PEGAGOCAL INNOVATIONAL METHODS IN MODERN UZBEKISTAN

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Annotation: The article reviews innovative methods of foreign languages teaching and different techniques used in the teaching process. Methods Statistical Analysis: Actual materials reflect the history of pedagogy since ancient times to its modern state. Extracts from the works of Russian and foreign specialists let us know the main trends of development, the formation of new directions in the methodology of foreign languages teaching. The main goal is to introduce innovative methodological techniques. Findings: It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches. Information and computer technology can improve efficiency and create the conditions for self-study. Applications/Improvements: Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.
Keywords: Techniques, technology, principles, methods, improve efficiency and create.

1. INTRODUCTION

The main purpose of teaching students in the middle school to clarify personal skills of every student, giving them proper education, life enhancing innovative technological world. Principal goal is to teach students to speak fluently in English, writing and reading comprehension skills. Moreover, we should make them believe their own skills and establish feel happy attitude. I have stated how basic foreign language teaching methods can present the theory of language, their features, principles. I vigorously search and use technologies in my own work. It lets us to work together with learners and give them motivation. As of late, development advances are utilized all the more frequently in optional schools. It's new methods for advancements as well as new structures and strategies for educating, another way to deal with the way toward learning. The fundamental reason for language educating is centered around creating open culture of understudies, instructing in the useful authority of English language. For the advancement of intellectual movement of understudies at English exercises we utilize the accompanying inventive advances. The principle attributes of utilizing present day imaginative advancements is the capacity of separation and individualization of instruction, and furthermore the likelihood of improvement subjective exercises of understudies. The errand of instructors is to make the states of down to earth language learning for every understudy to pick such techniques for preparing which enable each understudy to demonstrate their action, their inventiveness, to make progressively dynamic understudy's psychological exercises in learning English language. The reason of education isn't fair making a understudy proficient, but includes method of reasoning considering, information capacity and self-adequacy. That's why educating these days must incorporate inventive communication strategies that confer information. A few imaginative methods of educating might be interactive media, the combination of different computerized media types such as content, pictures, audio and video, into multi-sensory intelligently application or introduction to communicate data to an gathering of people. There are different strategies of teaching. They are: interactive media educating, amusement instructing and so on. But all think or favor something modern and simple. A few individuals favor another

strategy of educating. They think that inventive educating is advanced and basic. The utilize of inventive strategies in instructive educate has the potential not only to progress instruction, but too to engage individuals, fortify administration and galvanize the exertion to realize the human improvement objective for the nation. But as for me we need to propose exceptionally basic and exceptionally simple strategy of learning English well. The reason of this paper is to assess the strategies for educating lexicon as well as mixed media educating and to propose other valuable instructing strategies that can be endeavored in conferring information to the understudies [1, 15]. The significance of training is a motor for the development and advancement of any general public. It confers information, abilities and instills values, but on the other hand is in charge of building human capital which breeds, drives and sets mechanical advancement and financial development. These days data and information emerge as vital and basic contribution for development and survival. Instead of taking a gander at training just as a methods for accomplishing social up, the general public must view instruction additionally as a motor of headway in a data period pushed by its wheels of learning and research prompting advancement. At present, numerous foundations are moving towards issue based learning as an answer for delivering graduates who are inventive and can think basically, scientifically, and take care of issues. Since information is never again an end yet a way to making better issue solvers and empower deep rooted learning. Issue based learning is ending up progressively well known in instructive organizations as an apparatus to address the insufficiencies of conventional educating. Since these customary methodologies don't urge understudies to address what they have realized or to connect with recently procured information, issue based learning is viewed as an imaginative measure to urge understudies to figure out how to learn by means of genuine issues.

Creative techniques for language teaching. Numerous mixed media advancements are accessible for developers to make these imaginative and intuitive sight and sound applications. The teacher applies multimedia and interactive techniques to enhance the substance of the material. It serves to educator to speak to in an increasingly important manner, utilizing diverse media components. These media components can be changed over into computerized structure, altered and tweaked for the last presentation. By fusing computerized media components into the task, the understudies can adapt better since they utilize numerous tactile modalities, which would make them increasingly persuaded to give careful consideration to the data exhibited and hold the data better. The new methods change the classroom experience. For instance, the room is set up with cameras for shooting whiteboards, so understudies can get the pictures as advanced documents. What's more, PCs, minimized PCs that enable the instructor to compose notes straightforwardly on the screen with an exceptional pen, supplant the obsolete projector. Innovation enables educators and instructors to make notes on outlines and spreadsheets and send them straightforwardly to their understudies' PCs.

Standards of educating is the first arrangements that, taken together, characterize the prerequisites for the an entire and its parts (objectives, targets, techniques, assets, authoritative structures, learning).

The guideline of learning is one of the essential classes of methods from a position, which characterizes the necessities for the instruction framework in general, and its individual segments. Core values in arranging and executing the instructive procedure: defining objectives and errands; the determination of the substance and strategies for educating [2, 23]. The rule of visuality or ostensive standard is acknowledged in immediate and visual methods of simonizing or clarifying implications, for example in the show and naming by the educator of articles, pictures and activities wherefrom the students surmise the implications of words and articulations utilized. In foreign language teaching it is in some cases sensible to

enable students to absorb, language governs instead of hold up until they reason these tenets through discourse movement.[3, 98] The educator's errand isn't to put this diligent work on the student's shoulders yet to encourage the procedure of principle learning and to rehearse it, all things considered, circumstances. We have considered the primary strategies and standards of foreign language teaching as models or ideal models of hypothesis, research and school practice. Some of them might be viewed as out of date from a logical perspective, some others appear to be progressively current, however in actuality every one of them have presented developments at a given minute, superimposing on the ones of every a mixed way. In any case, all strategies share no less than two things for all intents and purpose: 1) their conviction to be the best one, and 2) a lot of solutions that instructors need to pursue essentially. I don't propose then from the presumptions in this article showing ought to be moved toward following a specific technique as a lot of remedies, however despite what might be expected as a dynamic and intelligent procedure, which implies a lasting communication. Implementation of productive method in the sphere of foreign languages learning is connected with substantiation of theoretical aspects that include core methodological principles.

Integrated multilingualism

This principle means that teaching foreign languages international students should be implemented on the basis of the holistic comparative linguistic system developed by each student personally. Students should simultaneously compare linguistic systems of the native, Russian and English languages in a professionally oriented communicative context. The task of the teacher is to design linguistic content of education with the principal aim to integrate students' professional knowledge in the field of multilinguistic educational environment.

Productive communicative context

The main goal of the foreign language education in higher school is an effective communicative training of students in the context of their future profession. The content of this training includes the main professional knowledge as the basis of students' professional competence. Stimulation of students' productive communicative activity provides development of their professional skills and personal qualities. Involvement in productive educational activities gives students the opportunity to display their own initiative, independence, responsibility, self-realization, which positively affects the development of practical skills important for future specialist.

Socio-cultural context of foreign languages learning

Multilinguistic education is strongly connected with the development of social and cultural awareness of students. For international students it is very important to pass the process of socialization in the foreign country successfully. They have to learn a lot of social and cultural information of the host country. In this sense foreign languages learning becomes a substantial cultural and linguistic support for international students. The role of the teacher is expanding, including the support of students in overcoming cultural and language barriers.

Productive pedagogical stimulation of students

The basis for successful multilingualism is the developed communicative activity of a student. Communicative activity may be supported by the pedagogical stimulation of students' mental and personal activity by the means of the productive method. The main objective of students' productive educational activities is the development of their productive thinking, creative abilities and educational autonomy as the methodological basis for selfdevelopment
and self-education of the individual.

Individual approach

This principle means that foreign languages teaching should be based on such pedagogical

and methodological conditions that emphasize the intellectual dignity of each student, noting the special value of his/her point of view, a personal approach to solving the problem, a unique vision of the situation, an individual style of thinking. The individualization of the foreign language acquisition ensures the development of the communicative competence of each student, regardless of students' initial language level.

Developed methodological principles of teaching foreign languages to international students formed the basis for productive linguodidactic technology modelling. For many years, the authors of this paper have been developing the productive method in foreign languages education. On the basis of elaborated methodology we have designed productive linguodidactic technology of Personal multilinguistic portfolio that provides effective language learning.The concept "technology" has recently become widespread in the theory and practice of teaching foreign languages. We define this term as the complex of a student's and teachers' actions aimed at achieving the certain goals of education.

Psychological and pedagogical basis of the productive linguodidactic technology is the concept of modern educational technologies in teaching foreign languages (Nechaev, 2002). This concept determines subject position of a student regardless of age, social status and pedagogical conditions (teacher's direct or indirect control, independent learning, autonomous learning etc.). In connection with this, the teacher uses special monitoring educational tools providing high educational outcomes. Content of Personal multilinguistic portfolio

Productive linguodidactic technology of Personal multilinguistic portfolio is defined as a system of students' educational actions based on the self-management, self-rating and selfmotivation

activity. PMP is compiled in three languages: in the native language of students, in Russian and in English. It may have the form of paper Portfolio, digital Portfolio or electronic Portfolio.As practice shows, in teaching foreign languages portfolio may be used not only as the method of assessment but also as the method of development. Personal multilinguistic portfolio increases students' professional skills and quality of their autonomous learning. It gives additional motivation to self-development. Using of Personal multilinguistic portfolio allows applying linguistic knowledge for the new communicative contexts according to students' professional and cultural environment.

The main functions of Personal multilinguistic portfolio :

Educational – demonstration of professional competences and personal skills.

Estimating – demonstration of educational results.

Representing – presentation of personal educational and professional achievements.

The main sections of Personal multilinguistic portfolio are presented in three languages (in the native language of the student, in Russian and in English):

Language file: professional lexicon; discursive grammar; general language.

Monitoring file: lexical and grammar tests; self-assessment tests; questionnaires.

Intercultural communication file: professional communication practice; academic writing practice; professional reading practice; autonomous communicative activity.

File of personal achievements: awards, diplomas, certificates, letters of gratitude etc.

Results of pedagogical experiment

Interaction of languages and cultures

We conducted the survey to determine the level of language proficiency by international students who studied in Saint-Petersburg polytechnic university. 20 graduate students of the first course took part in this survey. The questionnaire consisted of 15 questions. As a result, it was revealed that the native languages for this group were Chinese (40%) and Arabic (60%). The first foreign language for them was English (100%). We found out that they studied English in order to get acquainted with the culture of another country (40%), some

students studied English at school (40%), to communicate with friends (15%) and for communication on the Internet (5%). All respondents studied English for more than 3 years. They all had different of language proficiency: the majority at the intermediate level (45%), at the elementary level - 30%, upper-intermediate - 25%.

The second foreign language for them was Russian. They studied Russian from one to three years (85%), more than three years (15%). The level of proficiency in Russian was different: elementary level - 60%, intermediate - 30%, upper-intermediate – 10%. A significant part of the respondents was learning Russian with an aim to get higher education in Russia (60%). The results of the questionnaire showed that students needed Russian not only for education. They were interested in the Russian culture (25%) and they wanted to communicate with Russian friends (15%). We found out that international students need to aware cultural and social context of surrounding environment. While students are studying in Russia they need to be acquainted with new people, to communicate with them and feel confident themselves in the new linguistic and cultural environment.

Thus, it can be assumed that in the minds of international student all three languages interact. Communicative competence development

During the pedagogical experiment, we tested the development of communicative competence of students. We checked the students' communicative ability development, the following subcomponents forming the individual as a communicator: linguistic, sociolinguistic, discursive, strategic, socio-cultural and social competences.

The first-year international students of the postgraduate course participated in the experiment. There were 44 students in two groups. The students from the first (control) group were learning Russian and English without using PMP. The students from the second (experimental) group were learning foreign languages with the use of PMP.

The experiment was conducted for four months. At the beginning of the experimental work, we identified the level of the core competencies development in the English and in the Russian languages. We found out that these competences had a low level of development in both groups (Tab. 02). The level of development of communicative competence was determined on the basis of the test control. Tests included tasks for which students received points. The test results are presented as the percentage: the number of received points from possible 100%.

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