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**THEORETICAL AND PRACTICAL GROUP OF USING INNOVATIONS  
IN FOREIGN LANGUAGE TEACHING**

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**ДИССЕРТАЦИЯ**

на соискание академической степени магистра

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## INTRODUCTION

The President Shavkat Mirziyoyev proposed to declare the year 2018 in Uzbekistan as the year of Proactive Entrepreneurship, Innovative Ideas and Technologies. Explaining the choice of the name for the year he stressed that practical results should be achieved. In educational system innovative technologies and ideas are implemented in all spheres. Moreover according to the presidential decree “ On measures for further improvement of foreign languages learning system” №1875 on December 2012, “ Learning of foreign languages, mainly English, should be learnt throughout the country from the first grade of secondary schools in the form of gaming lesson and lessons on speaking and from the second grade-mastering the alphabet, reading and grammar. Teaching of special subjects, especially technical and international specialties at higher educational institutions are conducted in foreign languages”

At present, in connection with the trend of globalization and close interaction of different languages and cultures, a foreign language acquires special significance, as often many people have a need to communicate or conduct any activity in a foreign language. Accordingly, the need to learn a foreign language is growing and there is growing interest in method of teaching this subject. In this connection, the issue of applying new approaches and methods in the field of teaching foreign languages were acute. Along with traditional methods, there are so-called innovative methods for teaching a foreign language. This is due to the fact that the world is in constant change, the integration of cultural experience is taking place and the problem of adapting to the new conditions becomes especially urgent by expanding our knowledge of the languages and their carriers. If we turn directly to the teaching of foreign languages, the application of new technologies becomes more and more relevant. In general, innovations are applicable in the field of teaching, including a foreign language, since it is impossible to ignore the innovative component that serves as an excellent tool for the teacher. To the teacher is given a lot of freedom of actions, which include the freedom to choose

and use innovative technologies, thanks to which the whole educational process is developing.

I.A. Karimov said: "Today it's difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners"[2,36] This resolution and words were the beginning of the large-scale changes and reforms in our country. Foreign languages teaching programs were adopted and monitored, in accordance with the psychological state of the pupils and professional skills of teachers.

Education is considered being the institution of social serving, more over it must meet the changes of the continuously globalized and fast changing world. Evolution should be consistend, scalable and systematic, thus professors of colledges, school teachers and administrators are highly expected to change and innovate the practice and theory of teaching and learning in order to insure the quality of students for the life and work. To be a teacher is not easy because that profession has a big responsibility before the upcoming generation. A teacher plays an important role in the life of a person because of the fact that mostly a teacher helps to form personality, to wake the interest up in education of his or her pupil, some times even the future life of a student is in the hands of the teachers. For them in the beginning of their career it is difficult to choose their own method of teaching. They usually come across the question of choosing the traditional method or the modern one. Traditional method it is the method of questions and answers. Nowadays it is difficult to attract pupil's attention by using traditional method because it is considered boring and not interesting for pupils. Modern way of teaching means to teach pupils using interactive and innovative methods of teaching. Interactive method means to teach a student by using some games like brainstorm, role play and innovative method, it is the method of teaching by new unique way, learning in a distance using some presentations by explaining theme, create new and new ideas during the teaching. It is widely known that countries` progress usually depends on it is citizens' education, so called knowledgeable

society. That's why nowadays educational system need to be both efficient and effective.

**Actuality of theme:** The theme “Theoretical and practical group of using innovations in foreign language teaching” is considered to be one of the required themes today. It is value connected with the process of globalization and evaluation of technology. Nowadays almost all schools and higher educational establishments are supplied with modern projectors, computer classrooms and the task of the teachers and professors to use these technologies in proper way and to thing more creative. But innovations have their own negative and positive sides.

**Novelty of the dissertation paper:** Learning modern foreign languages, innovation and relevance became prerequisites for development. More over at the present time traditional method requires up to date interactive and modern technologies, a wide range of offered new teaching methods predestine value and necessity of further researches, which clearly predetermine the necessity of my work.

**The object of the work:** research is the sphere of teaching foreign languages.

**The subject of the work:** innovative technologies for teaching a foreign language.

**Aim of research:** to identify the leading areas of innovation development in the field of teaching foreign languages and analyse the place and role of innovative learning method in order to improve the quality and interest of educational process. It has also aim to introduce future teachers with modern innovations in teaching, learning process and implement technologies correctly in the classrooms.

**The objectives of this paper are:**

- To study theoretical base of innovative method;
- To research aims of this method;
- To understand what techniques we can use in this modern method;
- To create lesson plan with using innovative method;

**In the diploma paper following methods were used:**

- Method of scientific research
- descriptive method
- contextual method
- Investigate literatures

**Scientific method:** The base for this research was taken from books of such methodologists as D.Gross, T.Murphey, J.Wise and L.Tailor.

**The practical value of the work :** Researches and investigations are mostly written from practical point of view and can be used by future teachers and students during learning process.

**Structurally the diploma work consist of:**

Introduction

Chapter 1- The theory of innovations

Chapter 2- Models of innovative technologies in teaching foreign languages

Chapter 3- Innovative and practical methods of organizing the lessons

Conclusion

List of used literature

**The introduction** discovers information about teaching, learning process, about importance of English language in Uzbekistan, aim of this paper, subject and object, practical value of the work.

**The first chapter** Discovers a lot of information about innovative technologies and news. As it is known nowadays scientists, teachers are pay big attention to the innovative way of teaching.

**The second chapter** describes information about the way of implementation of innovative technology, moreover answers the questions when and how to implement modern technology in teaching.

**The third chapter** suggests information about innovative and practical methods of organizing the lessons. Pedagogical activity of the teachers it's structure and different types are also discovered.

**Conclusion** summarizes all information of the research.

**The list of used literature:** the books which were used during investigation are enumerated.

## **CHAPTER I. THE THEORY OF INNOVATIONS**

### **1.1. Innovative methods and technologies in foreign language teaching**

Innovative phenomena cause the transition from the knowledge paradigm of the pedagogical process to the individual, from the "communicators" - to the interactive methods of teaching. All of the above, as well as the need to find ways to intensify the use of innovative teaching methods in the teaching of English at school in the context of the ever changing realities of modern society and its active development, determine the urgency of the work and determine the choice of its' topic. The problem of teaching foreign languages in school today certainly requires a systematic analysis of speech-activity from psycholinguistic, linguistic and psychological positions. Traditional methods of teaching a foreign language involve the assimilation of knowledge in artificial situations, so that a future graduate does not see the connection of the subject under study with his future professional activity.

The most effective mean of developing the thinking abilities of future graduates is simulation modeling. Such an approach in training provides an imitation of elements of professional activity, its typical and essential features. Its' use in foreign language classes makes it possible to form skills and especially communication skills, develops the habit of self-control, contributes to the real preparation of schoolchildren for forthcoming activities and life in society , helps to make foreign language lessons more lively, interesting, meaningful, give the opportunity for schoolchildren to express their own opinions more often, express feelings, thoughts, assessments, to think in a foreign language.

The following can be used as methods to improve the professional orientation of studying a foreign language: communication - dialogue about professional information which would be read in a foreign language, analysis of social and professional situations, fulfillment of creative assignments with profile content by schoolchildren, game situations, role plays, quizzes. The practice of applying innovative technologies for improving the professional orientation of

learning a foreign language at school, as practice shows, is most noticeable when they are applied in the system of studies, providing to master a whole complex of skills, laying the effective basis for its effective profiling in life. Innovative methods of teaching a foreign language aimed at more effective development of the individual and adaptation (both social and professional) within the framework of today's rapidly changing society.[3,35]

### **Multilateral method.**

The modern multilateral method originates from the so-called "Cleveland Plan", developed in 1920. Its main principles are:

-Foreign language can not be learned through mechanical memorization, because it is created individually by everyone.

-Language is culture, cultural knowledge is transferred in the process of teaching the language through authentic language materials.

-Each lesson should be structured around a single focus, trained in one lesson should recognize one isolated unit of studied content.

-Grammar, like a dictionary, is taught by measured portions in a strict logical sequence: each subsequent lesson should increase the already available stock.

All four types of speech activity should be present simultaneously in the learning process.

The training material is presented by long dialogues with subsequent exercises in the question-answer form.

As a rule, the texts offered for studying this method give a good idea about culture of the country of the studied language. However, the role of the teacher limits the possibility of creative use of the learned material by trainees in situations of direct communication with each other.

### **The method of complete physical reaction.**

This method is based on two basic assumptions. First, on the fact that the skills of perception of foreign oral speech must precede the development of all other skills, as happens in young children.

Secondly, the language of the lesson is usually limited to concepts that describe the situation "here and now" and are easily explained by examples in the studied language. Trainees should never be forced to speak until they themselves feel that they are ready for it. The method is not intended for teaching, reading and writing.

### **The natural method.**

The goal of the training is to achieve an intermediate level of knowledge of a foreign language among students. The teacher never pays attention to errors in speech, as it is believed that this can slow the development of speech skills. The early productive period begins with the moment when the passive vocabulary of students reaches about 500 vocabulary units. From the point of view of pedagogy, the main components of the innovative approach is learning the activity approach. This approach is based on the idea that the functioning and development of the personality, as well as the interpersonal relations of the students, are mediated by the goals, content and tasks of socially significant activity.[3,45]

### **Active learning.**

It is based on the fact that the student increasingly collides in real life with the need to solve problem situations. This method is aimed at the organization of development, self-organization, self-development of the individual. The basic principle is that the learner is creator of his knowledge. Active learning is in priority at the present stage of teaching a foreign language. After all, effective management of educational and cognitive activity is possible only when it is based on active mental activity of students. Teaching a foreign language at school using innovative technologies involves the introduction of a number of psychological approaches, such as: cognitive, positive, emotional, motivational, optimistic, technological. All these approaches are addressed to the personality of the student.

## **Teaching a foreign language using the Internet.**

The introduction of information and communication technologies in the learning process began not so long ago. However, the pace of its' spread is incredibly rapid. The use of Internet technologies in classes in a foreign language is an effective factor for the development of motivation of pupils. In most cases, guys like to work with a computer. Since classes take place in an informal setting, students are given freedom of action, and some of them can "flash" their knowledge in the field of ICT. The prospects for using Internet technologies today are quite wide. It can be:

Correspondence with residents of English-speaking countries via e-mail;

Participation in international Internet conferences, seminars and other network projects of this kind;

Creation and placement of websites and presentations in the network - they can be created jointly with the teacher and the trainee. In addition, it is possible to exchange presentations between teachers from different countries. As the pedagogical experience shows, the work on creation of Internet resources is in the interest of students with its' novelty, relevance, and creativity. The organization of the cognitive activity of pupils in small groups makes it possible to show their activity to each child. However, it should be noted that information technology, Internet technologies - this is by no means a panacea for increasing the motivation and independence of students in the process of learning a foreign language in the cognitive process. To achieve maximum effect, it is necessary to use a wide range of innovative, various media education technologies in the learning process.

Language portfolio as one of the most promising means of teaching a foreign language at school. The language portfolio in modern conditions is defined as a package of working materials that represent one or another experience , result of the learner's learning activity in mastering a foreign language. Such a package, set of materials give an opportunity for the student and teacher in the result of the training activities presented in the language portfolio, in order to analyze and evaluate the scope of the educational work and the range of the student's

achievements in the field of language learning and foreign culture. For the first time, the idea of creating a self-assessment tool for learning a foreign language appeared in Switzerland more than 10 years ago. At present, the Council of Europe has established the Accreditation Committee, where the projects of language portfolios are being sent, which are further evaluated and discussed, as well as accreditation. The objectives and forms of work with the language portfolio can be different. In terms of its conceptual essence, the language portfolio is a flexible educational tool that can be adapted to almost any learning situation. One of the important advantages of the language portfolio, in particular, with "one-time" texts, is the opportunity for the student independently track his dynamics of the level of knowledge of the language being studied for a certain time. In a certain situation, the work of a student with a language portfolio can be correlated with the compilation of his personal, individual, educational tool. This educational tool creates a developmental situation and provides real involvement in the course of the learning process. The task of developing, improving, optimizing the methods of teaching a foreign language has always been one of the topical problems of education. The conducted research of pedagogical work in this field showed that teaching foreign languages in school is impossible today without an innovative component. In the light of modern requirements and the goals of teaching a foreign language, the status of both the trainee and the teacher changes from the "teacher-student" scheme to the technology of personality-oriented learning in close cooperation.[3,50]

## **1.2. The core of innovations in foreign language teaching**

The word "Innovation (in-nov)" appeared in Latin land in the middle of the 17th century and means the entry of a new into a certain sphere, implantation in it, and the generation of a whole series of changes in this sphere. Innovation is on the one hand, the process of introduction, implementation and on the other - it is the activity to rotate innovation into a certain social practice and not at all an object. Innovative activity in its most complete unfolding involves a system of interrelated

types of work, the totality of which ensures the appearance of real innovations.

Namely:

- research activities aimed at gaining new knowledge about how something can be discovered and about how something can be done.
- project activities aimed at developing special, instrumental and technological knowledge on how to act on the basis of scientific knowledge in given conditions in order to achieve what can or should be (the "innovation project");
- educational activities aimed at the professional development of the subjects of a certain practice, on the formation of each personal knowledge and experience about what and how they should do, so that the innovative project is embodied in practice.

Innovative education is capable of self-development and which creates conditions for the full development of all its participants, hence the main thesis, innovative education is a developing education.

Innovative educational technology is a complex of three interrelated components:

Modern content, which is transmitted to students, involves not so much mastering the subject knowledge, as development of competencies, adequate to modern business practice. This content should be well structured and presented in the form of multimedia training materials, which are transmitted using modern means of communication. Modern methods of teaching are active methods of forming competences based on the interaction of students and their involvement in the learning process, and not only on the passive perception of the material. Modern infrastructure of training, which includes information, technological, organizational and communication components, allowing effectively use the advantages of distance learning forms. At the moment, a wide variety of pedagogical innovations are used in school education. This depends, first of all, on the traditions and status of the institution. Nevertheless, we can distinguish the following most characteristic innovative technologies. Information and

communication technologies (ICT) in teaching subject. The introduction of ICT in the content of the educational process implies the integration of various subject areas with informatics, which leads to informatization of students' consciousness and understanding of informatization processes in modern society (in its professional aspect). The realization of the emerging trend in the process of informatization of the school is of great importance: from the schoolchildren's initial learning about computer science to the use of computer software in the study of general subjects, and then to the saturation of the structure and content of education by the elements of informatics, the fundamental restructuring of the entire teaching and educational process based on the application of information technologies. As a result, new information technologies appear in the school methodological system, and the graduates of schools have a preparation for mastering new information technologies in their future work. This direction is realized by including in the curriculum new subjects aimed at studying computer science and ICT. The experience of the application showed:

a) the information environment of the open school, which includes various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method;

b) informatization of teaching is attractive to the student in that the psychological tension of school communication is removed by moving from the subjective teacher-student relationship to the most objective relations of the student-computer-teacher, increasing the efficiency of student work, increasing the share of creative work, in obtaining additional knowledge about subject within the walls of the school and in the future there is a conscious choice of a university, prestigious work;

c) informatization of teaching is attractive to the teacher in that it allows increasing the productivity of his work, increases the general information culture of the teacher.[4.60]

First of all, this is the psychological and pedagogical design of developing educational processes within a certain age interval that create the conditions for the emergence of a person as the true subject of one's own life and activity:

learning-how to master the general methods of activity;

formation - as mastering the perfect forms of culture;

upbringing - as mastering the norms of different types of people's community. Further - this is the socio-pedagogical design of educational institutions and developing educational environments that are adequate to certain types of educational processes and most importantly - adequate to the traditions. The actual pedagogical design - as the construction of developing educational practices, educational programs and technologies, ways and means of pedagogical activity. It is here that a special task arises for designing and researching the transition from traditional education, traditional schools, traditional management systems, traditional teaching and upbringing to an innovative one that implements the general principle of human development.

### **Personally-oriented technologies in teaching the subject**

Personally oriented technologies put the personality of the child at the center of the entire school educational system, providing comfortable, conflict-free and safe conditions for its development, realizing its natural potentials. The personality of a child in this technology is not only a subject, but also a priority subject. It is the goal of the educational system and there are no means to achieve any abstract goal. It manifests itself in the students' learning of individual educational programs in accordance with their capabilities and needs. Application of such innovative technology as information and analytical methods of quality management of teaching allows to follow objectively after development in time of each child separately, class, parallel, school as a whole. With some modification, it can become an indispensable tool in the preparation of class - generalizing control, studying the state of teaching of any subject of the curriculum, studying the system of work of a particular teacher.

It is an integral factor in the current learning environment. It is realized in the form of involving students in additional forms of personal development: participation in cultural events of national traditions, the theater, children's creative centers. Here a person can implement both known and proven techniques, and new ones. This is an independent work with the help of a study book, a game, the design and protection of projects, training with the help of audiovisual technical means, the system of "consultant", group, differentiated modes of teaching - the system of "small groups", etc. Usually in practice various combinations of these techniques are used. A scientifically-pedagogical substantiation of the use of certain innovations is supposed. They made a lot of analysis on methodological councils, seminars, consultations with leading experts in this field. Thus, the experience of the modern schools has the widest arsenal of applying pedagogical innovations in the learning process. The effectiveness of their application depends on the established traditions in the general educational establishment, the ability of the pedagogical collective to perceive these innovations, the material and technical base of the institution. New educational standards introduce a new direction of evaluation activity - evaluation of personal achievements. This is due to the implementation of the humanistic education paradigm and a person-centered approach to learning. For society it becomes important to objectify the personal achievements of each subject of the educational process- the student, the teacher, the family. The introduction of the evaluation of personal achievements ensures the development of the following personal components: the motivation for self-development, the formation of positive benchmarks in the structure of the self-concept, the development of self-esteem, volitional regulation, responsibility.[5,60]

Therefore, in the standards, the cumulative assessment, which characterizes the dynamics of individual educational achievements throughout all school years, is included in the final grade of the student. Thus, in the developmental psychology, special design of age standards as a specific set of individual abilities of the child in a specific age interval and development criteria at different stages of ontogeny are necessary. In educational practice it is the design of children-adults

communities in their cultural activity-specificity, that is, the design of such an educational space where this development can be carried out. In other words, the design of a system of developing and developing education is possible if simultaneously: psychological research of age-normative models of personality development, pedagogical construction of educational programs and technologies for implementing these models, co-organization of all participants in the educational process, designing conditions for achieving new education goals and means of solving problems development. Portfolio is the optimal way to organize a cumulative rating system. This is a way of recording, accumulating and evaluating the work, the student's results, testifying to his efforts, progress and achievements in various fields for a certain period of time. In other words, it is a form of fixation of self-expression and self-realization. Portfolio provides the transfer of "pedagogical stress" from the assessment of self-esteem, from the fact that a person does not know what he knows and knows how. A significant characteristic of the portfolio is its integrativity, which includes a quantitative and qualitative assessment that involves the cooperation of the student, teachers and parents in the course of its creation, and the continuity of the replenishment evaluation.

The portfolio technology implements the following functions in the educational process:

- diagnostic - the changes and growth (dynamics) of indicators for a certain period of time are recorded;
- goal-setting - supports educational goals formulated by the standard;
- motivational - encourages students, teachers and parents to interact and achieve positive results;
- content - maximally reveals the full range of achievements and work performed;
- developing - ensures the continuity of the process of development, training and education from class to class;
- rating - shows the range and level of skills and abilities;

- training - creates conditions for the formation of the fundamentals of qualimetric competence;
- corrective - stimulates development in conventionally defined by the standard and the society framework.

### **1.3. Innovations in assessment of EL proficiency**

Development and improvement of the pedagogical evaluation of the results of the training activities have always been topical problems of pedagogical science. In history of pedagogy has developed a variety of approaches of evaluation, assessment models, each of which reflected the peculiarities of the form of organization, instruction and its leading goals. Do not set yourself the task of enumerating or classifying all existing models estimation, we note that these models are based on the orientation of the evaluation and the mode of expression. The result can be attributed to four groups:

-The first group of models reflects features socially or professionally oriented learning, in which the goals of the educational process are determined by the needs of a professional group, the state and society in a particular subject, corresponding to the generally accepted, standard requirements. These models are designed for qualitative assessment of more or less stable characteristics of educational activities, and also the qualities of the personality of the subjects. Assessment refers to the motivation of study, volitional efforts, discipline and self-organization of the subject, the potential for mastering the educational content and much more as well as a generalized characteristic of the learning outcomes.

This group, in turn, can distinguish models with established levels (stable characteristics) and models with free characteristics. The assessments are oriented towards the stable characteristics of educational activity and its subjects, have almost the oldest and most extensive history. Assessments of the students of three groups in accordance with the following characteristics:

- the teaching is fair, reliable, kind, honest, good, praiseworthy;
- the teaching is direct, measured, not bad;

- the teaching is weak, vile, impure, hopeless, lazy.

-In the second group, I can include assessment models that provided the lead a class-based learning system aimed at building knowledge and skills.

They are focused on the result of the performance of certain training assignments. Today is the most common approach is formation of evaluation systems. The emergence and dissemination of assessment models that are part of this group is associated with use in the general education of the class-lesson system that each represents lesson as a full-fledged and independent structural unit of learning and evaluation of the learning activity of the student and the solution of learning tasks for them. This understanding of the lesson becomes an indispensable element of the class-lesson system. Evaluation models of the second group in most cases are associated with the mark-conditionally-formal, quantitative expression of the evaluation students' learning achievements in numbers, letters or otherwise.

-The third group can be cumulative assessment models, in which the evaluation is aimed at a combination of technologies and methods of professional and educational activity, mastered by the student. These models, the emergence of which is due to competent training, and their ubiquitous distribution in professional education is rather than the actual requirement pedagogical science and practice. Attention to such models is determined by the need barrier-free transition from one level of education to another. Cumulative models assessment are focused on understanding competence as the sum of competences, and those in turn, are associated with the ability of a specialist to perform a certain a localized professional task.

-The fourth group consists of evaluation models based on the principle comparison of educational achievements of students. They are oriented towards the development of the personality and complement the model of the previous group. Models of this group are expected the use of non-standard, and objective indicators, which compare the training results of students. At the same time, the comparison can be based on using the principles of all previous groups. These

models allow more develop motivation for learning activities. This group includes competitive models of evaluation. Competition in pedagogical process is based on the use of the inherent priority for achieving educational results. [6,40]

### **Conclusion on chapter I**

In connection with the expansion of the communication network, the emergence of the Internet, informatization and computerization of society, special attention is paid to teaching a foreign language using computer technology in foreign language lessons. In this method, two components can be distinguished: first, computer programs created in different forms and for different levels of learning a foreign language, and secondly, the use of Internet resources that can serve not only as an indispensable source of information, but also "are an excellent means of interactive communication between different language groups", and allow participating in "the development of international projects, conduct of scientific research". This method allows to create special training programs for work individually, in pairs or in groups, in addition, it can be as training exercises, and tasks for modifications and permutations in the text, as well as exciting game programs. On the one hand, this method has many positive characteristics: computer technologies attract students, increase their motivation for learning activities and develop additional skills, along with language learning. On the other hand, the main disadvantage of this technology lies in the fact that "computer technologies are not intended for the formation of communicative competence", which is one of the key components of the process of teaching a foreign language. Continuing the question of the importance of the development of communicative competence in teaching a foreign language, we note the "method of communicative tasks", singled out by the authors and considered innovative the main principle of which is using variational types and forms of interaction to solve communicative tasks. Thus, due to the presence of a problematic issue, a search for its solution takes place and in the search process an analog of the situation of real interaction develops, in which communication takes place in a foreign language. As noted,

this method is not fully developed and requires the systematization of forms of learning activities in which it can be implemented. Nevertheless, in our opinion, this innovative method is very effective, since students are directly forming a foreign-language communicative competence. Another technology is the technology of different-level training or the technology of individualization of learning, within the framework of which the personality-oriented approach is directly realized, the individual characteristics, capabilities and needs of students are taken into account. Thus, there is a focus on the characteristics of each student individually, which makes it possible to reveal their potential and contribute to the more successful formation of a "multicultural language personality capable to communicate with carriers of other cultures". Proceeding from the fact that innovations depend on people and are created by people, it is possible to define one more way of innovative development in the field of education in general and in the field of teaching foreign languages. This approach is aimed for developing the capacity of the teacher, since the key to learning a foreign language is the personality of the teacher who, on the one hand, is already formed, but, on the other hand, has unlimited opportunities for self-development and improvement. Hence the need for constant and continuous education of the teacher in the process of his pedagogical activity, the creation and implementation of new technologies and creative approaches to educational activity. Accordingly, the position of the teacher changes: "the teacher becomes an accomplice in the research, creative cognitive process, mentor, consultant, organizer of independent activity of students".

It should be noted that at present, many new technologies are being used to improve the learning foreign language. In this article, I have covered only a few of the leading areas of innovative development in the field of teaching foreign languages. After analyzing the research on the given problem, I came to the conclusion that this issue should be approached in a comprehensive manner and not let out of the new opportunities that technical progress entails. All the directions of innovative development, which are now being implemented, are part

of a single whole and, in their integrated application, contribute to successful learning by the students of a foreign language and the formation of a foreign communicative competence.

Information and communication technologies are powerful tools for teaching, controlling and managing the educational process, since it is the most important parameter of the modern socio-cultural system. Internet resources are familiar and convenient means of acquaintance with the culture of other countries and peoples, communication, information, an inexhaustible source of the educational process. That is why, at the heart of the system approach to reforming the methods of teaching a foreign language with the use of new information technologies is the concept of an information and teaching environment that is considered in close connection with the system of developmental learning. Information - learning environment is a set of conditions that not only allow to form and develop language knowledge and skills, but also contribute to the development of the student 's personality. The educational situation is projected in such an environment as a dynamic, mediated by computer technologies process of subjective interaction of all participants in the learning process. Learner should be more active, deep and all-round participate in the process of independent learning activities of the assimilation of a foreign language is transformed from a passive object of the teacher's influence into a full-fledged participant in the educational process. The pedagogical relevance formed in the information and learning environment of the system of linguistic knowledge and skills is that the learner should be offered exactly the kind of knowledge system that he needs at a given stage of his development, which subsequently gives the opportunity to solve problems of an increasing level of complexity. The tasks of studying a foreign language are following

- providing conditions for the creative development of writing, as well as speech skills;

- integration of various forms and strategies aimed at developing independent cognitive learning activities in the process of individual and group work of trainees;

- Increase of motivational saturation of educational process

- the organization of cognitive communication activity with native speakers and members of the network community studying a foreign language;

- formation on the basis of the language knowledge of a modern information culture, which allows to work in the computer and telecommunication environment. This innovative technology is based on the principles that reflect the specifics of the subject and the learning environment: integrativity, systemic and consistent, interactivity, visibility of the presentation of the material, multidimensionality and redundancy of all components of the environment. The effective functioning depends on: the level of development of the information and telecommunication infrastructure of education and interaction of this infrastructure with trainees from a whole complex of psychological and pedagogical conditions, from the control of the motivational background and its development accounting for individual traits, from the language co-creation of all participants in the learning process. Structurally, organized in the form of a model that represents a set of actors involved in the learning process, the links between which are realized through organized information in accordance with the goals and objectives of the learning process into functional blocks. Each of the blocks;

software - training

information - methodical, communication, instrumental, sociocultural motivational and identification - controlling are aimed at implementing strategies for mastering a foreign language, as well as monitoring the progress of the educational process. The environment is in constant development, which is due to the dynamics of the inclusion of new forms and pedagogical technologies of teaching a foreign language, as well as the development of the participants in the process. Participation in information and communication pedagogical activity contributes to the integrated formation of all aspects of communicative

competence: linguistic, sociocultural, cognitive, linguistic-cultural; as well as related communicative-cognitive skills of students. Modeling a real authentic environment by attracting Internet resources serves not only to more successfully master the language, but also allows us to comprehend the deep law of unity and diversity of culture. Thus, the innovative technologies that we examined today significantly enrich and diversify the teaching of foreign languages. In place of monotonous work comes an intellectual creative search, in the process of which a new type of personality is formed, active and purposeful, oriented to constant self-education and development.

## **CHAPTER II. THE PLACE OF INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES.**

### **2.1. Innovations and quick response codes in education**

Innovative teaching has its own place in the world we live in, because of the fact that the teachers also should be modern in order to reach the full potential of the students. The task of higher educational establishments is to meet intellectual needs of its students, open new channels of rational stimulation and to form thinking power. At the present time innovative teaching is required by the young generation in order lesson not to be bored and interactive. Moreover teachers competency also plays a key role which may impact on the way of teaching. Unfortunately many teachers can not be as successful as they wish in their profession because of lack of competence. At the beginning of our century the transition from traditional blackboard to computer aid presentations was innovation in the system of education. From 2014 innovative teachers began to use modern technologies like mobile devices and tablet computers to make more interactive the lesson. Teacher who eager to use innovative method in the lessons should not forget that method requires a lot creativity from them. There is a task for them to change the system of learning and teaching process. Video taped lecture is also innovation of 2014 year professors all of the world began to offer their lectures to the flipped classrooms. The teacher in these conditions is like a guide or instructor and students by themselves should complete the tasks and other projects. The first motive of innovative teaching is to attract the students attention, encourage them and engage more in the process of learning. It is a fact when a student interacts more with his or her tutor and peers he or she gets more information than the other one.[7,70]

The other innovation of the present time is using educational videos especially during the lectures. Using of such kind of innovation helps to arise the attention of the students, to hold them engaged and impact greatly to their learning process. It is well known fact that there is hidden connection between memory, visual contact and personal students ability to get some new information. Through

the watching video it is easy for student to imagine that topic to bring it to the life. Students also benefits from communication skills and working in the team. So the use of video is the key of successful teaching and learning. So as there are benefits of innovative teaching one should not forget about it is cautions too.

The traditional lecture usually lead just by lecturer and auditory with full of students listen to him and write some notes. In such position students keep passive position all focused on professor. Over the years that method was criticized because of students passive participation and less engagement.

There were not any facilities to show potential and collaboration. However we should not forget advantages of traditional method moving to the innovative one. Lecturers have a big responsibility and if they pass their lecture with great enthusiasm easily can attract attention of auditory. Lecturer may speak with all heart and prepare for the lecture perfectly than no one other method like using some innovative techniques can be unnecessary. That kind of lessons are usually good for students whom developed listening abilities. Lecturer also might offer a great classification of problems and their solution, arguably questions might be given. It is obvious that nowadays the traditional lecture changed its face extremely. It is vitally important for the world of education to move with the time so as the audience today consists of young net generation and in order to engage them educators should use new innovative technologies.

Many researches has discovered that during the lecture when the lecturer uses interesting videos the percentage of attendance of the students arose greatly.

Usually it is easy to show video by the help of power point. Power point it is the presentational software made by Microsoft company in the middle of eightieth. That program helps to captivate the attention of the students. It is vitally to create the slides logically and grammatically right. There should be several key points here I mean there should not be too much information and pictures which can be distracting. The next step is to chose the font size. Usually the font size depends on the amount of the text if the educator wants to leave the space he should reduce the size of the slide. Visual stimulation also can be add to this program. It can help to

heighten the students experience and raise the level of achievements during the lecture. There are two methods to add the video into power point. The first method is fixing the educational video into the slide or insert it by buying it with the license. The next advantage is that while watching the video the students will not have a time into conversation with each other and the video will be not disrupted while switching it from power point.[8,30]

The other necessary point for the teachers is that they can to set the questions to the preceding slide of the video for hot discussion after watching it. By using such technology in education teachers and learners save their valuable time for analyzing it and students should not write anything. It is not difficult to use that technology and in many schools, colleges, high educational establishments in our country practices it during a lot of time. The educator should follow some necessary steps in order to deliver it to the learner. The program Power point is the best way to teach the students especially for lectures. The presentations also help to the teachers and students to cover a large amount of presentation in the short time.

The theory of multiple intelligence was proposed by Howard Gardner in 1983. The idea of that theory was that students to learn the subjects in the different way. However some of them learn by listening better, some pupils inclined to learn by reading, the other part of students may prefer to learn by writing. For many years the scientists criticized and discussed the theory.

The educators gave the one important point from this theory it was that they should change the style of teaching. The traditional method of teaching gone away with the idea that all students learn in the one way and “one size may suit all of them.”

So as I am writing about using educational video with the help of technology it is important to choose the material wisely. It should be full of necessary information and engageable for the auditory. The second vitally important moment is the ethical issue. At the present time the internet allows to download the great deal of videos and it is important to write or tell the students from what site it was downloaded from the ethical point of view more over it is bad to gain the authority

by others job. The educator should spend the time before showing it in order to introduce the students about the context and idea of it. For the teacher it is rather difficult to catch attention of the students and hold it on. The researches has shown that the average amount of attention lasts from 7-15 minutes. Thus the teachers should show not long videos in order not to loose the interest of it. So as the aim of presentations is to illustrate the central idea of the theme. The students also should work during the watching of presentation. There should be the questions dialogues which the students should to analyse.

The lesson should be interactive and the teacher should not prevent them to show the emotions by the different way. However in order to get the best results and quality if the technique also should be in the good conditions. The sound is also important it should be as possible clear and loud.

The right choose video is better than the text from many pages in order to form the structured video. The main task of it to make the visual stimulation of the subject and to create the atmosphere more over to bring the world into the classroom. If the teacher will use it right and appropriate he or she will gain from the position of the teach and the lesson will interactive and for some of the students innovative . However the videos should be used as the extention of the lesson but never as the replacement.[9.40]

At the present time quick response codes can be seen everywhere mostly in the modern tools . It is two dimensional barcodes the one can to read it with the help of modern technology like smart phones, laptops, tablets and dedicated quick response devices. The advantage of which is that they linked directly to the websites, phone numbers, videos, social media pages, articles and more. The student need just camera lens and the program of quick response which is able to scan the information. That program can easily be downloaded for free in the internet. The readers of quick response code like beetag.com and barcode.com also gives the possibility to generate one's own quick response code.



For the techno- friendly teachers it was the innovation of it is time because it gives many advantages for teaching and learning process and it is the great helper for them. More over today almost all students have mobile phones and they can read the information in the second and almost all schools and educational establishments provides with the laptops and access to the internet. It can be very interesting for them to guess some enigma like to open the key of the Ali baba's treasure. That quick response code shows the new view for the education it makes the process of both teaching and learning interactive and interesting more over it is the fact that the all innovations are welcomed by the learners and they began to use it faster than the teachers.

The technology of quick response code is considered to be the brilliant in education because of the many reasons.

1. Quick response codes may consist of more 4000 characters of the information. It is useful for the educators not to waste the time to print some long information or give the quick response codes with the help of which the students may access to the same resource of information.

2. In order to create the quick response code a person should write the address of the web page into Qr generating tool. It should be produced once in order to transfer it to the teaching resource or just leave it into the board in order the students could to scan it in the classroom.

3. They can be printed virtually on anything; textiles, walls, papers, even in the skin of the person. In many educational establishments in the Europe it is

used in the reception to provide the information to the parents, visitors and students about the events which may be held in the school.

Educators observed that it can be very useful in many spheres of the education and in the classroom also

- The teachers of math can easily use them by giving some task in the classroom and their solution in the Qr codes. The students can access to it is solution at their homes.

- The innovative teachers of the foreign languages use Qr codes in order to give the access to the GCSE listening program. The educator can print the Qr codes in the stickers and ask them to stick it into the planner at home

- The director of some educational establishment can make for parents to know all the news about establishment by putting the Qr codes in the hall.

- It helps to access into virtual atmosphere of the world of education. Here can be downloaded some interesting videos and by the willing it can be seen in the wall of the science laboratory of the educational establishment.

- It is very useful for library also. The librarians might put them into the walls with the list of books.

The common wish of teachers is to make the lesson as much as effective and informative with the help of technology. Frankly today teachers can not find much time to play some mind mapping.

Games. Thus today the Qr codes are widely used more and popular in the Europe and USA. That modern technology combines speed and memory to keep a big deal of information. What is important it can attract the attention of the young generation and involve them to the world of education.

## **2.2. The system of Moodle**

It is modular object-oriented dynamic learning environment, which created for extended and deep learning. That system was developed by Martin Dougiamas with the feature of collaboration and interaction of online teaching learning. He graduated degrees in education and computer science. Dougmas began his Ph.D

examining Providing a social constructional epistemology with the help of open source software to improve teaching learning process within internet based community. The origin of acronym moodle is the modular object-oriented dynamic learning environment, however firstly it sounded like Martins object oriented dynamic learning environment. Later the acronym was changed to modular because of the definition of the dictionary.[6.65]

That system has the HQteam which consists of two teams. The first of which are developers and designers. This team is located in Australia, Perth. It is the software of free open- source in the learning management system. It is developed under the company General Public License. It is system based on the pedagogical principles. Moodle can be used both for teachers and learners, it has many functions, more over it can be used for blended learning, flipped classroom, education in the distance and in the other projects at the schools, workplaces, universities and other educational establishments.

For teachers it has many facilities, the first of which is to create own website with different online courses for both trainers and educators the aim of which to achieve excellent marks and goals in the field of education. The second one is that system based on pedagogical principles.

The first version of it was released on the 20 August 2002. At the present time it is coordinated and led by Australian company which financially supported by worldwide Moodle Partner service companies. Today that system is controlled by Moodle HQ. That system improves today's teaching learning system and it is environment. It creates virtual learning platform and can be implemented by educators in the field of development, education, training. The Moodle system has different graphical themes, which can be implemented to make different functionality and background of site or some courses in it. Moodle download site makes available themes. That technological system in education had been translated in more over 100 languages, which makes available of any site administrators to install it. Learners and teachers of different countries makes their contribution to develop it.

Themes which based on Responsive web designs allows users to use it in their mobile phones. In Google play is also available mobile app. The system moodle can be installed and download in the Web server, for example Apache HTTP Server and in the various database management system, for example PostgreSQL are also available. Certificated moodle partners support different Moodle services, which includes Training, customization, hosting and development of the content.[7,50]

That system includes social constructionist and constructivist inspiring the learners about their contribution in educational experience. Moodle provides the educational environment for community of learners using this principles of pedagogy.

The main aims of the Moodle are:

- communication of learners among each other and teachers. For it can be used such elements as forums and chats.

- to pass knowledge in electronical way with the help of fails, archives, web pages of the lectures.

- to control knowledge with the help of tests and other tasks. The results of the works of the students can be send to the teacher as the text or fail

- the different research projects can be done with the help of special elements wiki, seminars and forums.

Moodle helps to organize

- distance learning – in using of which the educator and the student do not see each other tet a tet.

- distance support of education using electronical learning system

Where a student can easily get the task and send them to control.

- The system moodle provides the learners and teachers to choose the comfortable place and time

- A student can train his knowledge in the good way.

- Individualization of the learning, a student may communicate with the teacher by his or her wish.

- Moodle helps to economize time and money to education.[8,90]

Unfortunately while using that system there can be some problems the first of which technical matter which should be concluded by the user. The next problem can be educator who do not know the proper using of software. Technology came to the world of education much more earlier and the matter of fact is that it did not loose it is value more over humanity try to sophisticate it. For example the university of Phoenix created new learning management system, it is project which knows all signed it is students personally. The memory can keep more over the information about 400.000 students and their learning abilities and fails. The new York times magazine announced that technology in the learning system becomes more and more important and makes better online learning, there are such notion as massive open online courses[MOOC] they looks like a game changer. This statement is like the evidence of peoples belief about today's progress, revolution about online learning.

At the present time technology is mostly used to personalize the students learning however it is not new idea at all. That idea was not born with the online courses or with the development of technology. Edward Thorndike about 100 years ago in 1912 wrote in his book about miracle of technological ingenuity. He considered that while reading the first page of the book the second should be visible also without any humanity forces, the print could be managed by personal instruction. After the second world war the scientist B.F. Skinner created primitive teaching machine. He was the greatest psychologist of the 20 century, worked in the fields of operant conditioning and studied the forms of learning where he concluded the consequences are available to change voluntary behavior. Later after some time he created the version of more sophisticated teaching machine the presentation of which was in the University of Pittsburg in 1954. This machine could solve a math tasks in one second. In 1961 he published the programmed textbook" The analyses of behavior" at that book is discovered the principals of learning, teaching and the proper usage of teaching machine.[9,25]

Fred Keller is well-known scientist of his time wrote a book ‘Goodbye teacher...’ in 1968. He broke down the process of teaching into elements. He considered that the function of the teachers is not to pass the lecture, but to create the atmosphere of interaction and support their individual features. The next teaching elements he considered to be important.

- Individual interaction which makes better the process of learning and increases the speed of learning.
- The specification of outcomes of leaning. The skills of the students should be supported
- The perfect structure of teaching to develop the learning outcomes.
- The support in each sage of learning by the teacher.
- To use lectures as less as ever.
- Many tasks with the feedback of the students.

His break down changed the process of teaching and learning at all.

At the present time technology also develops in its way, however everything is doing for the progress, for making easier teaching learning process but never for the laziness of the students. Scientists came to the opinion that students, most of them, are day by day get lazy because of the technology. They do not go to the library and stay in the queue for the book. They do not write something new and unique. They do not do some experiences because they consider everything is done and written in the internet. They almost stoped to read. It is easy to read short plot in the internet and retell not making lexical, semantical, contextual analyses of the smart books which was written by greatest writers. More over some of them can not read understand and retell even the short plot of the story. [10,45]

I would recommend the students to learn more and work a themselves in order to be professional. From the other sight it is important part of education. It is flexible to use and technology is considered to be the modern and future form of education. However technology has it is own place in the world of education we should not forget that many things almost everything depends on teacher .

As it was mentioned above in the first part about professional development of teachers. Future teachers should use all modern tools to interact them to be in the communication with them and to motivate them. Teachers should have the one principal consideration that the student is right there is no silly students.

In the second part it is written about the place of technology in teaching learning process. Nowadays modern technology has important role more over it is difficult to attract students attention without using modern tools, because young generation is different from the generation of 50 years ago. The old principal consideration that one size suits to everyone is rather old. At the present time youth are interested in technology, they know the latest versions of the tools and programs, thus a teacher should use their interest in the right way.

What about the future?

There are a lot of ideas about future . Because everything changes and it is the law of the nature.

It is proved that individualized instructions will be as popular as ever were, technology will not loose it is value it will be more useful and necessary for the students. More over many fields of education, subjects will be automated. Online courses will be developed that may be nobody will go everyday to the school or university. Teacher and student will see each other once in a week and other time the student will work individually.

### **2.3. Public response system**

The PRS is the innovative system which was created recently for the learner-centered teaching. It is time consuming technology. Educator during the lecture can send the questions on the slides and every student should have clickers with the help he or she can submit the information. The answer to the question will be gathered and delivered in the real time. It is comfortable to implement for both students and teachers. Educators can easily judge the learning process, their ability of teaching and define the needs of the students. Teachers might send the questions to provoke the interaction, interest of the students. That technology

minimizes the risk of time wasting and every students will be fully engaged in the learning. The learner centered teaching creates a big field of possibilities for the first of all students. The one aspect of it is that students can teach each other and the course can be relevant there will be not such questions as ‘why we should learn it?’” The scientists Jean Peaget, Lev Vigotskiy and John Devis contributed to the theory of students leaning have formed ideas about self-centered learning. They investigated the way and abilities of pre-school children and came to conclusion that humanity from the childhood inclined to learn some thing new independently without some messy instructions.[11,60]

There are five principals of Learner-centered teaching by Weimer.

-The first of which is to understand the function of content which includes useful foundation of knowledge and development of skills.

-The second one the place and role of teacher in learner-centered teaching , it is important to understand that a teacher should put the learner in the center of education,

-the third one to predict the value of responsibility of learners, because in that method they evaluate the way of education and learning process.

-The next point is purpose and process of assessment.

-The last one to balance the level of power.

At the present time learner-centered teaching is required in higher educational establishments. The teacher usually combine learner-centered method with the other one to improve the ability of study. There are two approaches of this method.

- The learner-centered teaching encourages and helps student to learn.

- The learner-centered teaching emphasis on the process of education.

The research discovered that method reflects highly on the individual progress, because of the factor that personal progress depends on the context of the task, which changes the way of thinking of the student.

## 2.4. Project method

One of the ways to activate students in the process of teaching foreign languages is design (project method), when the student independently plans, creates, protects his project, i.e. actively involved in the process of communicative activity. The educational project is a complex of search, research, calculation, graphical and other types of work performed by students independently for the purpose of practical or theoretical solution of a significant problem. The main objectives of the project methodology are:

1) self-expression and self-improvement of students, increasing the motivation for learning, the formation of cognitive interest;

2) the implementation in practice of acquired skills, the development of speech, the ability to competently and reasonably present the study material, to conduct a controversial polemic;

3) demonstrate the level of culture, education, social maturity.

2) research- regional studies, generalization of scientific knowledge, historical, environmental;

3) creative , translation, scripts, wall newspapers

4) multimedia presentations. What sources of information should be usually used to prepare the project?

a) Books;

b) Periodic printing; in Internet;

d) Teacher;

e) Others

The project method helps to develop linguistic and intellectual abilities, a steady interest in learning the language, the need for self-education. Ultimately, it is expected to achieve communicative competence, that is, a certain level of linguistic, regional, socio-cultural knowledge, communication skills and speech skills that allow for foreign-language communication. The implementation of design and research methods in practice leads to a change in the position of the teacher. From the carrier of ready knowledge, he turns into the organizer of

cognitive activity, as shown in the diagram. From an authoritative source of information, the teacher becomes an accomplice in the research, creative cognitive process, mentor, consultant, organizer of the independent activity of students. Analyzing the application of the method of projects in a modern school, I believe that this is one of the most powerful incentives for motivating foreign language learning, the most creative kind of activity, since all students are involved in the project, regardless of the abilities and level of language training. They apply in practice the acquired knowledge and formed speech skills and abilities, creatively rethinking and multiplying. In addition, the problematic and diverse forms and types of this technology presuppose the presence of interdisciplinary connections, which makes it possible to give the pupil a vivid idea of the world in which he lives, the interconnection of phenomena and objects, mutual assistance, and the diversity of material and artistic culture. The main emphasis is on the development of figurative thinking, on the understanding of cause-effect relationships and the logic of events, on the self-realization and self-expression of not only pupils, but also teachers. The design method requires the teacher careful preparation, professional skill, erudition. One of the main conditions for the effectiveness of educational activity is the atmosphere of benevolence, mutual understanding, trust, creativity, encouragement of cognitive activity of schoolchildren. In the modern understanding, the educational project is an integrated didactic means of development, education and upbringing, which allows us to develop and specific skills: 1) problematization, 2) planning, 3) self-reflection and reflection, 4) presentation, 5) research work. The use of project methodology is one of the components of the humanization of the educational process, since students with different levels of language training participate in the work in accordance with their capabilities. In my opinion, on an equal basis with group projects it is necessary to apply individual tasks, especially when preparing final lessons - this is a unique opportunity for truly communicative learning a foreign language. Such lessons relieve overexertion and fatigue of students, sharply increase cognitive interest, develop imagination, thinking, speech, memory among schoolchildren and

can be held practically on any topic within the program material. With the help of the project methodology the following tasks are solved:

-the pupil's outlook widens;

-the lexico-grammatical material is strengthened;

-the teacher creates a methodological coin box on various topics with presentations and video projects. Thus, the project method allows to realize not only educational tasks, but also socio-cultural, educational, tasks of humanitarization of the educational process. The results are obvious: this technique makes it possible to study the topic more deeply, to develop the creative abilities of students, to teach communication, to use grammatical structures, and the fear of conducting a conversation in a foreign language disappears. In addition, the design technology is effective and fascinating for teachers, as it helps to reveal itself as a creative person, participating in research work with his students.[11,45]

### **Conclusion on chapter II**

Lesson is a unit of educational process. Pupils come to the lesson in order to take a knowledge. Teacher should organize the lesson in that way, where pupil can enjoy of study. Teacher always should create interesting things in order to attract pupils attention and to force them to study. Nowadays, we live in the era of technology and attractive activities, teacher should use them in order to make the lesson very interesting and attracting. Methodologist created different innovative methods with help of these aids. These innovative methods inspire learners to study and work hard. This method includes such tools as computers, tablets or creative games. Teachers can use them to explain the theme and all of them can be useful in any stage of the lesson and in any level of the class. For instance, teacher can use brainstorming at the beginning of the lesson, it helps to introduce the theme for pupils, method of role play teacher can use after explaining the theme, it helps to know how pupils understand the theme, also this method can be as a home task. Pupils should prepare some acts at home and in the classroom show them. These activities can help to improve communication skills of pupils, make them

sociable, help them to show their knowledge, make them to speak and respect each other and even make them confident. According to all mentioned above materials, I can confirm the importance of using interactive method in class as the variety to the teaching and learning process. The choice of method can allow the teacher to develop different types of language acquisition including grammar and vocabulary.

The teacher should take into consideration several tips mentioned in the chapter such as: the choice of proper material, design of tasks, students' interests. Besides, the teacher should take different learning styles into consideration and adapt materials to the needs of the learners.

Almost all interactive methods are appropriate for the "before, while and post activities" in regards of music in class.

Motivation is the key to success of any classroom activity. The teacher should try to use authentic materials, make tasks life – related. The psychological atmosphere in class is also very important in reaching the desirable effect of the activity. The teacher should try to make the teaching student – centred. He should be the leader of the team than authoritarian supervisor.

Each type of classroom activity should be coordinated with the syllabus. Modern information technologies give teacher a great variety of tasks and the teacher can easily choose the appropriate song for the appropriate topic.

In conclusion I want to say that interactive is a strong motivator for learning foreign language. It is a way which reduces tension and relaxes the classroom atmosphere giving knowledge at the same time.

## **CHAPTER III. PRACTICAL METHODS OF ORGANIZING LESSONS**

### **3.1. The practical concepts of pedagogical activity**

Lesson is a unit of the educational process and the main form of organization of educational process. Lesson formed as a collective interconnected activity. The goal of each lesson - an important part of the final goal. On the understanding of the lesson objectives need to rely on the major important features:

- teaching speech acts
- the complexity

Only one goal can make logical lesson. Besides leading goal lesson is accompanied by problems. Not appropriate to determine the purpose of a lesson without any connection with whole system of lessons. For instance the mission of the classes cycle can develop the conversation, listening and reading skills on a particular subject, language and speech material. Subject cannot be changed from the beginning up to the end of the lesson but the language aids and the way of speech activity may be new. That is why the aim of every class is defined within new skills, which develop within a particular lesson learned or within the system. Foundation of the all lesson is a speech of the teacher. Similarly, in accordance with the topic quite communicative principle determines the cycle of lessons. Material distributed in accordance with the stages of development of the necessary skills. This planning allows the teacher to understand the perspective of the further work. The result of this work cycle - a qualitatively new stage in the development of communication skills.[12,65]

It is necessary to understand the ability of learning and teaching material in the loop structure. This above-mentioned goal, we need to:

- 1)** define the words and structures that need to be studied within the quantum of time to develop the necessary skills.
- 2)** select the situation and samples needed after the grammar and vocabulary units which are typical meaningful and commonly used within this theme.
- 3)** Choose the material for the production practise and the development of communication abilities.

The cycle can have 3-6 classes . The whole lesson's capacity is divided by cycles.

- **lesson1:** Presentation of a new subject; new vocabulary; structure; or impulses for talks; text for reading. The new materials are repeated for the teachers and pupils. It is recommended to give new material at the beginning of the lesson, because it gives the possibility to practice the theme, the material and the understanding of pupils.

- **lesson2:** Work on grammar and read new text on this rule

- **lesson3:** active work on the speech (dialogue, conversation and speak by which unique text generate text based on several texts)

- **Lesson 4:** to conduct a lesson of repeating - in this part of a lesson pupil should write essay at home, to retell all new rules and to show on practice what they learn

The aim also determines the choice of the goals and actions. Exercises are based on the principle of the "partial responsibility". Beside the contents of the lesson must be understood on the basis of the interaction with different objects. Successful lessons hangs from the kind of the interactions, the teacher provided during the lesson. Possibilities belong to it leads to interactions between themselves.

There are different ways of organizing classess, each of them offers various educational potentials: the integral - a training class, individual work, group work and work in pairs. The lesson can begin with the whole class - an activity where all class is participated, group or individual work. When planning the teacher it is necessary to consider when all class is participating, it is very important and when the teacher has to make transition to other types of training for assistance to the pupils interest to interaction and allow students to work on tasks at own speed.[13,35]

- **The instruction for all pupils in class.** This manual mode includes training for all students together. The organization of the lesson for the whole class instruction depends on the teacher's lesson, which is also taught at a certain stage of the lesson. Solid class teacher who left the study can serve to quickly focus the students in the study of the problem. When it is fully achieved, it can lead to a rapid and effective achievement of the objective of the lesson, as the time control is maximal under teacher supervision.

- **Individual work.** It has to be noticed, where students can work at a lesson more better separately, for example, when they read or listen to the text, or try to write something by themselves. Individual work allows students to work at own speed and to work at actions expedient for their skill level or interests. The teacher to provide them individual support and the help. When planning individual work, the teacher should consider, how well students understand that form of a lesson, and whether a task be provided, support and motivation.

- **Work in pair.** Work of pair provides opportunities for steady interaction and for a long time. It is recommended as fixed asset of the help as the accuracy and smoothness of in use of language. The group in structure students in pairs can accept to train their level of ability, language and the cultural prerequisite, and also other factors which will increase positive approach to into account. Students can connect to it careful if they do not familiar with such kind of method

- **Group - work.** Group - work is widely used in all forms of education and considerably changes interactional dynamic type. In language learning it makes students to speak, helps to increase self-esteem and can increase motivation of the student by providing different situations - freely with environment for practice of language[14,70]

There are many fashionable requirements of learning English. They are:

- **focused on the purpose-**. Each lesson has to provide achievement of the objectives of the educational , practical, and developmental aims
- **value of content** . Choosing substantial and pertinent material of training, providing methods and techniques for training and optimum correlation of practice and production.
- **activity of students during a lesson.** Internal and external activity of students during a lesson have to take the form of intellectual understanding of the theme and participating during the lesson.
- **providing motivation.** Understanding the success of English language lessons by pupils and to see their dynamic progress English language to learn English.
- **a variety of the incentives used in a class.** The advantage of various verbal and visually incentive to include students in to communication . The preference is given to the real - actions of life which show through audio visual techniques.
- **correspondence verbal and nonverbal behavior, that training purposes, contents and conditions.** From a position of speech behavior of the teacher the lesson of English, an English lesson serves as important means of teaching. From a position of nonverbal behavior of the teacher plays role of the organizer, teacher, producer, actor, designer and operator.
- **Using modern technologies.** The teacher has to organize process of training on the basis of various appropriate technologies - interactive, it is information - telecommunication technologies.
- **achievements of results.** The purposes and tasks, placed at the beginning of a lesson which have to be reached at the end of a lesson[15,47].

The teacher's development is shown thorough difficult trainings of a lesson and deep introspection of his / her activity, scientific researches and generalizes experience of results of training and introduction of the best practices of teaching an English lesson. For this purpose teachers should guide people who assess her . For this reason the above requirements can help to show a good English lesson.

### **Practical use of innovative methods**

Nowadays usage of innovative methods play one of the major role in teaching foreign languages, due to the fact that a natural method becomes boring for children day by day. Most children are interested to learn language with help of different aids or new innovative technology, on the ground that we live in era of technology and everything around us depend on it. Methodologists create various methods of teaching English, in order to attract children's attention. One of the method which was created by them is innovative method.

Using innovative method - the aim of many teachers. Brings up pupils in the ways which keep their participation or attracting their attention in material, can sometimes be a problem. We live in an era of low stability of attention, it is difficult, than ever to hold seniors excited and are absorbed in education.

**Visualization.** The roll of the separated realities isn't kept to the best comprehension of pupils and integration of knowledge from one situation to another. Knowledge which is organized and connected with concepts for the purpose of skills, including ability to visualize ideas which can lead to opportunity for transfer of knowledge and bring to better comprehension of theme . This way of teaching is the best method of training for teachers of grammar or literature . When pupils learn English with help of visual aids , they can understand the subject better and they can create a good imagination about this in their minds[6,78].

**The technology which is used in class.** Computers, tablets, digital cameras, technologies of videoconferences and a GPS device help boost experience of learning pupils. There various possibilities of innovative technologies in the class. For instance , teacher can use different games to explain the theme. During explaining new words for pupils teacher can show presentation, game or even video where these words are used. Another example of using technology is usage of video conference, teacher can find knowledgeable people who can communicate with pupils through video. Pupils can also can use computers in order to present home task. Teachers can also to explain the theme with help of technology in the

classroom . The obvious example of technology in the classroom is shown in this picture. Through the screen teacher can to show visual information and with help of computers pupils can to find useful information for them and also explain what they knew during the lesson.[16,60]

However teachers responsibilities are increased, when pupils use technical equipments .First of all, they should teach pupils to use equipments appropriately without harming for them .For Skillful teachers there are a lot of recommendation of using innovative technology in class:

- Teacher should explain that technology is not always an useful aid during the lesson.
- Teacher should control them during the lesson. He / she should look after their acts , what pupils do with technology and which programs they use during the lesson. When pupils know that they are under the control they will do all tasks appropriately .
- Teacher should teach pupils use technology only when it is important . Pupils also should learn all rules of using them in class.

**Active learning: education of pupils, communication in groups and making joint problems.**

All teachers of high school are afraid of the full room people or silence after opening the subject for discussion in the classroom. According to the Johns Hopkins Center for Educational Resources (CER), one way to force students to think, talk and exchange of information in the classroom is finding the time for active learning projects. The book about innovative approach was written under the control of this centre.[17,98]

Bring on the issue of co-operation! It describes the structure of the class, where the teacher holds a brief overview of the day and allows the students to meet the call at the end of the class, for example, responding to the question or solve a problem. Pupils should be divided to groups to do research on the Internet to plan ideas and discuss solutions . All pupils shared knowledge , which they knew

during the working in groups at the end of the lesson. This interesting methods can help pupils to get the maximum return from their studying at school .

Besides above mentioned main rule is using innovative method, there are a lot of activities and tasks which teachers can use in using of this modern method. From the point of methodologist during usage interactive method they can use three connections. They are connections between teacher and innovative aids, innovative aid and pupil, pupil and teacher. These connections are interlinked. Project method, the method of debates , using of different games , using of role play, communicative method , using of brainstorm and other activities are the main aspects of innovative method. And in these activities above mention three connections are shown[18,72].

**The project method.** This is innovative method. The word " project " came from Latin word " projectus" " jump out forward", "having struck in eyes". This activity is created by teachers for pupils. Teacher create one complex task and pupils should make in by themselves , and at the end of the lesson show teacher a creative result of their work. The aim of this project is to teach pupils work independently without help of the teacher and present their idea with help of presentation. During this method pupils can use computers. There are several purposes of this method . It can help boost up vocabulary of pupils, teach them to speak clearly, helps to fix lexical and grammatical material. Teacher can give this task both to one pupil and to group of pupils. However , the main aim of this project method is to teach pupils to work together, to share responsibilities, to analyze the result of their work[19,167].

**The method of debates.** This is the second activity of innovative method. This method is one of the widespread method, due to the fact that nowadays such kind of method is used very often. In this method teacher gives one theme and pupils discuss this theme together , for instance, one part of the group will talk about positive sides, while the second part about negative side. It also allows to generate a conscientious attitude to the solution of problems of activity in discussions, the standard of speech, orientations at disclosure of the reasons of a

problem and to establish on their solution of the lake. Here I understood the principle of formation of critical thinking of pupils. Thus, language is both target, and technical means of training. debate method helps students not only to take all four types of speech activity, but by means of a language situation against problems in the social and cultural sphere to find out the reasons of a situation and even to try to solve them. Discussions and solutions of problems which happen during start with dialogue, showing the ability of participants to work in interests of group, there should be respect for the interested interlocutors and conducts to formation of team. Application of this method in combination with method of projects will make viewing and storage not only in English, but also the expert in understanding of various problems which can cope in stream. No more or less interesting method on activation of educational, role-playing games which can also reflect the principle of the nature of their problems, some organization, and it allows to solve a problem of the situation, change the degree of difficulty. It can be used independently, designing a method of protection against the project. Above-mentioned socially considerable role stored-up experience of the plan, the results of study are trained to use the knowledge, at the time of implementation of the project, increasing the value of the instruction cycle. Will simulated professional situations - dialogue, which the question helps the student to get used to a different activity at the future with situations he can see in real life. The nature of the problem situation with the game, will be a clear imitation or other problems, where might be found some permission. The student will solve the problems by himself, the situation obviously indicates a rather communicative competence, permission to close this issue. Of course, this method of protection, they should be carried out to study the issue. The choice of these issues and the benefits or method - explores the question. It is important that the communicative competence of it has been created in a real message posts, in which the English language - in the middle of the idea of education. Thus student habits' based on products according to disputable

question, it is possible to use these habits and start special situations, dialogue and effectiveness of social roles, which will be significant as the ability to protect the situation in problem. [20,39].

During this activity pupils can share with own opinion and improve their communication skills. It helps to learn speak in auditory and make them confident. It is useful to use this method after new theme, it helps to know how class understand the theme.

**Method of using games.** This is the third method of innovative method. This method is included in different activities. According to the great methodologist this method not only innovative or interactive, but also in has a great value on creating logical thinking on pupils minds. Some of them think that during playing different games on lessons pupils use language instead of thinking about rules. Most methodologist came to the opinion that games help to learn language better then rules and pupil want to learn language more and more when they are attracted by game. Games during the lesson has a lot of positive sides. First of all, they make the lesson more interesting and colorful . Secondly, they help to shy pupils to show themselves . Thirdly, games can motivate pupils to study hard, because during the game they show their abilities. Games also give pupils' new experience , however , ordinary lesson can give only knowledge. Pupils can remember and learn the theme better through the games, due to the fact that the atmosphere of the lesson is suitable for pupils. This activity always help pupils to learn speak and to understand language better. The last aim of the games during the lesson is to show pupils colorfulness of the language.[21,87]

However, choosing right game plays one of the important role, because, there are a lot of games, and all of them are differ from one another. In order to choose appropriate game teacher should be very careful, because of the fact that she/he should choose profitable game for the lesson. All games have own age group of pupils. Teacher should not use one game for pupils whom study in 1 form and in 5 form . During choosing the game teacher should pay attention for pupils' knowledge . The second factor of choosing appropriate one is time. He/she

should know how much time it will take. Some games have own time limit, however, teacher should make accent on the size of the groups and the knowledge of the pupils. The important point of using the games is the time, when teacher can use them. She/he most of all can use them in warm up activities or at the end of the lesson. According to the point of view of some methodologists games should be the heart of English teaching and learning. They say that teachers can use games in any stage of lesson, but they should choose appropriate game. This activity also help to revise previous themes, motivate learners to speak and participate during the lesson.

**Role play.** This method is one of widespread method and it makes pupils to speak with each other. During this method all pupils and a teachers have own role. Teacher's role is instructor and pupils play role as actors:

There are different steps of using this method.

➤ **1step.** At the beginning, teacher should find interesting situation, which can attract pupils attention. She/he should find such kind of situation where pupil can practice their knowledge and everything which they learn. The good way of choosing situation is to say pupils to find situation by themselves. Teacher should give task to read books or to watch movie based on this situation and after it to make a role play. According to the methodologist a good role play is a role play which based on cultural differences.

➤ **2step.** This step includes decoration of the role play. When pupils choose the theme of the role play, they should think about how the situation will be constructed. First of all pupils' level of knowledge should taken into consideration. If you understand that the role play requires a good knowledge of the language, teacher should simplify the task. At the intermediate and advanced level teacher should choose the theme which is connected with problem and its solution. This theme can make pupils to talk and improve their speaking skills. For instance, teacher can choose the theme connected with market, some students should come to the market with list of product and other pupils should be sales,

and what is interesting they have not that products, and they should offer another products.

➤ **3step.** This step includes linguistic preparation. In order to begin the role play teacher should prepare pupils. In beginning level it is predictable and very easy to prepare materials. Teacher should introduce with new words which are connected with the theme and ask question for them, for example 'What will you do in this situation?' After it teacher should write on the board new words and expression. Pupils will be more confident in that time and play own role with interest.

➤ **4 step.** In this step teacher should explain their duties. For instance teacher should say what they should do, what they should say and so on.

➤ **5step.** This step includes assigning of roles. Many teachers say pupils to act in front of the class, but many pupils cannot play role confidently when somebody look at them. Because of it teacher should think to whom to give the roles. At the beginning level teacher should play one role by herself as a model.[5,70]

### **The method of "brainstorming"**

This method is aimed at generating ideas to solve the problem, based on a process of joint resolution raised during the discussion organized by the problem tasks. A job can contain significant professional or cross-cutting issue. At the same time all the ideas and suggestions made by members of the group, should be recorded on the board (or large sheet of paper), then to them it was possible to analyze and summarize. Sequential recording of ideas allows us to trace how one idea gives rise to other ideas. competitive spirit activates mental activity of students. Consider the example offered by the author of this article on chemistry lessons at college students studying on the specialty "Optical and optoelectronic devices and systems." On hold "brainstorming stands 5 minutes. When considering the properties of liquid crystals, the students may be invited to a job: what is a liquid crystal? Within one minute the students, for example, write answers on the board[22,56]. Answers of students: the liquid with the properties of the crystal;

liquid-ordered molecules; liquid with long molecules; crystal having liquid properties; substance, which retains the anisotropy of physical properties inherent to solid crystals, and flow characteristic of fluid and others. At the end of "assault" all the proposed ideas (solutions) are analyzed, in which the whole group involved. Learners reported the correct answer: a liquid crystal - stable state of aggregation at which the material retains the anisotropy of physical properties inherent in solid crystals, and the fluidity characteristic of liquids."Brainstorming" method makes it possible to involve the maximum number of students in vigorous activity. Application of this method is possible at different stages of the lesson: to introduce new knowledge, intermediate quality control of the assimilation of knowledge, consolidate the acquired knowledge (on generalizing lesson on a specific topic of the course). "Brainstorming" is an effective method of stimulating cognitive activity, formation of creative abilities of students both in small and large groups. In addition, forms ability to express their views, listen to opponents, reflexive skills. The above interactive methods were tested in the technical colleges and technical schools Krasnogorsk, Moscow, Nizhny Novgorod, in the process of teaching chemistry, which is a comprehensive discipline, and confirmed that they contribute to the achievement of the results of modern education.[4,98]The role of teacher at the interactive lessons is reduced to the direction of student activities to achieve the objectives of the lesson. If the passive method involves an authoritarian style of interaction, the active, including interactive, involve greater democratic style based on subject-subject relationship between the participants (learning and teaching). In these respects the training is not so much a mentor as an equal party to the communication, taking into account the opinion and the level of the individual development of the student. The educational process takes place in such a way that almost all the students are involved in the learning process.[23,34] Joint activity of students in the development of educational material means that everyone makes their own individual contribution in exchanging of knowledge, ideas and methods of activity. A collective search for truth stimulates intellectual activity stakeholders. This interaction allows students not only to obtain new

knowledge, but also to develop their communication skills: ability to listen to another opinion, weigh and evaluate different points of view to participate in the discussion, to develop a joint solution, tolerance and others. Comparative analysis of the methods considered, as well as the practice of teaching leads to the conclusion that they are not all equally can be applied in teaching general subjects of natural-science cycle. Given the shortage of time, the study of "non-core" subjects, such as chemistry, physics and others, some of the methods (project method, case method, slot method) require a sufficiently long time for their preparation, can be recommended for the organization of extracurricular activities, or generalization of the studied material and implementation of the integration of knowledge through the implementation of interdisciplinary connections, including items of training. Research, discussion form of training organizations, as well as "brainstorming" are effective methods of formation of competence in conducting classroom.

It should be born in mind that the method of projects and case method to a greater extent compared to the other contact methods described contribute to the formation of such competences, as the ability to highlight the problem and find ways to solve it, evaluate their own work, and responsibility. The research method is creative approach in the implementation of activities, general scientific skills, and along with discussions, games and "brainstorming" develop communicative qualities of the person, tolerance. Based on the above it can be concluded that for the student is advisable to combine different methods and forms of organization of educational process in order to achieve maximum effect from their use. The above interactive methods may be useful in teaching various disciplines in professional educational institutions of both secondary and primary, and higher professional education for the formation of competencies. In its conceptual basis - in the design of innovative educational technologies for training of highly qualified professionals[24,90]. We can use this method at the beginning of new theme. With help it we introduce pupils with theme. We should give the main word of the

theme and they should say words which are connected with this word . It is very useful to use this activity because it helps to involve pupils into the theme.

### **Problem Solving method**

Method of teaching through problem solving is one of the modern method . There is an exact way of doing something and we control our thoughts of the situation and our feelings into that way of thinking and acts. Sometimes, we may feel that the 'rules' do not correct , or that we are meeting a new problem and we should develop our own solution. Or the rules apply but the loss will be too big or the gain too unfair. It is then that we search another way of solving a problem and come up with a previously unused or solid solution. In thiis case, we learn and expand our knowledge. Teaching through problem solving is not always easy task , due to the fact that many of us were taught by learning facts whether or not they were related to one another, whether or not we were interested in the subject, and in some instances we were taught by rote. It is undisputable fact that many teachers may say that problem solving in their concrete subject area is not possible, not helpful, or only possible in some parts of the subject.

However, everything that can be taught may be taught from a problem solving point of reference. The rest of my work is dedicated to this point of view. Low levels of decision-making culture - one of the reasons unresolved problems of modern society. The traditional content of school education does not provide the formation of the necessary qualities of pupils rapidly developing society. Failure to resolve the multiple problems of the society (political, economic, social, environmental) can be explained by different reasons, but perhaps one of the key should be called the low level of decision-making culture. The concept of modernization of education noted that in connection with the acceleration of the pace of development of society, the expansion of social choices, the increasing complexity and increasing number of global challenges is necessary to form this type of thinking, which is characterized by mobility, dynamism, constructive, inevitably associated with a significant change in the education system . Thus, the

society needs educated, moral, enterprising people who can make their own responsible decisions in situations of choice, predicting their possible consequences. The traditional content of school education, unfortunately, inadequately ensures the formation of the graduates of these qualities. Also, professional education, while remaining within the traditional paradigm, based on the qualifications of professionals. It almost makes it impossible to solve the problem of transforming the acquired knowledge in professional activity, self-education motivation, development of skills for learning and self-development, maintaining interest in the new and best in the industry throughout life, education skills to adapt to change, to promote social cohesion[25,78].

At the moment, there is a contradiction between encyclopedism and pragmatism, between the object and task-oriented PhD student, training caused not only by modern circumstances, but they aggravated it during periods of active social development, as the needs of the subjects of the educational process greatly changed. Transitional periods takes place today, however, appeal to the problematize education has a long history. Domestic and foreign pedagogy has considerable experience in problem-based learning. However, in practice it is clear that the problem teaching in schools is not formed as an integral system, and presented, as a rule, individual private methods (problematic summary of knowledge, heuristic conversation, decision-inventions tatekstkih tasks), aimed at stimulating cognitive activity of students. In addition, the subject of problem-based learning is limited primarily a solution of cognitive tasks, and the circle of life's problems also includes simulation questions and practical transformation of reality[26,59].

J.A.Comenius wrote "Great didactics" about the need for training on the basis of selection of the main and significant '... all need to be taught everything. But this cannot be understood by mean, however, as if we needed from all knowledge precise and profound.. But in any case, you need to take care of and even to ensure that all present themselves to the world not only as spectators but

also as future leaders, to learn to recognize the base properties and targets the most important of all that exists.

A notable phenomenon in the theory and practice of education was the introduction of problem-based learning, which took place in three stages of development. The first was associated with the development of ideas to reinforce the learning process, to find ways and means which lasted for several centuries. The second is associated with the activation of the teaching at the turn of the 19th and 20th centuries with the formation of a research method of teaching based on the techniques of cognitive independence of students in the mastery of knowledge. The first half of the 20th century - beginning of the formulation of ideas and learning tools by solving problems. Abroad, the technology development of productive creative mental activity of students appeared, entitled «problem solving», this type of training has also been implemented in the second half of the 20th century.

Currently, problem-based learning is considered in three aspects: - methodical approach - basically, a form and not the content of training process, not the result.

- Method of training - a way to achieve teaching objectives, a set of techniques and knowledge of operations by students of various phenomena of reality.
- Type of system of developing training and education, where the principle is considered problematical as the main condition for the development of object and subject.
- Only at the highest level of problem-based learning is happening actually solving the problems that are relevant to the student as it is the essence of problematization, production, awareness, identification and formulation of the problem .

However, in practice and in the framework of a unified curriculum and standard of educational programs is practically impossible to organize a complete training system. In training should be used only the elements of the problem of

presentation of educational material fragments, the solution of cognitive tasks, as well as electives, competitions, contests. Here the main role belongs to the teacher. Problem teaching is implemented as a means of activating students' thinking, including as one of the components of the research method of teaching. Of course, life is not only a problem, without knowledge of the individual objects and phenomena of the world. However, it should be necessary knowledge to solve practical problems, and knowledge must not be fragmented since real life situations integrity and their division into objects of study which is artificial. In the life a person is faced not only with the individual objects, but with problems and contradictions, the resolution of which is in particular the content of life. Therefore, problem-based learning is based on the analytic-synthetic activity of students, realized in reasoning, thinking. This heuristic, exploratory type of study with great developing potential.

Problem learning involves several steps:

- The general awareness of the problem situation;
- Analysis, the formulation of a specific problem;
- The solution of the problem (the nomination, the justification of hypotheses consistent verification of them);
- Verification of the correctness of the solution.

How to put right the problem situation depends not only in practice, but also the possibility of further problem-based learning. With the correct formulation of the problem situation of students excited by the interest and the motivation to study it. Update of internal and external contradictions of a problem situation creates the necessary preconditions for the deployment of teaching and search activities of students, which begins with the awareness of the difficulties and the attempts of the problem[27,17].

The follow-up students had already comply with the process of collecting information about the characteristics and properties of the elements that make up a problem situation. As a result of this acquisition can be development of the instrumental hypothesis to solve the problem. After proving the hypothesis is done

by removing it from the consequences of their inspection, carried out the final stage: evaluation of the solution found, determine how it is suitable for other tasks. Students often exhibit a number of shortcomings in addressing that, due to the inefficiency of decision-making procedures. Among them is possible to allocate such as the inability to understand the problem situation, reliance on short-term profits without taking into account long-term perspective, the lack of perception of the diversity of options and solutions as a result of the choice is not the most successful, non-possession of the decision-making methods . The solution to address these shortcomings lies with the teacher's shoulders. One of the most common variants of the organization of training sessions aimed at their solution are the training sessions with the use of case-method. The presence in the structure of the case method of disputes, discussions, arguments quite trains participants in the discussion, teach norms and rules of communication. In this regard, it is increasing the load on teachers, which should be enough emotional throughout the learning process, to resolve and prevent conflicts, to create an environment of cooperation and competition at the same time, and most importantly, to ensure compliance with the personal rights of students. A special feature of the teacher, practitioner case method is the fact that he not only realizes its maximum capacity, but also develops them. The main content of activity of the teacher includes performing multiple functions - teaching, educating, organizing and research. They are perceived in unity, although many one prevail over the other.

The successful use of the method of cases depends on the successful selection of the problem underlying. This problem should be characterized by a number of features:

- Effective problem should arouse interest in students, motivate them to a deeper understanding of the concepts that have been presented. It must relate the subject to real life, so that the students were interested in solving the problem. The problem is to require the students make decisions or judgments based on facts, information, logic, and / or relationships. Students should be able to demand to justify all decisions and give all the reasons from the point of view of the studied

material or broader knowledge, problem is to stimulate the students to identify the necessary generalizations, important information, steps and procedures required for its solution.

- Good problem - the one for which the solution is required to the cooperation of all members of the group. Students should come to the conclusion that the strategy of "divide and rule" is not effective.

The initial questions in the problem must include one or more of the following characteristics:

- Is not restricted to a single correct answer,
- Associated with the existing knowledge,
- Disputes that involve diverse opinions.

This strategy allows students to work in groups as a whole, using knowledge and ideas of everyone, and not go to the individual work to identify the problem. The problem is to represent students' existing knowledge in new theoretical and practical interpretation and link new knowledge with the concepts (concepts) in other courses and / or subjects. Evaluation of students in problem training .

With this approach, you can fully realize and develop all the basic components that define the problem-solving process as a key educational competence, ability, experience and commitment to the implementation of activities. Namely components: knowledge of the subject matter and methods of action to address the problems; planning, forecasting, decision-making methods. Affective and volitional are emotional assessments of the problem situation, identification of emotional feeling the joy of success in the process of solving the problems of energy mobilization, perseverance, and commitment. Personal experience is confidence in overcoming difficulties, a variety of options, methods, ways to achieve the goal, the satisfaction of the performance of activities.

Teacher's profession is detected in the activities carried out and its' representatives called teaching. It is a special kind of social activities aimed at the transfer of older generations accumulated by mankind culture and experience, enabling their personal development and preparation for the implementation of

certain social roles in society. It is obvious that this activity is carried out not by only teachers, but also parents, community organizations, business leaders and institutions, manufacturing and other groups, as well as to a certain extent the media. However, in the first case, this activity - professional, and in the second - universal pedagogical, which provides each person with respect to himself, engaging self-education. Educational activity as a professional takes place in a specially-organized public educational institutions: pre-school institutions, schools, vocational schools, colleges and universities, institutions of further education, training and retraining. For insight into the teaching activities necessary to turn to an analysis of its structure, which can be represented as a unity of goals, motives, actions (operations) result. Systemically important characteristic of activities, including teaching, is a target. The purpose of educational activities related to the implementation of the goals of education, which today is widely seen as going from the ancient universal human ideal of a harmoniously developed personality. It's overall strategic goal is achieved the concretized tasks of training and education in various fields. The aim of pedagogical activity - a historical phenomenon. It is developed and formed as a reflection of the trend of social development, presenting a set of requirements to modern man because of its spiritual and natural features. It concluded, on the one hand, the interests and expectations of different social and ethnic groups, and on the other - the needs and aspirations of the individual. A great attention to the development problems of education goals, but none of the works are in common language. He was always strongly opposed to any attempt to bring the definition of the objectives of education to amorphous definitions of "harmonious personality", "Communist man", A.S. Makarenko was a supporter of the pedagogical design personality and the purpose of educational activities seen in the program of development of the person and its individual adjustments. The main goal of educational activities objects isolated educational environment, the activities of students, educational staff and the individual characteristics of pupils. The implementation of objectives teaching activities related to the solution of social and educational problems as the formation of the educational environment,

the organization of activities of students, the creation of the educational team, the development of the individual personality[28,18].

The objectives of pedagogical activity are dynamic phenomenon. And the logic of their development is that, arising as a reflection of the objective tendencies of social development and bringing the content, forms and methods of educational activities in line with the needs of society, they add up to a comprehensive program of gradual movement toward the ultimate goal - the development of personality in harmony with itself and the society .

The basic functional unit with which manifest all the properties of educational activities is pedagogical action as a unity of purpose and content. The concept of pedagogical action expresses this in common, that is inherent in all forms of educational activities (lessons, excursions, individual interviews, etc.), but is not limited to any of them. At the same time pedagogical action is so special that expresses the universal and all the wealth of the individual. Appeal to the materialization of forms of pedagogical action helps to show the logic of teaching. Pedagogical action of the teacher, first appears in the form of cognitive task. Based on current knowledge, it is theoretically correlates means, the subject and intended result of the action. Cognitive tasks being solved psychologically, then moves in the form of practical act of conversion. This reveals a mismatch between means and objects of pedagogical influence that affects the results of teacher action. In connection with this form of practical instrument goes into action, cognitive task whose conditions become more complete [29,54].

### **3.2. The main types of educational activities**

Traditionally, the main types of educational activities carried out in complete pedagogical process are teaching and educational work. Educational work - it's educational activities aimed at the organization of the educational environment and management of a variety of activities the pupils with the aim of solving problems of the harmonious development of personality. A teaching - is a kind of educational activity, which is directed mainly at the management of cognitive

activity of schoolchildren. Pedagogical and educational activities are the concept of identity. Such an understanding of the relationship of educational work and teaching reveals the meaning of the thesis of the unity of training and education.

Education is the disclosure of the nature and the content of which is the subject of many studies, only conditionally, for convenience and a deeper knowledge of it, considered in isolation from education. It is not accident the teachers involved in the development of educational content issues. An integral component, along with the knowledge and skills that a person takes possession of the learning process, consider the experience of creative activity and experience emotional and value attitude to the world. Without unity of teaching and educational work to implement the elements mentioned education is not possible. To put it figuratively, a holistic pedagogical process in its substantive aspect, a process in which a blend of "bringing up training" and "educational developing teaching" .Comparing the outline of teaching activity takes place in the learning process after school and educational work, which is carried out in complete pedagogical process. Teaching, carried out as part of any organizational form, not just a lesson is usually tight time constraints, a well-defined purpose and options on how to achieve it. The most important criterion of the effectiveness of teaching is to achieve educational goals. Educational work is also carried out under any organizational form, not intended directly to an end, because it is unattainable in the time-bound form of organization possible. The educational work can provide a consistent solution of specific tasks aimed. The most important criterion for effective solution of educational problems is a positive change in the minds of students, manifested in emotional reactions, behavior and activities. Learning content and therefore teaching logic, which does not allow the content of educational work. Formation of knowledge and skills from the field of ethics, aesthetics, and other arts and sciences, which study is not provided by the curriculum essentially is none other than the training. The educational work plan acceptable only in very general terms: relationship to society, to work, to people, to the science to nature, to things, objects and phenomena of the world. The logic of

the educational work of the teacher in each individual class can not prejudge the regulatory documents. The results of his teaching activities determined almost uniquely, the ability to call and send cognitive activity student. The provider has to reckon with the fact that his teaching effects may intersect with unorganized and organized a negative impact on the student. Teaching as an activity has a discrete character. It usually does not involve interaction with the students during the preparatory period, which may be more or less long. The peculiarity of educational work consists in the fact that even in the absence of direct contact with the teacher the pupil is under its indirect influence. Usually, preparatory part in the educational activities more long-lasting and often more important than the main part[30,49].

The criterion of the efficiency of the students in the learning process - the level of assimilation of knowledge and skills, mastering the techniques of cognitive and practical solutions of problems, the intensity of progress in development. The results of the students easily identified and can be fixed in qualitative and quantitative terms. The educational work is complicated by the correlation of teacher performance with elaborated breeding criteria. It is very difficult to isolate the developing personality is the result of the activities of an educator. By virtue of the educational process is complicated stochastic prediction of the results of various educational activities and their preparation is much delayed in time. The educational work is not possible to establish a timely feedback[31,156].

Marked differences in the organization of teaching and educational work showed that the teaching was much easier in the methods of its organization and implementation and in the structure of a holistic pedagogical process it occupied a subordinate position. If almost all can be proved or bring in the learning process is logically, the cause and fix this or that person relationship is much more complex because a crucial role is played by freedom of choice. That is why the success of teaching depends on the interest generated by the cognitive and relation to educational activities in general on the results of not only teaching, but also the educational work. Identifying the specifics main types of educational activities shows that the teaching and educational work in their dialectical unity occur in the

work of the teacher of any specialty.[17,46] For example, the master of industrial training in the system of vocational education in the normal course of business solves two main tasks: to equip students with the knowledge, skills and abilities to perform various operations efficiently and work in compliance with all the requirements of modern production technologies and work organization prepare such a skilled worker who consciously sought to increased productivity, the quality of the work would be organized, valued honor his management company. A good master not only conveys his knowledge to students, but also directs their civil and professional formation. This actually is the essence of the professional education of youth. Only a master who knows and loves his job, people will be able to provide students with a sense of professional pride and the need to call in a perfect mastery of the skill. Similarly, if we consider the terms of reference of the tutor group day care, it can be seen in his work and teaching and educational work. Regulations on extended-day groups identified caregiver tasks: to impart students with a love of work, high moral character, habits, cultural behavior and skills for personal hygiene; adjust the mode of the day pupils, watching the timely preparation of homework, to assist them in teaching, in the rational organization of leisure; carry out jointly with the school physician activities that promote health and physical development of children; keep in touch with the teacher, the class teacher, with pupils parents or persons substituting them. However it is not only the sphere of education and training, which requires regular exercise.

So many of the cognitive activity of schoolchildren is not confined only to the scope of training, which, in turn is "burdened" educational function. Experience shows that success in teaching activities seek primarily those teachers who possess teaching skills to develop and maintain educational interests of children in the classroom to create an atmosphere of creativity, group responsibility and interest in the success of classmates. It says that no teaching skills, and abilities are the primary educational work in professional readiness of the content of the teacher. In this regard, training of future teachers is aimed at the formation of their readiness for managing holistic pedagogical process.[32,90]

### **3.3. The structure of pedagogical activity**

.In contrast to the accepted understanding of the psychology of activity as a system, components of which are the purpose, motives, actions and results, with respect to teaching approach prevails selection of its components as a relatively independent of the functional types of teacher activities.

N.V.Kuzmina identified in the structure of pedagogical activity of three interrelated components: structural, organizational and communicative. The successful implementation of these functional types of educational activities requires appropriate capacity, manifested in skills.

Constructive activity, in turn, breaks down into structural and substantive the selection and composition of training material, planning and construction of the pedagogical process, structural and operational planning of the actions and activities of students and construction-material design training facilities of pedagogical process . Organizing activity involves the implementation of a system of actions aimed at the inclusion of students in the various activities, the creation of the team and the organization of joint activities[33,92].

Communicative activities are aimed at establishing a pedagogically appropriate relationship of the teacher with students, other teachers of the school, the public, the parents.

However, these components, on the one hand, can equally be attributed not only to the teaching, but also almost any other activities, and on the other - they do not disclose sufficient detail all sides and areas of teaching.

A.Shcherbakov relates constructive, organizational and research components manifesting itself in any activity. But it specifies the function of the teacher on the stage of the educational process by providing organizational components of pedagogical activity as a unity of information, developing and mobilization functions. Special attention should be paid to the research function. Implementation of the research function requires teachers scientific approach to educational phenomena, skills of possession of heuristic search methods and

scientific and pedagogical research, including the analysis of their own experiences and those of other teachers. The structural components of pedagogical activity can be presented as internally related analytical, predictive and projective function. The structural components of pedagogical activity can be represented as an internal interrelated analytical, predictive and projective function.

An in-depth study of the content of the communicative function allows you to define it as through related perceptual actually communicative and communicative and an operational function. Perceptual function is related to the penetration into the inner world of man, in fact communicative - is aimed at establishing a pedagogically appropriate relations and operational - involves active use of educational technology. The effectiveness of educational process due to the presence of ongoing feedback. It allows the teacher to receive timely information on the results obtained according to schedule tasks. For this reason, in the structure of pedagogical activity is necessary to allocate evaluation component. All components or functional types, activity manifested in the teacher of any specialty. Their implementation implies the possession of a teacher with special skills.

The teacher is the subject of pedagogical activity, one of the most important requirements, which makes the teaching profession the definition of social and occupational position of its representatives. The teacher expresses itself as the subject of pedagogical activity. Position of the teacher - is the system of the intellectual, volitional and emotional-evaluative attitude to the world, pedagogical reality and educational activities in particular, which are the source of its activity. It is determined, on the one hand, the demands and features that makes and provides it with the society. On the other hand, are internal, private sources of activity - attraction, feelings, motives and goals of the teacher, his values, worldview, ideals.

The position of the teacher manifests his identity, the nature of social orientation, type of civil behavior and activity. Teacher's social position grows out of the belief systems, beliefs and values, which were formed back in secondary school. During the training at their base is formed by motivational-value attitude to

the teaching profession, goals and means of teaching. Motivation related to educational activities in the broadest sense of the word will eventually be expressed in the focus at the core of the teacher's personality.

Social teacher position largely determines his professional position. However, there is no any direct relation because education is always built on the basis of personal interaction. That is why the teacher, clearly aware that it does not always give a detailed response why he does so and not otherwise. The collection of professionals due to the requirements of the teacher is defined as a professional commitment to teaching. It includes rightly highlight on one hand the psychological and physical readiness and on the other - the scientific-theoretical and practical training as a basis of professionalism[34,62]. Contents of professional readiness as a reflection of accumulated goals of teacher education in the profession-gram, reflecting invariant, idealized parameters of the individual and the professional activity of the teacher. To date, accumulated a wealth of experience in building profession-gram teacher that allows professional requirements for teacher into three main complex, interrelated and complementary to each other: general civic quality; qualities that define the specifics of the teaching profession; specialized knowledge and skills in the subject. Psychologists in justifying establishment of a list of pedagogical abilities, represents a synthesis of the qualities of the mind, feelings and will of the individual. In particular, V.A Krutetskiy allocates teaching, academic, communication skills, as well as the teacher's imagination and the ability to focus distribution.

A.Shcherbakov thinks that among the most important attributes of pedagogical abilities didactic, structural, perceptual, expressive, communicative and organizational important one. He also believes that the psychological structure of the teacher's personality should be allocated to general civic quality, moral-psychological, social, perceptual, individual psychological characteristics, practical skills.

Universal skills-information, mobilization, educational, orientation-  
skills for work- structural, organizational , research,

communication - communication with people of different age groups, self-education- systematization and generalization of knowledge and its application in solving pedagogical problems and new information.

Teacher – is not just a profession, which broadcasts knowledge and the creation of the high mission of the person, the human person in the approval. In this regard, the goal of teacher education can be represented as a continuous general and professional development of a new type of teacher, which is characterized by:

- high responsibility and social activity;
- love children, the need and the ability to give them heart;
- true intelligence, spiritual culture, desire and ability to work with others;
- professionalism, innovative style of scientific-pedagogical thinking, a willingness to create new values and creative decision-making;
- the need for constant self-education and readiness to it;
- physical and mental health, professional performance.

This concise description of the teacher can be concretized to the level of personal characteristics. In profession teacher takes a leading role orientation of his personality. Considering in this context the properties of the individual teacher-tutor, describing its social and moral, professional and pedagogical, cognitive orientation. Ushinsky wrote: "The main road of the human upbringing have the urge, but only belief can act on the belief. Every teaching program, any method of education, however good it may be, is not passed in convictions caregiver to remain a dead letter, which has no power in itself. The most vigilant control in this case will not help tutor, can never be blind executor of instructions are not warmed by the heat of his personal convictions, it will not have any power".

The work of the teacher ideological conviction determines all other properties and characteristics of the person expressing his social and moral orientation. In particular, social needs, and moral values, a sense of public duty and civil liability. Ideological belief is the basis of the teacher of social activity. That is

why it is considered to be the most profound fundamental characteristic of the teacher's personality. Teacher-citizen loyal to his people close to him. It is not confined to the narrow circle of his personal troubles, his life is continuously connected with the village life, the city where he lives and works. In the structure of the teacher's personality special role belongs to professional-pedagogical orientation. It is the skeleton around which are assembled the basic professionally significant properties of the individual teacher.

Professional orientation of the teacher's personality includes an interest in the teaching profession, pedagogical vocation, professional and pedagogical intentions and inclinations. The basis of pedagogical orientation is an interest in the teaching profession, which is reflected in the positive emotional attitude to children, parents, educational activities in general and its specific features in an effort to master pedagogical knowledge and skills. Pedagogical vocation unlike the pedagogical interest, which can be a contemplative means inclination, grows from an awareness of the ability to pedagogical work. The presence or absence of vocations can come to light only when the future teacher in educational or professional real-oriented activities for the professional destiny of man is not caused directly uniqueness of its natural features. Meanwhile, the subjective experience of call to perform or even chosen activities can be very significant factor in the development of personality. Calling passion activities, belief in their suitability for it [13,89]. Thus, pedagogical vocation is formed in the process of accumulation of the future teacher of theoretical and practical teaching experience and self-assessment of their educational abilities. It can be concluded that the disadvantages of the special (academic) preparedness can not give rise to recognition of a full professional incompetence of the future teacher.

The basis of the pedagogical vocation is love of children. This fundamental quality is a prerequisite for self-improvement, self-development of many significant qualities that characterize the professional-pedagogical orientation of teachers. Among these qualities are teaching duty and responsibility. Driven by a sense of duty teacher, the teacher is always in a hurry to help children and adults,

all those who need it, within their rights. He is demanding of himself, scrupulously following the original code of teaching morality. The supreme manifestation of pedagogical debt is the dedication of the teachers. That it is an expression of motivation and value attitude to work. Teacher should have this quality work, regardless of the time, sometimes even with difficult health conditions. A striking example of the professional dedication of a life and activity of A.S Makarenko and V.A Sukhomlinsky. An exceptional example of dedication and self-sacrifice - the life and feat of Janusz Korczak, a prominent Polish doctor and educator, despised the nazis offering to stay alive and went into the furnace of the crematorium together with their pupils. The relationship of the teacher with colleagues, parents and children, based on professional duty awareness and sense of responsibility, constitute the essence of pedagogical tact, which is both a sense of proportion, and conscious dosage of action and the ability to control it and if necessary, to balance one way or another. The tactics of behavior of the teacher in any case lies in the fact that anticipation of its effects, select the appropriate style and tone, time and place of the pedagogical action, as well as to conduct timely adjustment. Teaching cycle depends largely on the personal qualities of the teacher, his outlook, culture, faith, civic and professional skills. It is the foundation on which grow up a relationship of trust between teachers and students. Especially distinctly pedagogical tact is manifested in the control and the evaluation of the teacher, which is extremely important special care and justice. Educational justice is a kind of measure for objectivity of teachers, the level of his moral education. V.A Sukhomlinsky wrote: "Justice - is the foundation of trust in the child. But there some abstract justice is individual or personal interests, passions, impulses for being fair, it is necessary to know the intricacies of the spiritual world of each child.". 'Qualities of personality that characterize professional-pedagogical orientation of the teacher, is a prerequisite and a concentrated expression of its authority. If in other professions sound familiar expression "scientific authority", "a recognized authority in his field, then the teacher can be a single and indivisible authority of the individual. The basis of the cognitive orientation of the individual

components of spiritual needs and interests. One of the manifestations of spiritual forces and cultural needs is the need for knowledge. For continuity of pedagogical actions should be necessary condition for professional development and improvement. One of the main factors of cognitive interest - the love of subject taught. L.N.Tolstoy remarked that "if you want the science to educate the student, to awake the the love for science you should love them and know it, that students will love you and you'll bring them up, but if you do not love them, then no matter that all forces will be in vain, there will be not produced educational influence ". He believed that "the master of pedagogical affairs so well know the ABC of his science, that in class, in the course of studying the material, its focus is not the actual content of what is learned, and the students, their mental work, their thinking, difficulty of mental work ".

### **Conclusion on chapter III**

Nowadays interactive method plays one of the important role in teaching, due to the fact that this method is one of the interesting and motivating for pupils and students. Thus method includes several features. The first feature of this method is that teacher often use innovative technologies and it attracts pupils to study hard. This feature attracts pupils to study , due to the fact that we live in the era of technology and our younger generation is addicted by them. The second feature are games which are used during the lesson they motivates pupils to study. However in spite of this features teacher whom uses this method should posses several features. Teacher should be with a good level of knowledge understandable and of course very flexible. Flexibility is the main feature of teaching, it helps to organize the lesson appropriately and helps join whole class together , and motivate them to study hard. One aspect which I find as the flexibility is the teacher's enthusiasm, skills and positive mood in class. We all have our favorite teachers, who made a great impact on our life with their creativity tolerance and personal approach to the learners. So, I am deeply convinced that effective way of using interactive method is greatly dependant on

the teacher's level of knowledge. Modern teacher must navigate the various branches of science, which he teaches the basics and know its capabilities to address the socio-economic, industrial and cultural objectives. But this is not enough - it must be constantly aware of new research discoveries and hypotheses, to see near and far perspectives of science.[35,69]

The most common characteristic of the cognitive orientation of the person of the teacher is a culture of scientific and pedagogical thinking, the main feature of which is dialectical. It is manifested in the ability of each pedagogical phenomenon to detect the constituent contradictions. Dialectical view of the phenomenon of pedagogical activity allows the teacher to perceive it as a process where through the struggle of the new with the old is made continuous development, influence of this process in a timely manner by solving all the questions and problems that arise during the work. No analysis will help identify which sources of activity prevailed in the choice of a teacher position in the current situation, if he explains his decision by intuition. The choice of the professional position of the teacher is influenced by many factors. However, crucial among them is professional installation, individual-typological characteristics of personality, temperament and character.

Thus , teacher is a person who should possess with several features and he should be very knowledgable and flexible, in order to motivate pupils or students to study.

## CONCLUSION

Summarizing all information given before it can be concluded that modern society needs educated, qualified specialists, characterized by mobility, dynamism, constructiveness, true patriots of their homeland, respecting culture, scientific achievements, traditions of other countries and peoples. Orientation to humanistic ideals presupposes the priority of the interests of the individual, making creative atmosphere in teaching and the provision of general, cultural development of students. The most important part of the educational process is a person-oriented interaction between the teacher and the student, which requires changing the main trends, improving educational technologies. It is study of foreign languages that can be considered as one of the most important means of humanizing. Under the conditions of the information society, knowledge and qualifications became important in the life of people. To be aware of the development of science's world, it is necessary to study the sources in the language of the authors. Therefore, increasing the importance of a foreign language, its relevance, had an impact on the content, tasks and dynamics of learning.

The first chapter is devoted to the world of innovative theory. In the XXI century, the intensification and modernization of education requires the introduction of innovative technologies that pursue the goal of creative education of the individual in the intellectual and emotional dimension. Such innovative technologies are: developing education, design, problem training, level differentiation, test system, game training, immersion in foreign culture, training in cooperation, self - education and autonomy, integration, as well as health, research, information - communication and personal - oriented technologies. In the first chapter with such a target setting, cognitive universal actions are one of the leading components of the educational standard. This is explained by the fact that one of the components of the child's mental development is his knowledge, which implies the formation of a scientific picture of the world, the ability to manage his intellectual activity, mastering the methodology, strategies and methods of teaching, developing representative, symbolic, logical, creative thinking,

productive imagination, memory, attention, reflection. In this regard, cognitive universal actions include:

- actions to extract information;
- the ability to navigate the knowledge system and recognize the need for new knowledge;
- the ability to make a preliminary selection of sources of information to find new knowledge.

The second chapter discovers the models of innovative technology. The technology problem training presupposes an independent solution of cognitive and creative tasks through critical rethinking and augmentation of knowledge and skills and allows to realize the conditions for the formation of cognitive universal actions among students: creation of an atmosphere of co-creation in communication, inclusion of the emotional sphere of the child, personal interest of the student, joint search for truth, self-evaluation, self-correction, self-sufficiency.

The third chapter is devoted to the innovative and practical method of organizing the lesson. Of course, it is impossible to mention all the classroom activities based on interactive activities. Any type of lesson exercise gives favorable results if it is highly motivated. Motivation for different people may mean different things and notions, but if we speak about interactive activities, it is undoubtedly huge motivator of learning process. Pupils and students acquire subject more effectively if the process of learning is conducted in a friendly, relaxing atmosphere. According to the research of psychologists we know that music transforms into nerve impulses and goes straight to both cerebral hemispheres, which indicates that interactive activities are an effective conductor of information. Being effective in conducting the information, these activities can also create very favorable conditions in class as relaxed and friendly environment atmosphere.

It is impossible to mention all the possible tasks and activities which can possibly be implemented during the lesson. All depends on teacher's enthusiasm, creativity and devotion to the teaching profession.

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