

INNOVATIVE APPROACH TO ENGLISH TEACHING IN SECONDARY SCHOOLS

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ANNOTATION

This article discusses innovative approaches to teaching English in secondary schools, modern methods promoted by teachers for students' free thinking, speech depth, responsiveness, enthusiasm for language learning, and active participation in lessons. referred to. Keywords: Innovation, grammatical structure, lexical unit, phonetic changes, primary education.

ABSTRACT

This article discusses innovative approaches to teaching English in secondary schools, modern methods put forward by teachers for students to think freely, depth of speech, responsiveness, passion for language learning, active participation in lessons. referred to. primary education.

Keywords: Innovation, grammatical structure, lexical unit, phonetic changes,

INTRODUCTION

Today, the younger generation is increasingly interested in learning foreign languages, especially English. Therefore, in order to deepen the teaching of this language in secondary schools, pedagogical staff is required to use a wide range of innovative methods. The introduction of continuous teaching of foreign languages in the first grades of secondary schools from 2013-2014 is a clear proof of this. English is almost as a world language is emerging as the most desirable language in all fields, so it is only in the primary grades that the upper class fully understands that learning the languages of economically, scientifically, and culturally developed countries is a key factor in achieving world science and development. Of course, great importance is attached to the importance of language in the choice of profession among students. Like other fields, language learning is related to the minds of young learners as well as their age.

LITERATURE ANALYSIS AND METHODOLOGY

The desire to learn a language in young children is very high, especially with the current means of information and communication. The conditions created by the state in schools, the fact that classrooms are equipped with modern technologies, the provision of young educated personnel, the organization of online TV lessons on all TV channels for independent study outside of school classes are commendable. I and 2nd graders may not understand the grammar, lexicon, phonetics, units of the language, but they do it well through cartoons, games, and pictures. can master. Accordingly, two different methods are used effectively in grammar

Inductive Deductive

In the inductive method, grammatical rules are first explained to students and then reinforced with examples. This method is often useful for high school students. For example, tenses,

prepositions, and articles are known terms for high school students, and they can make sentences by putting parts of speech, such as possessives, participles, complements, and cases. In the deductive method, the topic is first introduced through certain games and exercises, and then explained in connection with the rule. Since elementary school students have no knowledge of cuts, verbs, and other elements, it is more effective to explain the topic to them through game songs. For example, in Can-English, “being able” is a modal verb that songs are taught through handout materials.

-Can you play football

-Can you phone call

-It is very easy

-Can you do it Nansy? According to psychologists, children are 70-80% more interested in innovation, reading and learning than older people. Children are also alert to tasks they cannot perform in our daily lives despite trying to do it. They get bored of uniformity very quickly, so educators are required to organize lessons in new ways, in an unconventional way, to fully create the environment of the studied foreign language. Therefore, teachers need to organize lessons using interactive, innovative and fun methods. Individually with students. Introduce their work in groups and in pairs in the form of games in the form of various competitions, lessons with the use of colorful visual aids, and of course, each lesson must be prepared separately. This type of lessons increases the love and enthusiasm for the language, activates inactive students, creates a healthy competition among students. Competition is the foundation of growth.

DISCUSSION

Another important aspect of teaching English is to control in which case the student receives the information fully. The thoughts, attitudes, and worldviews of children in a group vary. Accordingly, the teacher should conduct the learning process based on the character traits of each student. For example, the ability to remember by eye in one student and by hearing in another may be formed by nature. According to these features, learning English will be in 3 main directions Visual learning- remembering information through viewing

Auditory learning - remembering information by hearing Kinaesthetic learning - remembering information through actions sensations produce a result and motivate the learner to learn the language.

THE RESULT

Below we will look at some of the didactic games and pedagogical technologies that we can use in the classroom to create such a meaningful lesson.

❖ Who faster-game goal is to develop writing-writing techniques. The course of the game: the players are given cards with sentences written on them, and the words of the sentences on the card are arranged randomly. Whoever writes in the first and correct order will be the winner. This game is more effective in the upper classes. Who am I? - The aim of the game is to develop

speaking skills. How to play: The person in the group comes out and describes something or a person without saying their name, and the rest of the students have to find out who or what is by definition. This game enhances speech literacy. Start this game more specific to indoor classes.

❖ The goal of the ongoing story-play is to develop vocabulary-vocabulary. Gameplay: The class is divided into 2 groups and 2 types of stories are given in a semi-finished state and the groups continue the story to the end based on their fantasies. Whichever group uses the most new words wins. This game teaches students to work in harmony with each other.

This game works better in the upper classes. ❖ Noisy dictation-game goal is to develop grammar. Course of the game: The students in the class are placed face to face with each other, and at the same time, they must be able to hear each other and write correctly, recognizing the words of the student in front of them. This game is a bit noisy, and it is this noise that allows them to develop the ability to pick up words even in such a situation. Listening- enhances hearing techniques. In English, words are not spelled as they are heard, for example, in the speak-speech word (ea) the diphthong gives the sound [i] [spi: k]. If the reader can understand the words correctly, that's fine. the result. This game is used in both elementary and high school.

CONCLUSION

In conclusion, it should be noted that the use of English in secondary schools in different grades, taking into account the age and psychological characteristics of students, helps to fully meet their interests and needs for learning a foreign language. Lesson transition using modern course developments based on provides high efficiency for language learning in students.

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