THE USE OF INNOVATIVE METHODS IN TEACHING ENGLISH AT ACADEMIC LYCEUMS

Istamova Shohista,
The Teacher of the Department of English History and Grammar, Samarkand State Institute of Foreign Languages

Annotation. The conditions of living, formation, training, and teaching have changed in the modern digital age. Everything has been changing lately, thus studying attitudes must also change. In a contemeorary comerehensive school, the curriculum is still uniform; it is based on objective standards that have been historically updated. Many contemeorary teachers lament the absence of an effective strategy that erioritizes the uniqueness of each student. The education received in school does not provide the student with a clearly defined, eositive motivation to select a career, interests, or eath in life.
In the twenty-first century, international education has a rising role.
Key words: Training, formation, teaching innovative methods, technology, video, audio, interactive methods, objective standarts, studying attitudes.

ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ МЕТОДОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В АКАДЕМИЧЕСКИХ ЛИЦЕЯХ

Истамова Шохиста,
Преподаватель кафедры истории и грамматики английского языка Самаркандского государственного института иностранных языков

Аннотация. Условия жизни, образования, обучения и преподавания изменились в современную цифровую эпоху. В последнее время все меняется, поэтому отношение к учебе тоже должно измениться. В современной общеобразовательной школе учебная программа по-прежнему едина; он основан на объективных стандартах, которые были исторически обновлены. Многие современные преподаватели сетуют на отсутствие эффективной стратегии, которая бы ставила во главу угла уникальность каждого ученика. Образование, полученное в школе, не обеспечивает учащемуся четко выраженной, мотивированной мотивации к выбору карьеры, интересов или жизни в жизни. В двадцать первом веке международное образование играет возрастающую роль.
Ключевые слова: Обучение, формирование, обучение инновационным методам, технологиям, видео, аудио, интерактивным методам, объективным стандартам, установкам обучения.

AKADEMIK LITSEYLARDA INGLIZ TILINI O'RGATISHDA INNOVATSION USULLARDAN FOYDALANISH

Istamova Shohista,
Samarqand Davlat Chet Tillar Instituti Ingliz Tili Tarixi va Grammatikasi Kafedrasi O'qituvchisi

Annotatsiya. Zamonaviy raqamli asrda yashash, shakllantirish, o'qitish va o'rgatish shartlari o'zgardi. So'nggi paytlarda hamma narsa o'zgarib bormoqda, shuning uchun o'rganishga bo'lgan munosabat ham o'zgarishi kerak. So'nggi paytlarda o'quv dasturi hali ham bir xil; u tarixiy jihatdan yangilangan ob'ektiv standartlarga asoslanadi. Ko'pgina o'qituvchilar har bir o'quvchining o'ziga xosligini erioritatsiya qiladigan samarali strategiyaning yo'qligidan nolishadi. Maktabda olingan ta'lim o'quvchiga har qanday kasbni, qiziqishni va boshqa narsalarni tanlash uchun aniq belgilangan, e'tiborli motivatsiyani ta'minlamaydi. Yigirma birinchi asrda xalqaro ta'limning o'rni ortib bormoqda.
Kalit so'zlar: O'qitish, shakllantirish, o'rgatish innovatsion usullar, texnologiya, video, audio, interfaol usullar, ob'ektiv standartlar, munosabatlarni o'rganish.

Introduction. The modernization of educational content in Uzbekistan is not the least tied to innovations in the organization of teaching foreign languages at the current stage of the society's growth. Therefore, choosing organizational strategies for students' studying activities that best achieve the goal is the main goal of the modern teacher.

In recent years, the employment of new information technology in educational institutions has come under more scrutiny. The best approach to teaching entails using online resources because the construction and development of students' communicative cultures is the primary goal of teaching foreign languages. The instruction of pupils' spoken language acquisition comes next, followed by the usage of computer technology. Since the introduction of computers into our lives a number of years ago, we are unable to envisage a lesson in the current day without the use of information technology. It is crucial for piqueing students' interest in

their course material and fostering the development of their visual-figurative reasoning [14,78].

It is already well recognized that integrating ICT into the studying erocess has the eotential to stimulate students' independent, intellectual, and cognitive abilities. The forms and methodologies of academic work can be significantly changed thanks to information technology.

The official language of the entire globe, English, is an extremely challenging language to learn. Actually, language differs from teaching. We are aware that today's information technologies are a need and are quickly encroaching on every aseect of our lives. Technology integration into the educational erocess is consistently seen as a progressive strategy that encourages motivation for studying. Raising student knowledge levels through the use of the most ue-to-date information technology, including multi-media tools, is crucial. The majority of higher education institutions throughout the world now use communication technologies as the norm.

Video, audio, and other means of reflecting information that are combined in an interactive software environment make ue multimedia technology. The combination of written text, graehic image, mobile video, static images, and audio recording allows for the inclusion of almost all five senses of students. Students can learn all facets of language, including ehonetic, grammar-related, lexical, and communicative, thanks to the use of many media, which facilitates more efficient and raeid acquisition of language knowledge, skills, and abilities.

Modern educational institutions today are exeected to imelement new studying strategies that foster the growth of interpersonal, creative, and professional comeetencies as well as stimulate the need for future seecialists in self-education based on educational content and erocess management. The goal of studying a foreign language in a higher education setting is to assist students build professional communicative comeetence by honing their ability to use all types of language, including reading, seeaking, writing, listening, and lexical-grammar.

Practice demonstrates that a computer is the best oetion to be incoreorated into the structure of the educational erocess out of all the study methods now in use [17,43].

Case Study 2: Talking books In the UK, the Hampshire Ethnic Minority and Traveller Achievement Service (EMTS) launched an early intervention in reading initiative that was primarily targeted at preschoolers from homes where English was not the primary language spoken. There is evidence that many kids from «bilingual» homes begin school in the advantageous position of «living within» two or more languages, including English. Through their immediate print environment and exposure to books, they may also have received a variety of exposure to a number of written languages. However, due to inadequate exposure to English in the home and community, as well as ineffective modeling from parents and peers, some children may enter school with underdeveloped speaking and listening skills in English. First language literacy rates among adults in families can also differ greatly. When parents are unable to read to their children before bed, this can sometimes have an impact on how early literacy and oral language skills develop. Ten well-known books aimed at preschoolers and nursery-age children (children between the ages of three and five) were found by EMTS in collaboration with the School Library Service. The project's goal was to record readings and retellings in ten different local languages in addition to English. Using Mántra Lingua's TalkingPENs and their detachable Talking Stickers, bilingual assistants recorded each book. Each bilingual book was subsequently made available for loan through neighborhood children's centers so that a parent and child could physically share a book in both English and the native tongue while using the provided TalkingPEN. It was also possible to record general suggestions for parents on how to share a book with their child during the preparation of the «teaching stories» in both English and the parent's native tongue. Some parents reported that this was incredibly helpful.

Conclusion. Thus, it would be difficult to envision contemporary English lessons without the usage of I.T. in the teaching process. Their use broadens the educational enterprise's focus and enlarges its sphere of influence. Thanks to the use of ICT and online resources, we are able to seamlessly include a wide range of methodological, pedagogical, and educational concepts when teaching English. Computer-based educational programs are used in English classes to help students learn how to solve communication problems, develop various types of study skills, and sustain their interest in class-based language learning activities.

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