

Improving the Theoretical and Practical Grammatical Competence of Future Language Teachers

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Abstract: This article analyzes the importance of innovative technologies to improve the theoretical and practical grammatical competence of future English language teachers. Teaching based on the experiences of the world's leading countries in teaching foreign languages, improving the quality of foreign language teaching using advanced and effective methods, innovative methods and training of advanced specialists - has become the main basis of the main content of the educational program.

Keywords: theoretical and practical, grammatical competences, innovative technologies, advanced and effective methods, innovative methods, educational program.

Introduction: In order to solve the problems faced by the educational system in the innovative processes taking place at the present time, it is necessary to have independent and free-thinking people who have mastered new information, are able to evaluate this information by themselves, make the necessary decisions. In this regard, the role and importance of innovative technologies in the education system is incomparable.

Today, a lot of attention is paid to teaching and learning foreign languages in our country. In teaching foreign languages, they should not be taught based on outdated pedagogic programs, but based on the experiences of the world's leading countries, improve the quality of foreign language teaching using advanced and effective methods, innovative methods in the educational process, and therefore, the main content of the educational program has become the training of qualified personnel, mature specialists of their profession, who can contribute to the development of our country.

In particular, teaching using innovative methods of teaching foreign languages is gaining importance. Innovative methods have a positive effect on the development of the educational system. In a word, innovation means a new approach to solving a problem in a certain field of activity.

Innovation is an activity aimed at changing the internal structure of a particular system. According to the "National Encyclopedia of Uzbekistan", innovation has the following content and concepts: "Innovation (innovations" - introduced innovation, invention) - 1) funds spent on the economy to ensure the replacement of technology and technology generations; 2) innovations in the fields of engineering, technology, management and labor organization based on scientific and technical achievements and best practices, as well as their application in various fields and spheres of activity.

Innovative education (see "innovation" - innovation, invention) - creation of new rules in the learner, advanced ideas created by other people, qualities related to the natural acceptance of standards, rules, skills formative education. The technologies used in the process of innovative education are called innovative educational technologies or educational innovations.

Material and methods: Educational innovations are forms, methods and technologies that are used to solve existing problems in the field of education or in the educational process based on a new

approach, and can guarantee a more effective result than before. Educational innovations are also called "innovative education". The aim is to get the highest possible result from the spent money and effort in the application of innovations in the educational system or educational activities. Innovation differs from any innovation in that it must have a changeable mechanism that allows for management and control.

In education, as in all fields, there is talk about "innovation", "innovation" and activities that represent their essence. If the activity has the characteristics of a short-term, integrated system and serves only to change some elements in the system, it is called novation (updating). If the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a specific system or its radical change, it is called innovation. Innovative technologies are innovations and changes in the pedagogical process and the creative activity between the teacher and the student, and interactive methods are mainly used in its implementation, since the teacher plays the role of management in education.

Traditional education teaches students to acquire ready-made knowledge, in which the personality of the teacher occupies the main place, and the student is a passive participant in the process (Teacher-centered approach).

In the current period, with the sharp increase in the amount of scientific information that a student should learn, traditional education has become less effective. That is why the interest in introducing interactive methods, innovative pedagogical and information technologies into the educational process is growing more and more. Modern pedagogical technologies teach students to search for the acquired knowledge by themselves, to study independently, analyze and draw conclusions from the acquired knowledge.

In this article, we want to talk about the issues of teaching theoretical subjects in higher education institutions. For this reason, we set out to consider the issues of using modern technologies in the organization of lectures and seminars in the teaching of theoretical subjects. First of all, we would like to comment on the term "pedagogical technology":

Pedagogical technology - a) rational organization and equipment of educational activities; b) a consistent pedagogical system that guarantees the educational result by spending as little time as possible; c) a pedagogical phenomenon that allows solving pedagogical problems at the methodological level; g) the form of pedagogical implementation of the systematic thinking method, which allows to fully control the educational process; d) a consistent system of actions that guarantees the achievement of the pedagogical goal. As we all know, there are two forms of teaching theoretical subjects to students in higher education institutions: lectures and seminars.

The lecture is considered the main form of organization of education in higher education and enables the following tasks to be carried out.

1. Guide - to allow students to focus on the main aspects of the learning material.
2. Information - during the lecture, the professor reveals the essence of the problem, the main arguments and conclusions related to the problem.
3. Methodological - the philosophical and theoretical foundations of the problem are explained during the lecture.
4. Educator - formation of a culture of listening, understanding, participation in discussion among students.
5. Developmental - allows students to develop the ability to think logically and draw conclusions.

Nowadays, lectures in higher educational institutions are divided into traditional and non-traditional, i.e., innovative types of lectures. Traditional lectures are conducted by the teacher, and non-traditional lectures are conducted by the student. There are the following types of non-traditional lectures: Problem lecture, demonstration lecture, binary lecture, conference-style lecture, consultation lecture. During the lecture, the large number of students in the auditorium significantly weakens the

communication between the teacher and the student, and it becomes difficult for the lecturer to determine whether the students have understood the topic or not. 85-90 students participate as listeners in lectures of theoretical subjects in Higher Education Institutions trained by a foreign language specialist. Traditional lectures in a large audience lead to a decrease in the quality of education. Therefore, the organization of non-traditional lectures has become an urgent task.

The modern lecture should change from the "passive" method of the previous teaching to the "active" method, it should be organized in the form of debate, conversation, discussion, practical works, that is, it should be organized in interactive ways. For this reason, many innovative methods today are related to the use of interactive teaching methods.

A number of foreign researchers, John Middendorf (Joan Middendorf) and Alan Kalish (Alan Kalish), Rick Sullivan (Rick Sullivan) and Noel McIntosh (Noel McIntosh) have offered guidelines for teaching lectures. Among them, John Middendorf and Ellen Kalish spoke about "The Change-Up" lectures. They offered more than 20 practical strategies during the lecture. We would like to mention some of them:

- 1) Write a Question (Write a Question) - the teacher asks the students "Do you have any questions?" instead of asking them to write down their thoughts on the lecture and a question or two.
- 2) Think in pairs and share your thoughts (Think-Pair-Share) - when students are asked complex questions, "are there any who want to answer or who will answer?" instead of asking, the teacher should allow the students to discuss and think in pairs. Then, he asks students to try to answer the question.
- 3) Finding Illustrative Quotations - the teacher asks students to find quotations that support specific arguments about the topic. This task is given to be done at home. For this, it is advisable for students to re-read the text of the lecture at home.
- 4) Practice Homework Problems in the audience - after the presentation of the lecture, the teacher gives the students a task similar to the problem they may face while doing homework. Students discuss the assignment in class.

Here are some guidelines for teachers when presenting a lecture by researchers at Harvard University's Derek Bok Center for Education. In these instructions, the lecture is divided into 5 stages: Beginning (Beginning the lecture (or course)), inviting participation (Inviting participation), asking questions (Punctuating the lecture with questions), determining the form of the lecture Varying the format and closing the lecture.

- 1) At the initial stage, the teacher asks students questions related to the topic and tries to check their knowledge on the topic. At this time, students work in pairs or groups.
- 2) At the stage of invitation to participate, the teacher creates a conversational environment for students. Students are not criticized by the teacher. When a student asks the teacher a question, the teacher asks another student to answer the question without answering.
- 3) At the questioning stage, the teacher asks questions related to the topic in order to continue the lecture more controversially. In this way, the teacher allows students to participate in the discussion.
- 4) At the stage of changing the form of the lecture, the teacher invites the students to make presentations on the topic, to perform role-plays, in order to change the form of the traditional lecture. The teacher can organize debates depending on the possibility.
- 5) At the final stage, the teacher allows students to ask questions and answers them himself. At the end of the lecture, he asks them to write down their comments about the lecture and if they have any questions. In the next lecture, the teacher will start the lesson by answering these questions (as much as possible).

Result and discussion: Seminar (from Latin seminarium - "center of knowledge") - one of the main educational methods at the university; group lesson under the guidance of a teacher; a teaching method

based on group thinking and active learning activities of students, aimed at finding solutions to actual scientific and practical problems independently. Seminars are organized on the most complex issues (topics, sections) of the curriculum and in order to form general cultural and professional competencies of students. Russian scientists M.V. Retivikh, U.G. Antoshkina, A.V. Antyukhov, G.I. Ibragimov, R. G. Gaynutdinov, A.P. Panfilova and others considered the issues of using innovative technologies in conducting (organizing) lectures and seminars in education.

The use of multimedia projectors plays an important role in the organization of innovative lectures and seminars. Researchers emphasize the importance of using innovative educational technologies such as electronic texts, Power Point presentations, video films, computer programs, video conferences around the table in this process.

In recent years, there has been a lot of talk about televised (video) lectures and seminars. Lectures and seminars of this form can be conducted remotely by researchers and scientists. The speaker will have the opportunity to answer the questions asked by the students. However, video-lectures and seminars can help to partially implement live communication with students. Therefore, it is appropriate to integrate traditional and non-traditional methods and technologies of organizing lectures and seminars.

P. Panfilova called the teachers who used various innovative approaches in conducting an active educational lecture "innovative teachers". Innovative teachers use Power Point presentations and interactive video materials. The tools listed above include specific information, tasks, and assignments. P. Panfilova, in turn, promotes the use of "3-D" and GROW technologies in conducting seminars.

G. T. Makhkamova teaches the following principles in teaching theoretical aspects to future foreign language specialists: knowledge; objectivity; integrity (integration) of theory and practice; clarification; historical and dialectical development; systematicity; scientificity; and distinguished the methods: analysis and synthesis; deduction; hypothetical - deductive; induction; production; abstraction; concretization; modeling. In his work, the researcher highlighted the issues of using computer technologies in the organization of video-lectures and multimedia-lectures. In his opinion, the teacher should pay attention to the following elements when planning the lecture:

1. Visual information (Visual Message) - slide presentations and visual materials are more useful for students;
2. Presence of a natural speaker in the audience (Physical Presence);
3. Giving verbal information (Verbal Message);
4. Students' notes (Students' Notes) - during the presentation of the lecture material, the teacher should make sure that the students can easily write down the information;
5. What students think (What Students Think) - how students can master the material presented by the teacher;
6. What students say and do (What Students Say & Do) - students perform various tasks and tasks related to the topic during the lecture.

Conclusion: To sum up, above we talked about the opinions of foreign and national methodologists about the importance of innovative technologies in teaching theoretical grammar of a foreign language to future specialists. Students of the 3rd and 4th level of higher educational institutions in the philological direction study the theoretical grammar of the English language in lectures and seminars. In higher educational institutions, seminars are held under the guidance of professors in order to determine how well students have mastered the topics specified in the curriculum of theoretical subjects and to strengthen the mastered topics. It is the same in our case. Future specialists will strengthen the theoretical information about new grammatical phenomena that they have heard in lectures on the subject of theoretical grammar of the English language in practical seminar sessions.

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