Using Innovative Methods in English Lessons

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Abstract: This article today, the focus is on the student, his personality and unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organizing students whose educational activities are optimally compatible with the goal of personality development. In recent years, the issue of using new information technologies in schools has been increasingly raised.

Keywords: Innovations, English, methods, experience, cross learning, goal.

Introduction

Today, the ability to know foreign languages is becoming one of the integral parts of professional education. Due to the high rate of cooperation with foreign partners among specialists in various fields, there is a high demand for them to learn the language. In modern society, foreign languages are becoming an important component of professional education. People learn such knowledge first at school, college, lyceum, and then at institutes, training courses or independently by getting acquainted with the basic information sets that help to learn a foreign language. Today, there are large collections of educational materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers. The ability to use information technologies and modern teaching methods helps to quickly understand new materials.

Materials and experiments. The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, use of new information technologies, Internet resources, help to implement a person-oriented approach in the educational process, individualization of teaching taking into account the abilities of children, their level of learning and ensures differentiation. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical events.

The possibilities of using Internet resources are huge. The Global Internet provides conditions for students and teachers located anywhere in the world to get any information they need: regional geographical materials, news in the life of young people, articles from newspapers and magazines, etc.

Discussion and results. A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries. Students are on the Internet they

can take part in tests, quizzes, contests, Olympiads, correspond with their peers in other countries, have conversations, participate in video conferences, etc. Students can learn about the problem they are currently working on in a project.

The meaningful basis of mass computerization is related to the fact that the modern computer is an effective tool for optimizing the conditions of mental work, in general, in any of its forms. The computer has one characteristic that defines its use as a tool for teaching others and as an aid in the acquisition of knowledge, and that is its inanimate nature. The machine can have a "friendly" relationship with the user and sometimes "support" him, but he will never show signs of anger and will not let you feel bored. In this sense, the use of computers is perhaps most useful in individualizing some aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are carried out in the process of realizing this main goal. Communicative approach includes communication training and the formation of intercultural communication skills, which are the basis of Internet activities. Without communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - it is the number and size of the participants that happened. the biggest conversation on. Attending a foreign language class for him, we create a real communication model.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error. Communicative approach is to consciously understand the material and it a strategy that simulates communication aimed at creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is highly encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language.

One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and

learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students. In general, the inseparability of teaching and education is observed in the process of teaching the project.

By combining different methods, the teacher is able to solve specific educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, the ability to choose the most effective methods to achieve one's goals is formed. The use of several methods of teaching and learning will give effective results. Teaching is carried out in small steps and is based on the student's existing knowledge system [2]. As time progresses, innovations in every field are increasing. Different styles are also emerging in language teaching. A step-by-step approach to teaching English based on the learner's potential, level, and age gives good results. In this case, students are divided into groups based on teaching at the primary level, teaching at the middle level, and teaching at the higher level. A special program is developed by the teacher for each stage. At the initial stage, important attention is paid to pronunciation. According to Harmer, the first requirement of native speakers during the conversation is pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation. Grammar and vocabulary are important, but if the speaker's pronunciation is wrong, it's all worthless. Native speakers can understand speech even with grammatical errors if the speaker pronounces the words correctly.

Conclusion: The introduction of information technologies into education will greatly diversify the process of information perception and processing. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia, students get information from newspapers, television, conduct interviews and conduct teleconferences.

The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority area of this technology is education is to direct the process from the teacher to the student. The student, in turn, is consciously responsible for the results of his educational activity. The above technology leads to the gradual formation of students' skills to learn information independently. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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