

THE ROLE OF THE TEACHER IN THE USE OF INNOVATIVE METHODS IN THE EDUCATIONAL PROCESS AND THE QUALITY OF EDUCATION

Khafiza Fayzullayevna Islomova

Assistant Docent The Institute of Retraining and Professional Development of Specialists in Physical Culture and Sports

ABSTRACT

In this article is highlighted about interactive methods of teaching and the help of English language to students not only exchange information, but also gain practical communication skills in the language they are studying, learn to formulate their thoughts.

Keywords: Education, teaching interactive methods, developing pedagogical experience, the process of learning, the concept of motivational support for the educational process.

АННОТАЦИЯ

В данной статье освещаются интерактивные методы обучения и помощь английского языка в том, чтобы студенты не только обменивались информацией, но и приобретали практические навыки общения на изучаемом языке, учились формулировать свои мысли.

Ключевые слова: Образование, обучение интерактивным методам, развивать педагогический опыт, процесс изучения, концепция мотивационного обеспечения образовательного процесса.

The introduction of the accumulated experience of pedagogy and achievements in education is one of the important conditions of our time. There is a huge base of experience that a teacher can use in their career, and it is getting richer every day. However, it is difficult for teachers and future specialists to assimilate this experience. This is the analysis of this experience by teachers and the choice of qualifications and skills. We can testify that they do not pay enough attention to the accumulated experience in the course of their practical activities and the analysis of the activities of their colleagues. It should be borne in mind that developed pedagogical experience is considered to have a certain degree of limitation. In addition, pedagogical experience includes new elements, enriching educational practice and theory. The position of the teacher is especially important in creating the best practices and popularizing them among colleagues. It is for this reason that subjective factors should be taken into account when introducing and popularizing new experience. Educators should consider the cost and effectiveness of new pedagogical practices when introducing them. The orientation of the practical activity of the teacher on innovation makes it possible to put into practice the achievements obtained as a result of theoretical and pedagogical research. To popularize the results of such studies, it is necessary to present them to the general public. Such news can be conveyed to representatives of other pedagogies, giving quick advice, conducting special seminars and trainings, speaking at conferences, reading a series of lectures to future teachers. Interactive learning technologies - this is such an organization of the learning process in which it is impossible for the student not to participate in a collective, mutually supportive, based on

the interaction of all its participants in the process of teaching knowledge. Interactive methods of teaching English help students not only exchange information, but also gain practical communication skills in the language they are studying, learn to formulate their thoughts, quickly respond and to replicas of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who can quickly tell the right word, correct a mistake. Interactive methods of teaching English significantly accelerate the process of learning a foreign language. In pedagogy there are several learning models:

- 1) passive - the student acts as the "object" of learning (listens and looks);
- 2) active - the student acts as the "subject" of training (independent work, creative tasks);
- 3) interactive - inter (mutual), act (act).

The learning process is carried out in conditions of constant, active interaction of all students. The student and teacher are equal subjects of instruction. The use of an interactive learning model provides for the modeling of life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. This teaches a humane, democratic approach to the model. Interactive activity in the lessons involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to joint solution of common, but significant for each participant tasks. During the interactive training, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, and communicate with other people. For this, individual, group and group work is organized in the lessons, research projects, role-playing games are applied, work is underway with documents and various sources of information, and creative work is used. In the learning process, one can distinguish at least the substantive (what to teach), procedural (how to teach), motivational (how to activate the activities of students) and organizational (how to structure the activities of the teacher and students) parties. Each of these sides has a number of concepts. So, the first side corresponds to the concept of meaningful generalization, generalization of educational material, integration of educational subjects, enlargement of didactic units, etc. The procedural side is the concept of programmed, problematic, interactive learning, etc. Motivational - the concept of motivational support for the educational process, the formation of cognitive interests, etc. Organizational - the ideas of humanistic pedagogy, the concept of pedagogy of cooperation, "immersion" in the subject, concentrated training. All these concepts are in turn provided by technology. For example, the concepts of problem-based learning correspond to such technologies: problem-based interactive learning, problematic, problem-algorithmic, contextual, problem model, modular problem and computer-based training.

By the technology of interactive learning, we understand the system of ways of organizing the interaction of the teacher and students in the form of educational games, guaranteeing pedagogically effective cognitive communication, as a result of which conditions are created for students to experience success in learning activities and to enrich their motivational, intellectual, emotional and other areas. The basis of modern innovative technologies is personality-oriented training. In the practice of teaching a foreign language, I use a number of personality-oriented technologies. Interactive learning technology is one of them. The technology of learning in interaction is based on the use of various methodological strategies

and techniques for modeling situations of real communication and the organization of interaction of students in a group (in pairs, in small groups) in order to jointly solve communicative problems. Of course, for me such forms of instruction in interaction are not new, as dialogic - steam room; group game. These are so-called traditional forms of learning. The main idea of training in cooperation is to study together and not just to do something together. This makes the process of studying the subject interesting, forms and develops students' motivated interest in the subject. The methods used for interactive learning are aimed at enhancing the role of student activity. At present, there is a contradiction between the need of society for a socially active, creative, independent personality and the real state of the educational process in a domestic school. Therefore, the use of an interactive teaching method in school is very relevant today. Although the opinions of teachers on interactive lessons differ: some see the progress of pedagogical thought in them, the right step towards democratizing the school, while others, on the contrary, consider such lessons a dangerous violation of pedagogical principles, forced retreat of teachers under the pressure of lazy students who do not want and do not know how to seriously work. However, I concluded that the use of interactive forms of the lesson enriches not only the student, but also the teacher, expands his methodological tools, stimulates search, initiative, and makes him keep up to date. The purpose of using the interactive teaching method is to form a motivated interest in the English language, to create conditions for the development of students' speech competence in various types of speech activity, which leads to mutual understanding, interaction, and joint solution of common issues. The task is to make each lesson interesting, exciting and to ensure that it develops cognitive interest, encourages students to actively participate in the educational process.

The purpose of the interactive learning is to create some special conditions leading to the involvement of all the students into the learning process in which the participants can understand and realize everything that happens, influence each other and make their own contribution having established the friendly and mutually supportive relationship. The most popular methods are role plays, brainstorming, case-study method, presentations and discussions. They develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis, comparison, and generalization. These student-centered methods are highly appropriate, particularly for involving students more actively in acquiring knowledge, skills and strategies. It is commonly known that role plays make the learning process at the university more educational and proficient, improve interdisciplinary relationships, connect the theory with real needs of the professional field, and develop skills that are necessary for the future specialists. The key element is the role playing that gives opportunity to form skills that are difficult to acquire under ordinary learning conditions.

Another interesting interactive method that allows to form significant qualities and to develop thinking is brainstorming. Brainstorming represents joint search of the ideas necessary for the solution of any problem. The main advantages of this method (under the condition of its correct application) are that students seem to be "liberated" – the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinion. There are some ideas of brainstorming activities: Multi-purpose Items. First, the teacher gives the class any object. Next, give the

students a couple of minutes to think of all of the different uses for that item. In about five or six minutes, the teacher asks students to share what they have come up with. For example, you can use forks to eat food, comb your hair, open cans, mix ingredients, and clean pans. Not so bad for a simple fork. Using the "Multi-purpose Items" encourages creativity and its fun to hear what the students come up with. - Talking Time bomb. First, the teacher comes up with a topic or idea. Next, the teacher starts the music, and students have to think of as many words as they can for that topic. Someone starts with a ball. When he /she come up with a word, he /she pass the ball to another student. This process continues but students can't repeat something that has already been said. When the music stops, whoever is holding the ball loses. And the punishment can be anything. For example, they must speak for one minute about a topic the teacher gives them. An equally interesting interactive method that the teacher can use is the case study method. It is a learning technique in which the student is faced a particular problem, the case. The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources.

Performing case study gives students the following benefits:

- 1) it allows students to learn by doing. Case study permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved;
- 2) improves the students ability to ask the right questions in a given problem situation;
- 3) exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;
- 4) strength the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations they breathe life into conceptual discussions;
- 5) reflect the reality of managerial decision-making in the real world. Here students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;
- 6) helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills;
- 7) provides an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case method exposes students to this reality of management. Topic areas that teachers of general English courses may consider include the following:
 - planning a weekend in a specific town, reconciling the various interests of group members;
 - choosing a restaurant suitable for people with different dietary requirements;
 - planning a vacation on a budget for a group or family at a specific destination;
 - advising somebody how to reduce plastic waste in daily life;
 - advising somebody how to lead a healthier lifestyle;
 - planning an intercultural party;
 - evaluating a brochure;

- evaluating apartment rental offers.

As a conclusion we can say, that the interactive lesson is an important training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent. They don't have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find involved in the cognitive process, have the ability to understand and reflect on what they know and think. Teacher's place in interactive lessons often comes down to directing students to achieve lesson goals. It develops a lesson plan as a rule, this is a set of interactive exercises and assignments, during which the student learns the material. I believe that positive motivation is the key to successful learning a foreign language. The form of presentation (reportage, messages, role-playing game, and discussion) children chooses themselves. I came to the conclusion that this forms and improves the general culture of communication and social behavior in general and leads students to practical knowledge of a foreign language.

REFERENCES

1. Introduction to the communicative methodology of teaching English: a manual for teachers of Russia. – Oxford: Oxford University Press, 1997.
2. Millrood, R. P. Modern conceptual principles of communicative teaching of foreign languages. – 2000.
3. Musurmonov, R., Khimmataliev, D. O., Sultanova, D. A., qizi Tursunbaeva, Y. R., Khakimova, I. K., & Musurmonova, M. (2023). In the Conditions of New Uzbekistan the Main Issues of Science and Modern Education. *Telematique*, 7686-7694.
4. Musurmonov, R., Burkhonov, A., & Musurmonova, M. (2021). Innovative activity-a factor of educational efficiency. *European Journal of Molecular & Clinical Medicine*, 8(3), 1238-1241.
5. Anarbekova, A. A. (2020). Contrastive study of attributive syntagms in the English and Uzbek languages. *Экономика и социум*, (11 (78)), 72-77.
6. Anarbekova, A. A. (2020). Teaching word combinations in the Uzbek auditorium (primary stage). *Экономика и социум*, (4 (71)), 7-9.
7. Khudaiberdievna, T. G. (2019). Actual trends in modern creative photography. *World Scientific News*, 119, 85-96.