

## Methods Used in Teaching Students English

---

**Haydarova Mehrangiz**<sup>1</sup>

<sup>1</sup> Teacher of the University of Pedagogy and Economics

---

### **Abstract:**

The article describes ways to improve the quality of education of English teachers in general secondary schools through the use of innovative methods. The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations are presented for public use after being tested and objectively evaluated.

**Keywords:** School, innovation, pedagogue-technologist, method, education, upbringing, knowledge, skill, creative, classification, innovation, objective.

Implementation of the developed experiences of pedagogy and achievements in education is one of the important conditions of today. Currently, a huge base of experiences that a teacher can use during his career has been formed, and it is getting richer every day. But despite this, it is difficult for teachers and future professionals to master these experiences [1-4]. The position of the teacher is especially important in creating best practices and popularizing them among colleagues. The educator should pay attention to the cost and effectiveness of the new advanced pedagogical practice. The orientation of the teacher's practical activity to innovation provides an opportunity to put into practice the achievements made as a result of theoretical pedagogical research. In order to popularize the results of such studies, it is necessary to introduce them to the general public. Such news can be conveyed to representatives of other pedagogies by experts in the field by giving quick advice, conducting special trainings, giving speeches at conferences, and giving future pedagogues a series of lectures [5-9].

At this point, a question arises: "Who are the communicators and promoters of advanced pedagogical ideas and technologies to the general public?" Professors of higher education institutions and mature pedagogues working in universities play an important role in studying and popularizing the experience of a particular pedagogue or educational institution. The reason for this can be explained as follows: - the author of the innovation cannot give a necessary and accurate assessment of the perspective of a particular pedagogical idea or innovation; - advanced pedagogues

do not always think about popularizing their ideas. The reason is that innovation requires additional time and labor of the pedagogue; - the idea is not always scientifically and methodologically justified by its creator; - the authors face obstacles related to the individual characteristics of themselves and their colleagues when describing their innovations and ways of implementing them; - the task of not only promoting and popularizing pedagogical innovations, but also making corrections to the quality of pedagogues based on them and enriching the professional knowledge and skills of future teachers is entrusted to the creative group; - the tasks of systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enriching the work experience of higher educational institutions are also the responsibility of the members of the creative group. The author of the innovative idea does not participate in the management of activities aimed at practical application [10-14]. This kind of approach creates a basis for expanding the capabilities of an innovative pedagogue and directing him to a specific goal. In this way, the powers of the founder and popularizer of innovative pedagogy are concentrated in one point and directed towards a certain goal. Pedagogical innovations have their own dimensions. Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how innovative the innovative methods are; its optimality; how effective; the possibility of using it in mass experiments and so on. The main measure of innovative methods is their novelty, results of scientific research and equality with advanced pedagogical experiences. For this reason, it is important for teachers who want to work in the innovative process to understand the true essence of innovation [15-17].

The experiment may be new to one teacher, but not new to another. In addition, the level of innovation of the same method may be different for future pedagogues. Taking this into account, both future pedagogues and teachers working in the educational system should approach innovative creative activities based on their needs. According to the level of innovation, innovative methods that help to develop the creative functions of future pedagogues are manifested in several forms: absolute level; local-absolute level; conditional degree; subjective level. The mass application of innovative pedagogical innovations is interpreted as a criterion for their evaluation. This is mainly related to the technical support of the educational process and the uniqueness of the teacher's activity [18]. The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations are presented for public use after being tested and objectively evaluated [19]. It is desirable to develop the creative functions of future teachers using innovative methods that are widely popular and allow to achieve positive results. Diagnostic methods aimed at studying the innovative activity of the teacher are also diverse. The use of diagnostic methods shows the strengths of the teacher's activity [20]. Therefore, equipping future teachers with modern methods of diagnosis is the demand of the times. Taking into account the professional needs and wishes of future teachers, it is necessary to form professional and pedagogical ethics in them and implement full-fledged purposeful activities aimed at continuous development.

When studying pedagogical innovations on the basis of diagnosis, one should not forget the need to take into account the presence of positive, developing situations as well as negative manifestations in the experience of each pedagogue. In order for a young pedagogue to work effectively in an educational institution, it is necessary to clearly show the positive and negative aspects of his work experience on the basis of diagnosis. It is necessary to clearly convey to future teachers that the diagnostic methods used in order to study innovative processes are as follows. - systematic study of future teachers' pedagogical needs, interests, areas of particular importance, identifying the difficulties encountered in the work of teachers and the possibilities of their elimination; - search for ideas, concepts and advanced pedagogical experiences that serve to satisfy their interests and needs and introduce them into the practice of higher pedagogical education; - to determine the originality of future teachers in the process of mastering and applying pedagogical innovations and their

various manifestations, in which to demonstrate, describe, hold open classes, work on new resources, such as organizing lectures, participating in experimental work, and making extensive use of types of work. Based on the diagnosis of pedagogical innovations, it is recommended to carry out practical work aimed at learning in several stages. At the initial stage, questionnaire requests from future teachers, examination of answers to questionnaire questions, organization of individual interviews and confirmation of information in answers to questionnaire questions, analysis of information obtained based on the results of diagnosis[21]. At this stage, based on the results of the first stage, activities aimed at improving the professional and pedagogical qualifications of the future teacher will be planned and the ways of their implementation will be shown. At this stage, the work carried out is completed and repeated diagnosis is carried out. In this process, the future teacher is directed to receive intermediate and final results. Changes in the activity of students in the group are analyzed in depth. As a result of this, diagnosing the professional skills, qualifications and experiences of future teachers and arming them with diagnostic methods, as well as restructuring the process of professional pedagogical education based on innovative ideas, will allow to effectively develop the creative activity of students. As a result, there is an opportunity to encourage future teachers to be creative and take initiative [22]. The creative pedagogical activity of the teacher is the process of positively solving tasks subordinated to the formation of human consciousness and behavior, and most importantly, the creation of a generation of well-rounded people. Also, the planned educational goal is easily realized and the expected result is achieved faster. That is; - it is necessary to clearly define the role and tasks of the teacher in the system of innovative educational technology; - the teacher must be promoted to the level of a new professional position - "teacher-technologist", - "pedagogue-technologist"; - "teacher-technologist" must have special knowledge, skills, qualifications; - It is necessary to take specific measures to ensure the prestige, potential increase, spiritual and material interests of the "teacher-technologist" among the pedagogical team. In order to improve the quality of education, the use of innovative technologies by teachers in the course of the lesson will definitely give effective results.

In conclusion, in order to educate mature professionals who have a high level of general professional culture, social activity, independent thinking, and the ability to solve their tasks without difficulty, today our pedagogic teachers use modern and innovative pedagogical technologies. they should understand that it is the main factor of increasing the quality and efficiency of education, and that it is required by the times.

### References:

1. Artemov V.A. Psychology training in octrannomu yazyku. - M.: "Pedagogy", 1989- P.103.
2. Bim I. L. Nekotorye actualnye problemy covremennogo obucheniya inoctrannym yazykam-YAISH. 2001, No. 4– S.39
3. Yoralieva U.Q. Specific features of teaching foreign languages in the preschool education system and the possibilities of using interactive methods in it. Journal of modern education. -T., 2014, issue 9-27 p.
4. Mansurov, N., & Jalilova, V. (2021). METHODOLOGY OF PROFESSIONAL OBUCHENIYA-NAUCHNAYa OTRASL PROFESSIONALNOY PEDAGOGIKI. Zbírnik naukovix prats SCIENTIA. <https://ojs.ukrlogos.in.ua/index.php/scientia/issue/view/26.03.2021/487>
5. Valiev, A. (2021). ABOUT THE FEATURES OF THE PERSPECTIVE OF SIMPLE GEOMETRIC SHAPES AND PROBLEMS IN DOG TRAINING. Zbírnik nauko vihprats SCIENTIA. Vilucheno íz <https://ojs.ukrlogos.in.ua/index.php/scientia/article/view/10540>

6. BULATOV, S., & JABBAROV, R. (2016). № 2 National traditional basis of symbol of Khumo. Central Asian Journal of Education, 1.
7. Jabbarov Rustam Ravshanovich (2016) Psychological foundations of self-awareness. The organization of innovative activities of the teachers: Problems and solutions. Pp-444-445.
8. BULATOV, S., & JABBAROV, R. (2016). № 2 National traditional basis of symbol of Khumo. Central Asian Journal of Education, 1.
9. Hasanov, A. A. (2020). PECULIARITIES OF PREPARING TEACHERS FOR THE DEVELOPMENT AND USE OF E-LEARNING RESOURCES. Theoretical & Applied Science, (9), 15-17.
10. Khasanov, A. A. (2018). Didactic Foundations of Interdisciplinary Connections at Subject Teaching. Eastern European Scientific Journal, (6).