

Effective use of Foreign Pedagogical Principles in the Organization of Pedagogical Activity of Teachers on the Example of English Language Teachers

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Annotation: In the period of active transformation of the Uzbek society, one of the most important tasks is to update the education system, to create a school based on the principles of humanistic pedagogy. That meets the needs of forming a versatile, literate, creative, initiative personality, able to solve non-standard intellectual and moral problems, actively participate in the social life of society.

Today, the teacher is no longer a carrier of “objective knowledge”, which he is trying to convey to the student. His main task becomes to motivate students to show initiative and independence in the discovery of new knowledge, finding ways to apply this knowledge in solving various problematic tasks.

Keywords: transformation, knowledge, education system, modern Uzbek society, pedagogical innovation, English, pedagogical technology.

Innovative activity is a set of scientific, technological, organizational, financial, commercial activities aimed at creating a new product, the purpose of which is to use and provide the accumulated knowledge, skills, abilities, technology and tools for large-scale production of this new product. Therefore, innovative activity in education is a set of scientific, technological, organizational, financial, commercial measures aimed at training new staff, the purpose of which is to direct the accumulated knowledge, skills, abilities, technology and production process to the training of new staff for the country’s economy is to provide.

This means that pedagogical innovation is a new product, that is, any pedagogical innovation aimed at the training of personnel, specialists, the purpose of which is to ensure high efficiency of the process. If we take the daily pedagogical activity of the teacher, innovation is equivalent to any innovation that the teacher introduces into his work and is aimed at increasing and ensuring the effectiveness of education. In fact, any innovation serves as a factor in the development of society. Accordingly, pedagogical innovation is, on the one hand, the basis for starting the tradition of teaching with a new perspective and ideas. Innovation in education draws strength from tradition, but in new ways, it changes the content and essence of the educational process. Consequently, innovation radically restructures and ensures the quality of education [4-15].

In the development of pedagogical technology, each teacher in his or her practical work pays special attention to its application. When a teacher uses the developed pedagogical technology in his / her pedagogical activity and in the course of a specific lesson, on the one hand, he / she ensures the repeated application of pedagogical technology, on the other hand, he / she provides conditions for pedagogical achievement, especially for each student.

Pedagogical technology allows diagnosing the quality and level of the educational process, to define its criteria, to conduct regular research, to monitor the indicators of pedagogical activity and its processes of change.

Interactive methods (group work, SVOT analysis, brainstorming, aquarium, step-by-step, cognitive map, cluster, student teacher role-playing, role-playing games, case-study, boomerang, conversation, discussion, leadership schools, oratory tournaments, video conferencing). If we look at the content of various innovative pedagogical technologies used today in the teaching of foreign languages, in particular English, it becomes clear that there are the following innovative trends:

A set of multidimensional methods has been used in the study of foreign languages since the 1920s. It is based on the Cleveland Plan. Its main principles are:

Foreign languages are not mastered by simple mechanical memorization. Because the knowledge of a foreign language is in fact inextricably linked with the personal and intellectual characteristics of each individual. Therefore, the repetition of simple words and the formation of a language environment free from the obligation to memorize them are required [16-25].

Language is a part of national-ethnic culture, a value that is valued as an approximate part of it. Therefore, the process of learning a language is actually the study, understanding, and acceptance of another national-ethnic culture. Therefore, it is necessary to form a foreign language because of original national cultural concepts. Each lesson should be based on only one focus in the process of learning a foreign language. The student should focus on each lesson based on the material built on that one center.

In the process of teaching a foreign language, it must be ensured that each type of language learning, that is, reading, writing, pronunciation, and hearing, is mutually reinforcing. Typically, the multidisciplinary methods considered are based on providing the student with in-depth and comprehensive information on the language and culture of the country being studied. However, the peculiarity of this method is that even if the basic knowledge is formed in it, the freedom of speech of the student is not fully guaranteed by this method.

It has been a long time since the process of full use of information. In addition, communication opportunities in the process of teaching foreign languages has begun. Information and communication opportunities are developing rapidly, and their entry into the educational process is very active and fast [26-36]. Among them are:

1. Effective use of multimedia in teaching English;
2. Launch of interactive whiteboard opportunities in teaching English;
3. Launch and effective use of electronic resources in teaching English.

It is desirable that a competitive, competent educator, who meets modern requirements, has a perfect knowledge of his specialty, the ability to innovate, work tirelessly, as well as extensive use of information and communication technologies, knowledge of foreign languages and their regular use in the teaching process.

Let the motto of every teacher today be the words of Emile Zola, concerning all spheres of our life: “The only happiness in life is the constant striving forward...” [2]. Processes of renewal of the education system, which aim to find the most effective forms of its functioning, are associated with a number of trends determined by modern reality.

These processes are a kind of foundation for choosing methods and building techniques for moderating group work. There are many different methods of moderation, with the help of which

you can organize an interesting acquaintance, creative work in groups, reflection, even division into groups can be done in an unusual way.

In this article, devoted to the methodology of teaching a foreign language, it seems appropriate to describe some methods of moderation, the use of which is most effective in foreign language classes.

- “Brainstorming” – a free form of discussion. Its main function is to ensure the generation of ideas. Despite the general feeling of popularity of this method, it is important to pay attention to the fact that after collecting ideas, when moving into the analysis stage, it is necessary to have criteria for evaluating them prepared in advance, and not to form them together with the group.
- “Mind-mapping”, or the method of “tree roots” – planning the necessary actions for the project, where “roots” diverge from the “trunk of the tree”, or tasks come from the main goal, as well as the necessary resources and actions in the form of “branches”.
- “Multipoint poll” - a method of selection by voting. It is used when, with a multitude of alternatives, it is necessary to make a choice or determine the attitude of the expert group to the options under discussion.

As an option, it can be used after brainstorming to select ideas that are worth working with further.

- “Field of coordinates” – comparison or prioritization [3].
- “Murmelgruppen” – communication in muffled voices (from German “murmeln” – to mutter). To organize the interaction, the group members are located in a circle. At a certain point, three neighboring students turn to each other and briefly exchange thoughts on a topic or issue. This method can be used at any time in the lesson: after the theoretical part, mastering the topic, or when an unexpected question arises that the teacher cannot always answer immediately. The method does not require additional preparation, but is very effective.
- “-5-Minuten-Video” – 5-minute video. Summing up form (generalization). First, each student answers the question for himself: “If you shoot a 5-minute video about today, what will you choose?” Then everyone exchanges with a partner what he has chosen and justifies his answer.
- “Bild-Puzzle” – a method of dividing into groups. Using this method it is interesting to divide a class (language group) into two or three subgroups. In advance, you need to prepare three puzzle pictures, cut two or three large photos from the calendar into identical puzzle pieces. Each student takes a piece of the puzzle and finds his group, while collecting a picture.
- “Wolkenteppich” (translated from German – “a carpet of clouds”). On the floor/chalkboard/teacher’s table, there are “moderation clouds” on which keywords for a specific topic of the lesson are written. Participants should stand up to a specific cloud that is interesting to them, personally important, relevant to their experience, or about which they would like to know more. Then they need to explain their choice [1]. Important effects of moderation are the growth of students’ independence and responsibility for learning outcomes associated with their new role and new functions in the educational process, awareness and consistency of learning goals with the individual needs of students, the acquisition of not only relevant subject knowledge, but also vital skills and qualities. Respectful attitude of all participants in the process to each other. All this ensures the achievement of the goals of modern education.

These effects of the use of moderation technology fully meet the modern requirements for school education, ensuring the achievement of high-quality learning outcomes and the satisfaction of all participants in the educational process.

The modern teacher must learn how to use new teaching aids, if only to ensure one of the most important rights of the student – the right to quality education.

Designing any English class, especially non-language high schools, aimed at the formation of students' universal

The main means of learning – the textbook – should be used to the maximum extent possible. The textbook in universities has been and will remain the main source of knowledge.

All textbooks are tested for their compliance with the requirements of the State Educational Standard of the Republic of Uzbekistan. This means that there are ideas in the content, structure, and assignments that allow one to achieve the results required by the standard. That is why at the stage of planning a foreign language class at universities of philology it is necessary to study carefully what types and kinds of tasks the authors of the textbook offer and to understand what kind of skills they aimed at.

The systemic-activistic approach, the basis of the standard, implies a new type of lesson, taking into account the specifics of students. Teachers will have to master the technology of such lessons. Today a teacher, using the capabilities of a traditional lesson, can also successfully form students' personal and meta-disciplinary results. To do this it is necessary to revise the lesson from the point of view of the effectiveness of the application of methods, techniques of teaching and ways of organizing students' learning activities in foreign language classes. We need to find their application along with new pedagogical technologies in the new educational environment.

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