable conditions for learning, which relieve fatigue and overload. In this case, the process of mastering the teaching material is much faster and has less labor costs for the teacher and students.

The intensity of the process of teaching a foreign language is expressed as follows:

firstly, in the methodically rational organization of the lesson, in which every minute of the training time should be used efficiently to achieve the set goals;

secondly, in the motivated communicative activities of the students, the necessary colorful environment;

third, the variety of methods and forms of work used taking into account the individual characteristics of the students, the type of activity, the nature of the material and the level of qualification in it, the methodically appropriate combination of means that are organically included in the educational process, can have the maximum effect on the "non-technical means";

fourth, in all cases, in the introduction of intensive learning technologies, they do not only allow the individualization of the learning process.

### **2.3. Using the Project method in teaching English**

The development of the reproductive style of English Language Teaching and the transition to a new educational paradigm that provides for the cognitive activity and independent thinking of future teachers is one of the strategic areas of modernization of Education. Effective methods should be used to solve these problems. The project method is now increasingly common in English language teaching practice. This problem involves the actual and interesting problem solving for future English Language teachers as a result of their independent efforts on the study. This determines the search for adequate teaching methods in English language education. The project method is becoming increasingly common in modern teaching practice. Its essence is the organization of independent educational actions to solve the actual problem that is relevant for future English teachers and the implementation of the results obtained.

Also, the creation of new educational models requires a deep and serious study of foreign and local pedagogical heritage, which embodies a huge potential, the development of which can be extremely effective for new conditions. The most important task of the educational reform is the introduction of new technologies into the teaching practice, which ensures the mental, creative and moral development of the individual. It is a unique form of creativity, a way of human development, a method of project activity and projects, according to modern scientists.

Due to its didactic nature, the popularity of the project method allows to develop the creative abilities of future English teachers, to build their knowledge independently and to apply them to solve cognitive and practical problems in the process of teaching English, to produce and analyze the necessary information. The

use of project method in teaching English will enable future English teachers to use the means of cognition of the English language, expression of their own thoughts, perception and understanding of other people's thoughts. Projects are an effective way to shift the attention of future English teachers from the form of speech to content and engage them in their worldly knowledge through English, thereby expanding the scope of cultural and linguistic competence. The main goal of teaching English is the formation of communicative competence, which provides not only practical knowledge of the English language, but also the ability to work with print and audio information, critical and creative thinking skills. The project method assumes in its nature the need to differentiate English Language Teaching, focus on the personality, needs and opportunities of the student and is based on the principles of involvement and cooperation of future English Language teachers in active activities.

The development of modern education is characterized by a different trend — integration, striving for cooperation, which manifests itself in the process of working together in a team, in a group, among others. This trend is designed to overcome the problems that potential mutual future English teachers may face in their English language education. The sphere of English language education reflects these trends on the one hand raises the issue of self — actualization and the construction of such a process of vocational training in higher education institutions that train a teacher who is capable of developing his personality on the other hand, the implementation of pedagogical activity as a member of the pedagogical community. In this case, future English teachers will be able to carry out activities on the formation of both the individuality of students and the collusion.

Teaching English language involves establishing an integrative relationship between the content of vocational-oriented education and the general course of the English language. The challenge is to combine the process of mastering solid skills with rational upbringing, the ability to self-educate, the ability to correct, adjust,

apply their professional knowledge in accordance with the rapidly changing conditions of life and the labor market.

The relations between pedagogy and culture in the field of higher education are becoming more and more relevant in our country. In this regard, in the teaching of foreign languages in any type of higher educational institutions, more attention is paid to introducing Future English teachers to the cultural aspects of language education. The culture of the countries of the studied languages is of particular importance for specialized higher educational institutions, where specific training in a foreign language is conducted. The required level of knowledge of a foreign language cannot be achieved without a good knowledge of culture, since these future teachers rely on socio-cultural knowledge and intercultural interpersonal skills in their professional activities.

Although the project method of teaching English in pedagogical higher educational institutions is widely studied, the possibilities of project teaching in improving the professional and pedagogical training of future English teachers have not been sufficiently studied. In the conditions of English language education, the skills of future English Language teachers to master English communicative competence at the same time and to teach English (as English teachers) in the practical process using the project method will arise. Project-based education corresponds to the ideas of a competency approach, which is a complex synthesis of competence-cognitive, subjective-practical and personal experience.

The use of this project method is determined by the fact that the pedagogical education system is oriented towards the active and creative aspect of education, the professional and personal development of future English Language teachers, which necessitates changes in the structure, content and technology of English Language Teaching in higher education. In addition, there is a conflict between the level of knowledge of the future English Language teachers and the requirements for the practical status of modern English language education, as well as the need to adequately develop new methods and technologies to improve the efficiency of



professional and pedagogical training of future English Language teachers in modern English language education and prepare

To achieve this goal, it is necessary to solve a group of research tasks:

1. To summarize the basic methodological and theoretical approaches in the study of the formation of communicative foreign language competence and the application of the project methodology as an effective tool for the formation of pedagogical competence of future English Language teachers;
2. To determine the sequence of students cognition efforts in the preparation and conduct of project activities;
3. To develop criteria for assessing the effectiveness of the use of the project method for the formation of communicative foreign language and pedagogical competence of future English teachers;
4. To check the effectiveness of this method in the process of experimental training and in the process of pedagogical practice;
5. To reveal the educational opportunities of the project method and the conditions for its effective use in solving the dual task of preparing future English Language teachers at the same time.

If the project method is the factor of teaching future English teachers the English language for professional communication, as well as the more professional sphere of educational activities, the training of future English teachers in the teaching of English language will be effective, and the technology of Education will contribute to the active development of the English language communicative competence of future English language teachers. Also, on the basis of the project method, the motivation and effectiveness of learning English will increase.

Pedagogical design provides a purposeful, meaningful and procedural basis for the formation of personal characteristics and allows future English teachers to master the theoretical and instrumental foundations of activation in the study of the English language. The effectiveness of the process of formation of communicative

competence of a future English teacher in the teaching of English on the basis of the project method in the conditions of higher education is significantly increased.

Personality-oriented and activity-based approaches and the process of its formation, design methodology in English teaching, theory and activity monitoring in the educational process. The tasks that must be taken into account in this process: systematic analysis of the performance of pedagogical objects; logical-historical analysis of the main concepts of work, taking into account the influence of society and culture; theoretical analysis of philosophical, cultural, sociological, psychological, pedagogical and methodological literature; conceptual analysis of previously conducted research; analysis and generalization of pedagogical experience; modeling of processes and situations; direct observation; expert assessment method; experienced teaching; systematic and qualitative analysis of data obtained, analysis of products of activity; description of research materials. Scientific innovation is the development of educational projects in the direction of English language education, development of methods of teaching English language education on the basis of projects to future English Language teachers, as well as providing interactive teaching methods of English Language Teaching.

Also, the stages of the implementation of this process, the method of the project will ensure the implementation of projects that include the content of the activities of future English Language teachers and the expected result, determine the set of theoretical and empirical rules that determine the specifics of the professional and pedagogical training of future English Language teachers in the process of teaching English.

In the process of mastering the English language of students and preparing them as future English teachers, the use of the project method has a number of advantages, increasing the level of communicative competence of future English teachers, developing the interests of motivation and knowledge, self-and mutual assessment skills, developing the skills of critical and creative thinking intellect,

gain experience in the process of teaching English through the project method for self-improvement and teaching English to future English teachers.

Active use of the project method both in the process of teaching the English language and for pedagogical educational purposes is important in improving the quality of education, since future English teachers use this experience in participating in the process of project method and organizing project activities. In such circumstances, the project method will allow future English Language teachers to apply their previously acquired knowledge and skills to practice and balance their compensation with their future professional activities. Working on the project method requires future English Language teachers to have pedagogical skills in designing the content of the course, while the teacher has pedagogical, professional and Research Skills [21].

Work on an Individual project will develop the ability, creativity, logical thinking of future English Language teachers to plan their work and increase educational motivation. Future English teachers learn to acquire independent knowledge, use acquired skills to solve practical problems. Future English Language teachers develop communication skills. Positive motivation, formed using the method of projects, motivates them to be persistent in achieving their goals.

The success of using the project method depends in many ways on how the developed project responds to the conditions of application, the most important of which is its role in the educational process, the level of preparation of students, personal characteristics, etc. All sides of the educational process must participate in the selection of the topic of the educational project.

Project method as a technology of implementation of a practice-oriented approach based on the principles of problematicity, coherence, team reflection and productivity, the development of the skills of future English teachers in the conditions of the formation of professional skills is an important factor in the improvement of the educational process.

The effectiveness of professional and pedagogical training of future English teachers is expressed in the formation of a set of professional and pedagogical skills, creative self-awareness, development of the ability to work in a team, reflecting the project activity and the author's abilities in it. The effectiveness of professional-pedagogical training of future English teachers is the result of the organization of the creative educational process, the integration of the English language with special and psychological-pedagogical disciplines on the basis of informative-informational, operational-activity relations.

The analysis of the theoretical basis of the project method and the results of its application in practice shows that the projects provide great opportunities for solving methodological problems. The application of the project methodology requires a highly qualified teacher, since for such each project it is necessary to independently and very thorough selection of the necessary language material, the development of an effective system of tasks and exercises. E.S. Polat notes that the ability to use the project method in his work "New pedagogical and information technologies in the educational system" is an indicator of the teacher's high qualification, his progressive teaching methods and the development of students [18].

- The results of the experimental study can be viewed as confirmation of the proposed hypothesis of the study because they prove the effectiveness of the use of this technology in the training of higher education teachers. The use of the project method of teaching English to future English teachers has a number of advantages, training them:

- increasing the level of communicative competence of future English teachers;
- improving motivation and developing cognitive interests, the ability to self- and mutual assessment; develop critical and creative thinking skills;
- gain experience in this process for both self-improvement and English Language Teaching.

Experimental training consists in the active use of project activities both in the process of teaching the English language and for pedagogical purposes in higher education. In such circumstances, the project method allowed future English teachers to apply their previously acquired knowledge and skills to practice and, most importantly, to balance their abilities with their future professional activities.

For pedagogical design, the teacher must know the personal characteristics of the students. This knowledge is provided by a block of psychological and Pedagogical Sciences. The role of the teacher is important and varied. Stages of preparation based on the project method:

- the role of the teacher in the preparatory stage is especially important;
- at the planning stage, as well as at the stage of the implementation of the project, the teacher acts as a consultant, assistant. The teacher should be able to think through the whole project, work, clearly define the teaching tasks, choose the material needed, be prepared to help without offering ready-made solutions, plan the entire series of groups [21].

It is possible to give future English teachers a multi-aspect, multi-functional definition of the concept of "Project method" as a special didactic system that is organically integrated into all other pedagogical processes through the use of the project method, substantiating the essence, components, content and methods of their project activities, their importance in the formation and development of the personality.

Advanced, broad coverage, integrative (with the characteristics of being subject Skills, Future English teachers-oriented educational activities model, teachers and future English teachers group activities in project activities joint activities, the organization of future English teachers project activities in the structure of the rationalistic paradigm of Education, English Language Teaching is the organization of the educational process and the organization of the educational process in the structure of personal and group activities, research and evaluation of

the effectiveness of the project method in the process of personality-oriented education.

In the English Language Teaching System, the content and procedural aspects of the implementation of the project method are highlighted, the typology of the educational project technology is developed as a guide that leads to new developments in the motivational-need area of the individual.

Modern teachers are intensively seeking effective methods and methods of teaching that will enable the student to increase their level of activity as a subject of knowledge, work and communication. The position of future English teachers in the quality of the subject of knowledge implies the achievement of independent activities carried out on their own initiative on the basis of theoretical knowledge and practical skills acquired during the training process. The activity of the reader is of a creative nature, which indicates his personal qualities in relation to the content of the activity and in the desire to mobilize spiritual and willful efforts to achieve constructive socially valuable and personally significant goals. It is aimed at the self-realization of a person, the expansion of his cognitive world and the development of a strategy of self - "transformation". In this place, future English teachers will learn to identify their problem, find ways to solve it and will be active and creative not only within the given limits, but also beyond the requirements of the situation and the roles. This is a radical change in the attitude of future English teachers to the surrounding realities.

In this regard, it is necessary to introduce the "project method" and take into account its pedagogical capabilities. The "openness" of this method, the inability to solve its consequences, becomes a condition that stimulates the self-awareness processes of future English teachers, its creative abilities and intelligence in the process of new mastering.

The project method carries out one of the main innovations of modern education - the competency approach.

The project method is a comprehensive method of teaching, which allows to build the educational process based on the interests of future English teachers and gives them the opportunity to show independence in the Planning, Organization and control of teaching and learning activities.

The project method is a research method that can form the experience of creative activity of future English teachers. If future English teachers work on a project, they will have a stable interest, a constant need for creative research. In the process of preparing the project, future English teachers will be able to independently acquire new knowledge from various sources, at the same time, from the acquired knowledge they will have the opportunity to solve cognitive and practical problems, acquire communication skills, work in groups, master research skills.

Typology of the project method:

1. Activities in the project method: research, creative, role-playing, practical (practice-oriented), focused on acquaintance, etc. (research project, Game, practice oriented, creative);
2. Topic-content area: mono project (within one area of knowledge); interdisciplinary project;
3. The nature of the Coordination of the project method: direct (rigid, flexible), hidden (obviously, this method mimics the participant, typical for telecommunications projects);
4. The nature of relations (among the participants of the same educational institution, group, City, Region, Country, different countries of the world);
5. Number of students in the project method;
6. Duration of the project method [28].

The use of the project method in teaching English to future English teachers will serve to further improve the effectiveness of the quality of education in the education system today. The project method is an innovative and effective method that allows prospective English teachers to significantly increase their knowledge

in English teaching, stimulate and form an inclusive approach to their intellectual development.

### **CHAPTER III. INNOVATIVE APPROACH IN TEACHING ENGLISH IN HIGHER EDUCATION SYSTEM**



### **3.1. Innovative approach in the methodical preparation of future English teachers**

Ways to reform higher education on the basis of different approaches are reflected in the state standard documents on education. In particular, in the "Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021" among the main objectives of the development of education and science "Stimulation of research and innovation, implementation of scientific and innovative achievements creating effective mechanisms for implementation" [2]. It also requires an innovative approach to the methodological training of future English teachers, to further stimulate their innovative achievements in innovative activities in the formation of future English teachers as skilled educators.

The President of the Republic of Uzbekistan said, "The solution of another problem is very important: the professional level of teachers and their teaching staff is their special knowledge. it is necessary to create an environment that actively supports the processes of value formation" [1]. Therefore, the professional level of a future English teacher is that they have in-depth and specialized knowledge in their field in the process of methodological training and can create an environment that actively supports based on an innovative approach to methodological training.

The National Program of Personnel Training of the Republic of Uzbekistan states that "Educational institutions will be staffed with specially trained teachers, and a competitive environment will be created in their activities" [5]. One of the main factors in creating a competitive work environment is the creation of an innovative pedagogical environment in the educational process by introducing and preparing future English teachers for innovative activities in the process of methodological training, the introduction of modern pedagogical technologies, ensuring student education and achieving educational effectiveness. In particular, the concepts of "innovative approach", "innovative activity", "innovative pedagogy" that emerge in the development of modern education are based on

needs, and their purpose is to ensure the results of the educational process in the field of education. The change is to make updates [11].

When we use the concept of innovation in education, as for its meaning, "innovation" (English "innotion") - means to introduce, implement, apply innovation. The concept of "innovation" first appeared in research in the field of cultural studies in the 19th century, when it was understood to introduce one type of culture into another. In the twentieth century, a new field emerged - the science of innovation. Within the framework of this science, the laws of introduction of technical innovations in the field of material production began to be studied.

Teacher competence in the management of innovative educational technologies in higher education institutions, this set of interrelated requirements should be able to express the generalized model and basic requirements of the teacher:

- Must know the teacher's teaching skills, pedagogical skills, the ability to objectively assess and monitor the knowledge of students;

- be able to use innovative pedagogical technologies in the organization of the educational process. In general, with the development of the trend towards a competency-based approach in the development of pedagogical education, the goal of pedagogical education is to define professional competence as an integral feature that defines "The ability to solve professional problems and typical professional tasks arising in real situations of professional pedagogical activity" [39].

In the psychological and pedagogical literature, professional motivation is interpreted differently:

- According to the theory of the hierarchy of motives, professional activity, professional self-awareness, the need for professional development, a set of interests and professional realization;

- the correspondence of the possibility of effective development of the culture and information of the individual on the basis of its formation at a high level as an

internal factor of the development of personality and professionalism to the development of the personality of the specialist;

- compatibility of the future English teacher with student orientation, such as factors affecting his / her effective learning activities, his / her successful adaptation to cognitive or comprehension activities in the process of vocational training to optimize some of its components;

- compatibility of the theory of activity with internal driving factors of development of personality and professionalism [12].

With the help of professional motivation, interactive and innovative methods of education are used for the development of critical thinking of future English teachers in pedagogical science classes. To do this, it is necessary to give professional motivation to future English teachers in the field of science. They are explained by vital examples of the essence of the subject and its importance in the process of further activity [41].

In today's globalisation era, teachers working with multimedia tools of information technology should be able to perform the following tasks:

- lecture texts, preparation of assignments related to practice;
- drawing up methodological guidelines, control questions, correct answers option;
- drawing up a working program and technological map;
- analysis of the result of cognitive control;
- editing lecture texts;
- to visualize the animations of the processes that are reflected in the dynamic view on each subject;
- organization of consultations on theoretical and practical questions to independent students;
- requirements are made such as conducting a conversation with students on topics that are difficult to master.

Structural innovation is an innovation that arises from a particular problem area, has a specific purpose, objectives. These will be formed on the basis of the interests of the teacher and future English teachers and will have a cohesive character. Such innovations are carefully prepared, passed through experts and provided with the necessary tools (personnel, material, scientific and methodological provision) [20].

Innovations can be classified as follows:

1. Depending on the functional capabilities, all pedagogical innovations:

- innovations are conditions that ensure an effective educational process (new content of education, innovative educational environments, socio-cultural conditions);

- innovation is a pedagogical tool, technological educational projects, etc.;

- news on organizational management (solutions that ensure quality service of Education).

2. Depending on the sphere of implementation and implementation of innovations:

- in the meaning of Education;

- educational technologies, in the educational sphere of the educational system;

- in the system of interaction of participants in the pedagogical process, in the system of pedagogical means.

The teacher demonstrates the following skills in innovative activities:

- applies creative motivation in the lessons, evaluates professional activities;

- collaborates on the creative interaction of students;

- organizes his work with perseverance, responsibility and honesty;

- identifies the need for innovative activities;

- prepares to engage in creative activities;

- adapts personal goals with innovative activities, etc.

In innovative activity, the teacher should be an advanced, productive creative person, wide-coverage interest, rich inner world, revenge for pedagogical innovation. Innovative activity consists of motivational, technological and reflexive components. Preparation of the teacher for this activity is carried out in two directions: formation of innovative preparation for new perception and training for new action. In the organization of innovative activities, the cognitive activity of the educators and its management are of particular importance.

The purpose of innovation in the educational process is to achieve the highest result from the spent amount or power. Unlike other types of spontaneous innovations, innovation constitutes a mechanism of managed and controlled change.

There are a number of psychological barriers in the preparation of the future English teacher for innovative activities. The first of these is the fact that it is very difficult for the teacher to go beyond the limits of the activity that he or she is accustomed to, that is, if creativity in the teachers is not enough, another reason is that new and unknown things are always coming out of fear and danger in the people. This means that in the preparation of a new generation of specialists capable of competing, in particular future English Language teachers, it is envisaged to prepare personnel capable of independently using scientific, technical and socio-political information, having the ability to put forward tasks and eat them, putting forward prospects. Today, the leader should formulate innovative motivation in educators:

- 1) motivation to be the first, to feel victorious;
- 2) motivation to search, to create something new, relatively perfect.;

3) motivation to promote the development of their own educational institution, thanks to which teachers begin to carry out such actions, the value of which is given by its activities and the content of life in general, that is, it contributes to personal growth [10]. Together with the formation of innovation motivation, the leader can apply this or that method of reducing the level of

resistance to change. Now, if we dwell in more detail on some of the stages of the implementation of innovative management and their strategies:

The "crisis" strategy is characterized by the assimilation of new ideas from the outside and the introduction of them in the team in a "revolutionary" way. The "pressure" from above on teachers with the aim of mastering new technologies is the main process of this innovative strategy.

The difference of the "reproductive-culturing" strategy from the first is observed in the way of introducing new ideas. Assimilated ideas from the outside as before will be introduced gradually to the community. The management of the educational institution understands that for the implementation to be effective, it is necessary to adapt these ideas to the conditions of the educational institution and the style of some teachers to a minimum. This task cannot be solved quickly, so the study will be organized.

For a "strong personality" – authoritarian-innovative strategy is characterized by the development of its own innovative pedagogical thinking, which is accompanied by a "revolutionary" method of support. The principal advantage of the restoration of innovative thinking is the possibility of creative solution of an unlimited number of pedagogical situations.

The evolutionary strategy is based on the value of developing original pedagogical thinking, such as authoritarian-innovative strategies, in which evolutionary methods of supporting its restoration are selected [29].

Due to the developed countries and national pedagogical experience and "Requirements for the training of pedagogical personnel", the definition of the educational content of the preparation for pedagogical activity as follows allows to ensure the level of compliance with the fundamental and private requirements for teaching activities: theory and history of Education (composition: the science and history of Pedagogy; development of pedagogical thought; pedagogical; methods of education; issues of Education and training in independent Uzbekistan, the content of education, state educational standards, etc.);

Informatization of innovative pedagogy and educational processes (composition: innovation; innovative management; content of innovative pedagogy; information educational environment; electronic tools in education; fundamentals of electronic education; preparation of educational electronic materials; educational web resources; evaluation of knowledge; video and webinars in teacher activity, distance learning, social networks, etc.);

Educational technologies and pedagogical skill (composition: necessity and scientific basis of pedagogical technologies; design and planning of educational process; educational methods and tools; interactive educational methods; pedagogical skill; pedagogical ability; pedagogical etiquette; pedagogical technique; professional development and self-development, etc.) [14].

In addition, the current state and development of innovative activity in improving the quality of the educational system is covered by theoretical bases, the essence of improving the quality of the educational system, the theoretical basis for organizing innovative activity, the current state and development of effective use of information and Communication Technology Opportunities in the educational process in the field of information and Improving the quality of the educational system in the direction of its results is divided into innovations in the quality of scientific instruments, innovative activity and educational system. In order to assess the level of importance of the innovation package in improving the quality of education, it is allocated in this order.

It is possible to further improve the quality of education by organizing the educational process on the basis of an innovative approach in the methodological preparation of future English teachers.

## **METHODS AND APPROACHES OF TEACHING ENGLISH**

Scope:

The history of language teaching presents a fascinating variety

of methods. If there is such a variety of methods, which one are we to choose? There is no definite answer to this question; What works with one learner may not work with another. Again, different methods may be appropriate to different contexts. If we start searching for the perfect method or the ideal single solution to the problems of language learning, we are bound to fail.

So what can we do as a teacher? We need to be aware of the different approaches, but teachers should choose which method and when to use it at their own discretion.

Any method that works is good. Objectives of the study:

English as a Second Language (ESL) must be achieved. All accepted choices should ensure that the student knows the second language. Thus, in this section, we will examine the different approaches to language learning in the history of English Language Teaching (ELT).

The fact that the child has the ability to speak in his own language before the age of five is one of the miracles of creation. Many children learn several languages from a very young age, but after twelve years of school they do not know English well. How do children learn their native language? Do they learn their native language by imitating their parents, or do they have the ability to naturally absorb it as they learn to swim, birds sing? Do you learn the second language at the same speed as the native language? What is the difference between the second language study and the first language study? What are the major factors that affect learning the second language?

Language learning and timely observations:

- Assimilation is the acquisition of something, in particular, knowledge, skills, etc., by your means of processing, magnification, or behavior.
- Learning - learning, experimenting, teaching, etc.
- Language sharing is the process by which language works in a person.



- The child is the process of acquiring a mother tongue.
- It's the most amazing courage we can do in our entire lives, and we do it at an age when nothing else can.
- It is an active process where children are instructed, correct their own words, and say words they have never heard.
- Language learning is a behavior acquired through conscious action.
- It involves certain skills - learning to understand when to speak, speak, read and write.
- It also forms a certain set of habits.
- It is acquired through imitation.
- Since language is a learned activity, we need to learn it and teach it properly.

### **Evaluation**

Below are some thoughts on some of the key issues of ESL. Say whether you agree or disagree with them. Give reasons for each of your answers.

<b>Nº</b>	<b>Views</b>	<b>Yes</b>	<b>No</b>	<b>undecided</b>
1.	Acquisition is gradual development of ability in a language by using it naturally in situations .			
2.	Learning is a conscious process of accumulating knowledge of the vocabulary and grammar of a language			
3.	Mother tongue is acquired by imitation and practice.			
4.	The earlier a second language is introduced in a school program, the greater is the likelihood of success in learning it .			
5.	Most of the mistakes which second language learners make are due to interference from their first language.			

6.	Children are biologically programmed for language learning. Whatever maybe the efforts, language acquisition occurs at a predictable age.			
7.	We can acquire a good fluency in a second language at any age so long as we are interested.			
8.	Children who have educated parents learn language better than those who are first-generation learners.			

What does "method" mean?

The method outlines a general plan for the systematic presentation of language materials based on the chosen approach and procedure. The method has three components:

- approach.
- create.
- process.

The approach is related to the nature of language and the theory of language learning.

The design depends on:

- ✓ General and specific purpose of the course.
- ✓ Curriculum model.
- ✓ Types of training and learning objectives.
- ✓ The role of students and teachers.
- ✓ The role of teaching materials.

### **Grammar - translation method**

If we look at the history of language teaching, we find that no method has prevailed for a long time. Different language teachers believe in different ways of teaching. So, the more language teachers there are, the more language teaching methods there are.

By about 1840, an attempt had been made to replace these individual

methods with a single method, the Grammar-Translation Method. It was the intellectual child of German scholars such as Johann Seidenstucker, Karl Plotz, H. S. Ollendorf and Johann Meidinger, whose main purpose was to facilitate language learning.

Critical evaluation:

The grammar-translation method dominated in the teaching of foreign languages from the 1840s to the 1940s and still exists in one form or another in many parts of the world.

*Key features:*

- It is a method of learning a language that approaches language through a detailed analysis of grammar rules first, and then applying this knowledge in translating sentences and texts into the target language and beyond.

- The main focus is on reading and writing. Not much attention is paid to speaking and writing.

- Vocabulary selection is based solely on the texts read, and words are taught through bilingual word lists, vocabulary learning, and memorization.

- Grammar rules are given and described. A list of dictionary elements is provided with their equivalents. Translation exercises are ordered.

- Speech is the basic unit of education and language practice.

- Grammar is taught inductively.

- The student's native language is an educational tool.

*Practical application:*

Let's try to understand it by following the steps that the teacher needs to do to fully understand how the Grammar translation method works in the lesson.

Step 1:

- The teacher selects the reading part from the English textbook.

- The teacher asks each student to read a few lines and translate them into their native language (L1).

- The teacher helps them with new vocabulary.

Step 2:

- After they have finished reading and translating the passage, the teacher will ask them in L1 if you have any questions.

- The teacher answers the questions in L1.

- The teacher will continue to do this actively until all questions are answered.

Step 3:

- The teacher asks students to write answers to the questions given at the end of the piece.

Step 4:

- After an hour and a half, the teacher speaking in L1 asks the students to check their answers.

- Students read the questions and answers one by one.

- The teacher confirms if the answer is correct. If it is wrong, it gives the correct answer.

Step 5:

- As the next lesson, the teacher asks the students to review the listed words and translate them to L1.

- If students do not know the L1 equivalent, the teacher gives it to them.

- The teacher uses the same method for synonyms, antonyms, and so on.

Step 6:

- The teacher works through grammar exercises.

- Students are given rules for each exercise and are also asked to translate the sentences to L1.

- Students complete all exercises to fill in the blanks.

Step 7:

- The teacher asks the students to translate the whole passage into their mother tongue and memorize the vocabulary.

- They are asked to write sentences for each vocabulary.

Step 8:

- Students are invited to write a composition based on the piece.

### **The direct method**

Scope:

This method implies a radical change from literary language to the day-to-day spoken language as the object of language teaching and learning.

*Its important features:*

- Use of everyday words and structures.
- Grammar is taught inductively.
- Oral skills are developed through question-and-answer sessions, interaction exercises, and intensive classroom activities.
- Learning a second language is natural because people learn their mother tongue.
- Demonstrates clear concrete meanings, teaches by using pictures, objects, etc., and abstract meanings by combining ideas.
- Oral and listening skills are taught.
- Focuses on good pronunciation and avoids translation.
- The writing is kept away from the reader until the typed word is entered.

*Objectives:*

- Help students speak fluently and clearly in the target language.
- Teach them to write correctly.
- Prepare them to achieve true bilingual knowledge.

*Practical guide:*

A simple "Direct Method" lesson is completed in the following steps.

Stage 1:

- The teacher places a large map of Harappa in front of the class and asks the students to open their books on the page where the lesson is turned.
- "Harappan Civilization". Each student reads a sentence from a passage and the teacher shows the described part of that sentence on a map.

Stage 2:

- The teacher asks students if they have difficult words or phrases.
- If they are, teachers try to explain the meaning of the word / phrase to them by drawing a blackboard or using a contextual explanation.

Stage 3:

- The teacher asks questions to make sure students understand the passage.
- Students are encouraged to ask questions to make sure they understand this part.

Step 4:

- Students do exercises in grammar, filling in gaps, and so on.
- They read sentences aloud and cite missing words.

Step 5:

- The teacher gives them a dictation exercise.

Step 6:

- The class exercises the pronunciation of words.

### **3.2. Increase the effectiveness of English language classes on the basis of modern pedagogical technologies**

Modern life, with its peculiarities, determines the priorities of the educational process, educational practice. This, of course, is manifested in creativity and initiative in solving any problem, encouraging activism, building self-confidence. Such emphasis should be crucial for all subjects of the pedagogical process in choosing ways to activate the cognitive activity of future English teachers.

Student psychology is a condition in which their interest in the world around them, the ability to perceive any new information offered by the teacher, contributes to the maximum to increase their activity in the learning process. Achieving this effect is the main goal of the teacher, the direction in which the teacher's activities should be subordinated. It is "The teacher's purposeful activity

to increase the level of learning activity of students, to stimulate their learning activity". Today, new education standards shape a different approach, where there is no strict division of roles. According to them, the teacher does not narrate the lesson orally, but directs it, the student does not acquire knowledge through obedience and inaction, in part, but actively participates in the process of their formation. The purpose of this process is to develop the student's ability to comprehend certain facts, master the curriculum and acquire knowledge, active interest in the early stages of learning, independent mental work, the development of thinking skills, the use of creativity.

Thus, we can say the methods of active teaching, which will help the student to show independence, interest in the educational process, develop his interest and creative thinking in the process of teaching activities. There are two main groups in which active methods are divided. These are the group methods and individual methods used in the context of Team training. They are applied to the individual reader.

A.M.Smolkin proposed to divide the methods of active study into imitation and non-imitation methods. There is also a division between games: business, educational, didactic games, etc. In addition to the game, it deals with the analysis of various pedagogical methods, solving specific tasks, working on a clearly formulated task, etc.

We can also say interactive methods as modern pedagogical technologies. The use of interactive methods in the lesson gives the following possibilities:

- teaching students to be independent;
- to generate interest in the subject under study;
- enrich students' social experience;
- feel comfortable in the group.

The interactive activities of the students in the group contribute to the development of communication, during which each participant learns a shared solution that is common but significant to their tasks.

Interactive learning eliminates the domination of both one speaker and one mind over others. Through interactive education, students gain experience in participating in discussions, communicating with other people, learning critical thinking, solving complex problems based on the analysis of relevant information, and making well-thought-out decisions. To do this, individual, group and couple work is organized in the group, research projects are created, various information sources are used and creative work is carried out. The teacher in such lessons only regulates the activities of the students, directing them to achieve the goals of the lesson.

Recognizing the important role of the pupil or student in achieving educational success, transferring the curriculum to master creates a comfortable atmosphere in the classroom, promotes the successful implementation of the goals set in front of the school. Interactive education includes:

- students' interaction with the teacher;
- the process of communication "on equal terms", in which all participants are ready to exchange information, discuss problems, express their ideas, defend their point of view;
- training based on real situations of surrounding reality.

Interactive teaching methods provide solutions to various aspects of educational problems. This is the active involvement of students in the educational process and the formation of their positive educational motivation and cognition activities, the promotion of independent activities.

They also contribute to the effective assimilation of cognitive processes – speech, memory, thinking, a large amount of educational information, creative abilities and non-standard thinking.

Interactive methods open up the individual and individual opportunities of each student or student, work on the development of the communicative and emotional sphere, the development of independent intellectual labor skills, the development of universal educational activities.



In the process of pedagogical interaction, the leader can divide the interactive methods according to the function into the following groups:

1-methods of creating a comfortable communication environment based on the "communicative attack", organized by the teacher for quick inclusion in the interaction of each participant in the pedagogical process;

2-methods of exchange of activities that combine group and individual work of participants of pedagogical interaction;

3-methods of mental activity. On the one hand, if they mobilize the students' creative abilities, on the other hand, encourage their active mental activity;

4-methods of generating meaning. The main task of these methods is to create and share with the students their individual meaning of the problems under study;

5-methods of reflexive activity are aimed at assessing the effectiveness of interaction;

6-interactive games are integrated methods that combine all the functions of active pedagogical methods.

The inclusion of interactive teaching techniques in the composition of the lesson has different options.

1. The beginning of the lesson (cognitive renewal) - a difficult stage: individual, couple, Group or "brainstorm", examination of household creative work (clusters, jinquain, "verse of the East", "hook" game). These methods cultivate the communicative qualities of the pupil-student, the circle of thinking, establish communication between the pupil-student and allow them to "warm up" before more difficult exercises.

It is important for the teacher to include in the lesson the methods of clarifying goals, hopes and risks. The techniques of "Sun and cloud", "Snowflake", "Colorful sheets" will help the teacher to better understand each student and will use the obtained results to implement an individual-oriented approach to the students. Once the task is completed, the formulated goals, wishes, concerns are systematized and the results are summed up.

2. The brighter the presentation of the new material, the more firmly the new topic will be mastered. To help students pass the topic, to present the main directions of independent work with a new material, the following methods will help: "white spots", "notes on the border".

3. Semantic part (getting new knowledge independent) - presentation of new materials: summary, various forms of discussions, cluster, advanced lecture (related to the basic information of the text during the lecture: if I knew earlier – Plus; otherwise thought - minus), "Aquarium", a form of group interaction - "big circle", a visual project (making retelling, drawing up questions on the text).

4. Relaxation in the group. This allows you to perform active methods - "physical moments" ("pantomime", "robots", "four elements", "do as I do" techniques, etc.).).

5. At the stage of generalizing knowledge, it is appropriate to take sinquain. It is used in the study of vocabulary in English lessons, in the lessons of literature to compose the character traits of the hero. With the help of this method it is possible to distinguish parts of speech, work on synonyms and enrich the vocabulary of students.

6. Reflection-get feedback: fairy tale, unfinished sentence, mini-essay, humorous story, essay, glossary. These methods will help to summarize the lesson effectively.

To make effective use of interactive teaching methods in English language lessons, it is necessary to know the extent to which students' cognitive motivation is formed, to determine students' attitude towards teachers, group mates and to determine the initial level of their ability in learning. The choice of interactive educational methods should correspond to the logic of the educational process, didactic goals, the subject of the lesson, the mental, age characteristics and capabilities of students, their individual level of education and upbringing and the characteristics of the whole class. It is also necessary to take into account the

professionalism and experience of a particular teacher, the way of managing educational activities.

The evaluation of the results of interactive education should take into account the self-assessment of the participant of the group work, his performance in the group, Freedom of thought, communication of students in educational communication, possession of cultural forms of work.

Knowledge of interactive learning technology and its use in the educational process, including English language lessons, will undoubtedly help develop the qualities of students to meet the processes taking place in today's life and the requirements set by the state standards of the new generation.

The use of games during English language classes will also be part of interactive learning:

The game allows you to successfully solve such problems as important methodological and psychological:

- to create psychological readiness of the student for speech activity, communication;
- to ensure the natural necessity of repeated use of language material by them;
- prepare for situational speech educate students when choosing the right speech option;
- relieve fatigue.

Exercises in the character of the game can be varied by their purpose, content, methods of their organization, material techniques and the number of participants. With their help, you can solve any task: phonetic, grammatical, lexical and improving spelling skills. Also a number of tasks: the formation of speech skills, observation, attention, the development of creativity. Educational games are classified according to the language aspects of preparation (grammar, lexical, spelling, phonetics, games for the study of reading rules) and creative (hearing and speech).

Let's look at each of these types of games.

Phonetic games. The main purpose of phonetic games in English is to help students develop their articulatory and intonation skills. For example: the game of "bees". Practice the sounds [s], [z].

Course of the game: the teacher shows the students a picture of two bees. The teacher explains that one bee is English and the other is Russian. Bees communicate with each other and pronounce the sound [s] in English and [z] in Russian. Students should describe the conversation of two bees by alternating sounds.

Spelling games. The main purpose of using spelling games in teaching English in a group is to develop writing skills. For example: the "lost letters" game.

The aim of the game is to check the spelling in the spelling of lexical units within the subject being studied.

Game progress: Before the game starts, the teacher divides the group into two teams. For both teams, words with missing letters on the board will be written. During the game, each team member goes to the board and writes a missing letter. The team with the fewest mistakes wins.

Lexical games help to memorize lexical units, teach students to use phrases in situations close to the natural environment, develop students' speech reaction, introduce them to the compatibility of words, that is, help to form strong lexical skills. For example: "Who connects correctly?". The aim of the game is to introduce students to new word groups and teach them to use them. Course of the game: students receive sheets of paper with dots placed in a certain sequence. By connecting the dots 1 to 20, they can draw an outline and identify the object shown in the picture. The teacher then translates the word and the students then repeat.

The main purpose of grammar games is to teach certain grammatical rules. For almost every grammatical event, the teacher can choose a game. Let's look at examples of grammar games. Game "Where is your place?".

The aim of the game is to teach word order in a simple and questionable sentence.

The course of the game: the teacher first comes up with the sentences and writes each word of the sentence on a card. He then distributes the cards to the students. They have to be in order. Creative games, as mentioned above, include listening and speaking games. Hearing games help students develop auditory memory, recognizing individual speech patterns and phrases in their speech flow. Let's look at some examples of hearing games. The game "Who is this guess?". The purpose of the game: to develop speech hearing, to form dialogic speech skills.

The teacher can suggest the following speech patterns if students are having difficulty.

Speech creative games focus on developing oral and written speaking skills. For example: the "last word" game.

The purpose of the game: to develop monologue speech skills, logically connected word-making skills.

The course of the game: students stand in a circle, the teacher calls the first sentence. The student who follows it must build your word from the last word of the previous sentence. This is how each student should form his or her judgment.

For example, there is a cat. The cat is gray.

"Storytelling" game. The purpose of the game: to develop monologue speech skills.

Course of the game: students are offered the end of the story. They need to create a story to end with that phrase.

Thus, the games provided help to shape students' speaking skills. Forms of play help to relieve fear, tension, form a positive motivation for students to learn English, encourage the development of creative abilities of students.

In today's classes, some games are performed individually by students and evaluated by the teacher, while the results are compiled by a specially selected panel of judges, while others are performed together. One type of financial support is required to organize and conduct individual games (colored markers, pencils, sheets of colored paper of one format or different sizes, pictures, tables, slides,

banners, etc.). Other games are conducted based on the teacher's verbal instructions or the appropriate assignment written on a card or book. This exercise can be used at different stages of training. This exercise changes the main content of the game, the way it is organized and conducted.

The game, like other forms of activity, must be based on certain principles. Accordingly, knowing the basic rules of organizing a game activity determines its success. With the above in mind, it is necessary to identify a number of basic requirements for conducting linguistic games, which teachers use in their work:

- interesting and purposeful manuals;
- availability of the game for all learners;
- aesthetic appeal of the game;
- the right of game participants to make mistakes and the freedom to choose actions;
- the competitiveness of the game.

It is also a method of brainstorming. This method reflects the level of active participation of students and their level of knowledge. It encourages students to come up with ideas, allows them to communicate freely, and as a result, a lot of ideas are collected. The teacher is the supervisor during the process. Even if students' ideas are less successful, the teacher cannot criticize them. Instead, students' creative thinking needs to be encouraged. The lesson ends with encouraging quick responses, completing them, and evaluating students.

The Q&A and Discussion method allows lessons to be more meaningful and interesting. The student should be able to express their opinion freely without fear of making a mistake. Such an environment should be created in the classroom. In the technology of game-based learning, the student's tasks are as follows:

1. Think of expected responses and objections.
2. Believe in your own knowledge.

The importance of the game is that the teacher will have the opportunity to observe the students as they operate freely. As a result, it is possible to learn more

about students' activity, fantasies, creative abilities, hard work, team behavior. Students are divided into several groups. Each member of the group should know their responsibilities clearly. The time of the game should be limited, and when it is over, the results of the game should be analyzed. Game-based learning technologies also provide ample opportunities for students to gain in-depth knowledge in the educational process. One of the main goals of modern pedagogical technologies is to make students interested in teaching English and to achieve full mastery of knowledge.

Well-chosen examples from literature, feature films, and the teacher's personal experiences are important to create an emotional situation in the classroom. The brilliance of the story, the teacher's emotional appreciation, arouses students' interest in specific issues of the topic and the material in general. The most common of these group methods, in our opinion, is appropriate to use in the classroom in English:

- a method of creating a state of novelty of educational material. The identification of new knowledge in the teaching process ensures the creation of an environment of moral satisfaction from intellectual labor. A sense of enrichment with knowledge encourages students to improve themselves;

- method of cognitive games. Contributes to the creation of an emotionally high atmosphere, the assimilation of material using an emotionally rich form of reproduction. Cognitive games (business, role-playing, situation) simulate life situations, relationships between people, the interaction of things, events. They can be a primary or auxiliary form of the learning process. The evolving effect is achieved through improvisation, a natural manifestation of students' free creative forces. In an educational sense, play helps students overcome insecurity, helps them assert themselves, reveals their strengths and potential.

Play is the most convenient type of activity for students, a way to process impressions from the outside world. The peculiarities of thinking and imagination in the game, the development of sensitivity, activity, the need for communication.

Fun play increases a student's level of activity and it can solve a much more difficult problem than a normal lesson. But this does not mean that all lessons should take the form of games.

The game is just one way, and it only works well when combined with others: listening, talking, reading, and so on.

The word interactive (translated from English inter - "mutual", act - "to move") means interaction. The interactive method is a method of interacting with students through dialogue [22].

The scientific research of teachers and methodologists has proved the need to use electronic means of teaching foreign languages.

G.A. Nikitina learns to use information technology to help students achieve truly purposeful activities and high motivation. Among the requirements for a modern foreign language teacher, N. Mayer considers the use of interactive technologies, techniques and media.

A.A. Kurbanov covers interactive teaching methods and systems.

In his view, technologies that are implemented through active interaction throughout the lesson can be considered interactive. They help two or three people gain new knowledge and organize group activities, from their interactions with each other and to the broad collaboration of the majority [44].

The basics of modern methods of teaching foreign languages are taught by M.A. Adamko reveals the goals, objectives, principles, content, forms and methods of teaching students during future foreign language activities [22].

Learning English is a complex and multifaceted process that requires regular and creative activity. It is considered by experts as one of the main directions of the introduction of a foreign language into the public environment, which is aimed at increasing the level of knowledge, which is carried out taking into account the state of its possession and development [35].

It is important for a modern teacher to know the latest methods of teaching English, special teaching techniques and techniques in order to optimally choose



this or that method of teaching according to the level of knowledge, needs and interests of students. Teaching methods are not simple algorithmic units, their rational and reasonable use in the classroom in English requires a creative approach from the teacher [44].

Modern communicative methodology offers a wide range of active non-standard methods and forms of work for the conscious mastering of the material in the learning process. In practice, the following forms of work proved to be effective: individual, pair, group and team work.

Therefore, all exercises and tasks should be communicatively based on lack of information, lack of choice and reaction (Information range, choice, consideration). To implement them, students will need additional information, they will make certain efforts to absorb it, and thus will be able to organize their activities better and more effectively.

The most effective forms of pair and group work:

- inner / outer circles;
- brainstorming;
- jigsaw reading;
- think-pair-share;
- pair-interviews, etc.

One of the ways in which English is taught is through the project method as a way to develop creativity, cognitive activity and independence. Projects can be divided into monoprojects, collective, oral, explicit, written and Internet projects. Project work is a multifaceted approach to learning English that includes reading, listening, speaking, and grammar. The project method helps to develop students' active independent thinking and directs them to collaborative research.

Project-based learning is relevant in that it teaches students collaboration, fosters moral values such as the ability to help and empathize and shapes and activates creativity.

The project method implements differentiated, individually creative and proactive approaches in teaching. The project can be research, exploratory, creative (creative), predictive, analytical and playful in nature. The basis of the project style is to pay attention to the interests and desires of the participants. As a special study assignment, the author of the project can be both a teacher and a student (if he / she makes a proposal). Because the project is planned and implemented by the student independently or by a group of students, this method creates a favorable environment for them to increase their responsibility and establish collaborative relationships between project executors and the teacher.

An important tool for innovative teaching is the use of a multimedia complex (MC) in the form of an interactive whiteboard, personal computer and multimedia projector.

Such a complex combines all the advantages of modern computer technology and takes the learning process to a qualitatively new level. Due to its appearance and interactivity, MC allows to involve the whole audience in active work [35].

The use of an interactive whiteboard in the classroom significantly increases the effectiveness of students' learning.

It is necessary to determine the main directions of application of MC:

- simulation of presentations, demonstrations and situations;
- increase the activity of students in the classroom;
- increase the speed of the session.

The use of MC in English lessons allows students to be actively involved in the learning process, increases motivation to learn, stimulates creativity and promotes personal development, expands the possibilities of providing educational information, which is the most effective and time-saving, helps students prepare for tests, exams ... MC is a powerful tool adapted for use in learning English on a variety of topics.

Achieving this goal involves a number of tasks:

- Identify ways to develop higher education in the context of European integration;
- to reveal the essence of "novelty" in relation to higher education;
- describe the most effective innovative methods and techniques of teaching English.

By selecting a specific interactive method, such as "Interview", "Round Table", "Reflexive Circle", "Hot summary", "Project", "Expert Groups", "Dozens of questions", "Excursion", the teacher forms nicknames for students. In addition, there is a mutual learning of both parties as a result of the interaction of communication.

Let's look at the next examples of how to conduct the most interesting interactive games for students.

Below are offered games that include vocabulary and mastering of simple words on the topic under study.

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Grab a minute is a game in which the student is given 1 minute to enter the term written on the interactive map. It is necessary to give more information about this topic / term, its meaning, use and so on. The student who provides the most complete and consistent information about the subject or term indicated on the card wins.

Cognition test: a dictionary on a particular subject that is combined with grammar. A good way to strengthen the closed material.

Features of the game: fast response, critical thinking skills improve.

An item description is the question of the game, you need to describe the word or phrase shown on interactive maps without naming the root of the word or

using gestures. In this case, the remaining groups play an active role, they need to guess the word.

Cognition test: a dictionary on a particular subject that is combined with grammar. Can be used as Warm up activity.

Features of the game: quick response skills are improved, search for synonyms in English is possible. Direct communicative communication with the group positively affects the relationship within the group.

Chain story is a game of logic, a manifestation of imagination and individuality. The essence of the game is to continue the story of the previous student.

Cognitive test: a general dictionary combined with a dictionary and grammar with a specific topic.

Features of the game: quick response, increase logical thinking skills, enhance attention, not less to focus on the plot of the story, help to develop memory.

The games mentioned above can be played in the second part of the lesson to increase student activity and improve information comprehension.

They do not require serious preparation and depend on the level of theoretical knowledge of the students.

In addition to the theoretical foundations of the discussion group forms presented below, the answers should be grounded.

The following relevant discussion forms force students to analyze their thoughts before expressing them, as the mandatory element is to explain not only the speech but also the course of their thoughts.

1. "Roundtable" (a team game to solve a common problem).
2. Scientific debate.
3. Competition in small groups (motivational game that encourages students to be active).
4. "Brainstorm" (a game that develops critical thinking).
5. Situation (a game that develops the ability to react quickly and think).

6. Judicial sitting.

7. Training (a form of training using different forms of small group work to improve skills in the process of simulating real-life situations).

An example of this is “What? Where? When?”, “What? Where? When?” The participants are divided into two teams, who take turns sitting at the table.

The game plays with a resemblance to a popular TV show. Each team receives an envelope with a question. The jury determines the correctness of the answers, calculates the number of points.

Mental attack. It is a way of organizing collaborative group and creative work in the classroom in order to increase the mental activity of the participants and to find effective ideas, constructive solutions, solutions to complex problems or non-standard situations. It is advisable to apply it at the beginning of problem solving or if the process has reached a dead end. The goal of this game is to generate ideas to solve a particular problem in an unusual way. Let us now reconsider the list of necessary elements of the "Brainstorming" [3].

1. It is necessary to express as many opinions as possible and correct them.
2. All the opinions expressed, even at a glance, are meaningless, recorded.
3. Lack of any criticism.
4. All participants have the same rights to express their views.

Interesting interactive activities outside the classroom include excursions in English and video interviews. An important stage of this activity is preparation: distribution of roles among students, approval of the guideline, independent search of information by students and its approval by the acting teacher [4].

The main problem with engaging in interactive games is that the student often does not have an opinion and, if so, is afraid to articulate it openly to the entire audience. Conducting interactive sessions helps to continuously improve communication skills, resulting in the student's internal limitations disappearing. In the process of communication, students learn: to communicate with different

people, to express alternative opinions, to make informed decisions, to participate in discussions [35].

Interactive games that include multimedia technologies include “Presentations”, “Demonstration of Video Projects”, “First Million” interactive games, “Class Brain”, “Flashing Frames” and more.

### **3.3. The use of pedagogical innovations in the system of Higher Education**

Today, the modernization of the content of education in our country is associated with innovative processes in the organization of teaching foreign languages, as well as English. Pedagogical innovations are also being used in the training of future English teachers. Pedagogical innovations have their own specific characteristics. The dimensions of pedagogical innovation in the training of future English teachers and the formation of their creative activity are: novelty, optimization of innovative methods, the ability to give high results, the ability to apply creatively in public practice.

The priority of the development of modern education is the humanistic direction of education, in which the leading role is taken by personal potential (principle). Taking into account the needs and interests of the student involves implementing a differentiated approach to learning. It also focuses on the student, his or her personality, and his or her unique inner world. Therefore, the main goal of the modern teacher is to choose the methods and forms of organization of students' learning activities in a way that is optimal for the purpose of personal development. One of the technologies that provides person-centered learning is the project approach as a way to develop creativity, cognitive activity, and independence. The typology of projects is diverse. According to M.E. Breygina, projects can be divided into collective, oral, specific, written, and Internet projects. In real practice, it is often necessary to engage in a variety of projects that are creative, practice-oriented, and informative. Working on a project is a multi-level

approach to covering language learning, reading, listening, speaking, and grammar. The project method helps to develop the active independent thinking of future English teachers and directs them to joint research work. Project-based teaching is also relevant as it teaches future English teachers to collaborate, builds creative skills, and activates future English teachers. In general, the continuity of teaching and learning is observed in the project-based learning process. The project method is a natural way for future English teachers to develop communication skills, communication culture, concise and easy formulation of ideas, tolerance of communication partners' opinions, ability to obtain information from various sources, processing using modern computer technology and communication in English. creating a language environment that meets the need. The project form of the course is one of the modern technologies that allows future English teachers to apply the accumulated knowledge on the topic. Prospective English teachers will learn to expand the boundaries of language knowledge, gain experience in using it in practice, learn to listen and hear English speech, and understand each other in defending projects. Prospective English teachers work with literature, dictionaries, and computers, thus creating an opportunity to communicate directly only with English.

Working on a project is a creative process. Prospective English teachers work independently or under the guidance of a teacher to find a solution to a problem, which requires not only knowledge of the language, but also the acquisition of language skills, creative, communicative and intellectual skills. In English lessons, the project method can be used as part of the program material on almost any topic. Working on projects develops imagination, creative thinking, independence and other personal qualities.

Modern technologies also include collaborative technology. The main idea is to create conditions for future English teachers to actively work together in different learning situations. Students are grouped into groups of 3-4 people and given one assignment and the place of each is indicated. Each student is

responsible not only for the outcome of their work, but also for the outcome of the whole group. So weak students try to find what they don't understand from strong ones, while strong students try to give the weak ones a better understanding of the task, and the whole group benefits because the gaps are eliminated together.

The lack of an innovative environment in higher education also has a drastic impact on the quality of training of future English teachers. This, in turn, leads to a lack of creativity in them, a decline in their preparation. As future English teachers consistently master innovations, the level of conflict between teachers working in a supportive environment in the teaching community will decrease and old stereotypes in professional activities will be eliminated. In the innovative environment of the educational institution, the teacher's attitude to innovation is clearly reflected. Also, the introduction of information technology in English classes significantly improves the process of information perception and processing. Thanks to computers, the Internet, and multimedia, students are given the opportunity to assimilate large amounts of information with subsequent analysis and sorting. The motivational foundations of learning activities have also been significantly expanded. In the context of multimedia use, students receive information from newspapers, television, conduct interviews and hold teleconferences.

Pedagogical innovation - making changes in the process of human education. They are aimed at improving and developing the entire system of upbringing and education.

From a pedagogical point of view, the main components of an innovative approach to education are the activity approach. Such an approach is based on the idea that the functioning and development of the individual, as well as the interpersonal relationships of students are mediated by the goals, content and objectives of socially significant activities.

Active learning. It is based on the fact that future English teachers are increasingly faced with the need to solve problematic situations in real life. This



method is aimed at organizing the development of the individual, self-organization, self-development. The basic principle is that the learner is the creator of his own knowledge. Active learning is definitely a priority at the current stage of teaching English. After all, effective management of learning activities is possible only when it is based on the active mental activity of learners.

Teaching English to future English teachers using innovative technologies involves the introduction of a number of psychological approaches: cognitive, positive, emotional, motivational, optimistic, technological, and so on. All of these approaches are aimed at future English teachers.

Teaching English online. The introduction of information and communication technologies in the educational process has begun, and the use of information technology in English lessons is an effective factor in developing the motivation of future English teachers.

The prospects for using Internet technology today are very broad. They are as follows:

- Correspondence with residents of English-speaking countries by e-mail;
- Participation in such international conferences, seminars and other network projects;
- Creating and hosting web-based websites and presentations — they can be created jointly by the teacher and the student. It is also possible to share presentations between teachers from different countries.

The work of creating Internet resources will be of interest to future English teachers for its novelty, relevance and creativity. Organizing the cognitive activities of future English teachers in small groups gives each student the opportunity to show their activism. To achieve maximum effectiveness, it is necessary to make extensive use of innovative, including, of course, various media-educational technologies in the teaching process, thereby increasing the motivation and independence of future English teachers.

Project methodology also plays an important role in the educational process. Issues of integration of academic disciplines will be developed and communication with the studied topics will be provided. In the process of project work, a systematic approach to teaching is more fully implemented, educational tasks are coordinated, theory and practice are combined. Curriculum projects are more common in foreign language classes. These projects are designed to be used in a specific lesson and have clear goals. The task of the teacher: to correctly formulate the topics of the projects, to determine the range of questions necessary to implement the goals and objectives of a particular lesson. "My favorite book", "my favorite movie", "my vacation", "my friend", "holidays", "going to an exhibition", "travel", "TV", "movie", "home", "animals", "new year", "my favorite season" and other educational project topics.

The basis of the project methodology is the idea of focusing the learning activities of future English teachers on important results. At the same time, it is necessary to implement the principle of connecting learning with life, with practice. In the development and implementation of specific projects, practical training tasks are solved, practical knowledge and experience are gained. It is advisable to direct the activities of future English teachers taking into account their interests, needs, abilities and individual characteristics. It is important to note that in the process of overcoming the problem, future English teachers will also gain new knowledge and skills. The use of the project methodology helps to develop the organizational qualities of the project participants, to unite their interests and to identify potential English teachers who are prone to leadership and organizational activities.

Small projects also play a big role in teaching English. Projects can be done not only in writing but also orally. The main forms of small projects: monologue and dialogic statements, tables, diagrams. The task of the teacher is to achieve the real content of the project. The topics of the small projects depend on the specific

goals and topics of the current lessons, are developed by the teacher and discussed with the students.

The use of pedagogical innovations in the training of future English teachers, the introduction of information technology in English lessons, the effectiveness of the use of project methodology in the formation and improvement of basic speaking skills of future English teachers can be emphasized.

On implementation of the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 No PQ-1875 "On measures to further improve the system of learning foreign languages", according to the Resolution of the Cabinet of Ministers of May 8, 2013 No 124 "On approval of the state standard of education in foreign languages of the system of continuing education" "Requirements for the level of preparation of graduates of all stages of education in foreign languages" has been gradually introduced into practice from the 2013-2014 academic year.

In addition, the opportunities of computer technology in the training of future English teachers in the higher education system are widely used. Due to the uniqueness of the English language is the most flexible and extensive use of various technical means of teaching. That is why the new opportunities offered by multimedia in teaching English are widely used. The main role here, of course, is played by multimedia. Multimedia documents can be used during English lessons, and this can be done in Microsoft Word and presentations (PowerPoint) by the teacher. They are simple to implement and apply, but they play a big role in accelerating the lesson and increasing its emotional impact on future English teachers.

The process of learning English is a complex, constantly evolving system. Computerization of English language teaching helps to facilitate access to information and reduce language learning time. Currently, there is a huge selection of multimedia products, websites with information needed to learn English, e-textbooks, thematic texts and exercises. It is an effective tool for teaching English,

so the development of a methodological framework for computer-assisted English teaching should be based on an in-depth analysis of the didactic and methodological possibilities that will help achieve the main goal in English teaching - skills and formation of communicative competence.

- modeling the conditions of computer communicative activity;

- acquisition of lexical and grammatical skills;

- individualization and differentiation of education;

- increase motivation; increase the volume of language teaching;

- encouraging students to master;

- allows the transfer of language material to other types of speech activities.

The computer serves as an auxiliary tool like any other technical training tool or textbook. The computer also has a number of advantages: it combines video and audio data, text data, the ability to record your own voice and pronounce it more accurately. The computer provides a great opportunity to test the level of mastery of an English language or topic with the participation of a teacher, which reduces the time to check the results. The teacher can use the computer to optimize learning, increase the efficiency and objectivity of the learning process with significant time savings, organize teamwork and work with learning materials. As a means of technical support for teachers, the computer opens up a wide range of prospects for improving the organization of the learning process, as well as some organizational forms of the learning process without the use of computers, for example, team work on a joint project will not happen. The teacher can use a computer to optimize learning, significantly save time on the efficiency and objectivity of the learning process, organize teamwork and work with learning materials (search, analysis, selection, design, creation); selection of materials for teaching (lexical and grammatical exercises and tests, selection of texts), as well as analysis of texts and whole textbooks.

Computer education technology is a new educational technology that creates forms of teaching on the basis of electronic means. This, in turn, was the basis for

the introduction of Computer Forms, tools and research methods without abandoning traditional teaching methods and their coordination with modern teaching methods, the development of techniques for the use of computer technology.

In addition to the development of printed learning materials, modern computer tools allow to independently create new opportunities in the teaching of the English language:

- multiple choice tests (with one or more choice of the correct answers);

- texts with shortcomings (with different options for providing assistance to the user);

- linguistic games (crosswords).

Thus, teaching English language on the basis of computer technology provides for continuous improvement of teaching materials, operational control of the progress of the learning process and the introduction of new organizational forms of teaching.

Working with the computer will not only increase the interest of future English Language teachers to study, but also make it possible to regulate the presentation of teaching assignments according to the level of difficulty, encourage the right decisions. In addition, the computer makes it possible to completely eliminate one of the most important reasons for failure - lack of understanding of the instructional material or a negative attitude to reading due to a problem in knowledge. The same aspect is provided by the authors of many computer training programs. Future English teachers are given the opportunity to use different reference books and dictionaries, which can be called on the screen with just one click of the mouse. Working on the computer, the student will have the opportunity to complete the problem solving by relying on the necessary assistance.

Significant progress in the development of personal computers and computer technology will also lead to changes in the teaching process of English language. Active and appropriate use of the computer in the English lesson is possible and

appropriate due to the peculiarities of the subject. The leading component of the content of teaching English is the teaching of speaking, listening, reading and writing in various types of speech activities. In teaching listening skills, each student gets the opportunity to hear English speech. When learning to speak, each student gets English phrases translated into microphonetics. In the study of grammatical phenomena, each student will have the opportunity to perform grammar exercises, solve crosswords, chain letters, search for words, perform game exercises.

In the practice of using computer in the learning process, its teaching function is emphasized and also the computer is the organizing and managing tool in the process of teaching the independent work of the future English Language teachers especially the work with language and speech material.

The scope of computer in teaching English language is broad in the idea. The computer can be used effectively to introduce new language material, new word patterns, as well as English language communication activities. The computer can be used in a variety of communication tasks and situations, taking into account the personal characteristics of the future English Language teachers during the learning phase and the application of the formed knowledge, skills and skills.

In place of the conclusion, we can say that in English lessons, the optimal conditions for the successful development of the program material are created: at the same time, it provides a flexible, adequate and purposeful load of exercises for future English teachers. In difficult cases, the computer allows future English teachers to obtain the necessary information in the character of the reference in a short time, to provide it with certain "keys" for the successful solution of the task.

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