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APPLICATION OF INNOVATIVE TEACHING METHODS IN THE TEACHING FOREIGN LANGUAGE

Annotation: In order to expand the competence of teachers in the issues of modern teaching methods in order to identify the main components necessary for the implementation of this model of teaching students a foreign language in a university environment, the options are highlighted.

Keywords: communicative, innovative learning, process, skills formation, motivation, educational technology.

In recent years, the question of the use of new information technologies in the classroom in educational institutions is increasingly raised. These are not only new technical means, but also forms, methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of communicative culture of students, teaching practical mastery of a foreign language. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning based on the abilities of children, their level, inclinations.

One of the problems of training personnel with modern knowledge in the education system in today's rapidly developing digital economy is the knowledge of this foreign language at another level, that is, at the stage of transition from general secondary school to higher professional education, from bachelor's to master's degree, as well as during the transition from secondary school to higher professional education. This situation is explained by the formation of skills in using a foreign language that have an individual peculiarity, which depends on the characteristics of the psychophysiological nature of the student, including the characteristics of memory, attention, individual rate of assimilation of material,

etc., as well as on the level of speech culture, vocabulary of the student, the level of his general communication skills, the level of interest and motivation. As a result, in foreign language lessons, a teacher of a higher educational institution is faced with the fact that in one group there are strong students, middle-level students, as well as weak students who know only a simple foreign language.

In this regard, the professor-teacher often directs the educational process in the classroom faced with a difficult problem of effective organization: if the teacher is focused on the weak and weak, this can lead to the fact that average and strong students will not receive new knowledge. As a result, there will be no further silencing in the training, which will lead to a decrease in their motivation to learn a foreign language. If the teacher focuses his attention on strong students, weak and average students will not perceive more difficult material for them, there will also be no progress in them, and accordingly the motivation to read will decrease. This condition, as a consequence, leads to a decrease in the effectiveness, that is, the quality of education, which in our work is defined as the level of forced skills of using a foreign language in the context of types of speech activity (speaking, speech activity).

Today, in addition to personal results of students, educational technologies are the tools for achieving results in the subject and meta-subject. The teacher's system of work to ensure the results of teaching a foreign language must include the implementation of the following technologies: The technology of communicative learning, the technology of understanding the communicative meaning of the text, game technologies, co-learning technologies, Project technologies and others. In this process, A.V. Volovin emphasizes that "... language cannot be taught at all, language can only be learned".

Undoubtedly, the main role in this approach is played by the reader's personality, his game motivation, skills and goals. The mass nature of the Internet by its development has led to the expansion of the scope of information resources. Most information resources are now available on the Internet in English, and

without their knowledge, network users will limit themselves and will not be able to use large amounts of information.

Thus, new information technologies are being created, which are used in education, with the help of which it is possible to conduct ordinary types of educational work (lectures and practical classes, consultations, test tests, etc.) simply at a high technical level. Faced with such realities, students understand that the foreign language being studied, in particular English, performs not only the role of a means of communication, but also as a means of cognition, self-development, expansion of their facets and circles of interests, satisfaction of personal needs.

In our opinion, for foreigners in non-specialist circles of universities, the most difficult thing in teaching a language is the complexity of printing, the oral basis and printing of oral progress, the personality-oriented direction of teaching and the nature of the activity, oriented.

The problem is that it is not always possible to divide non-specialist students into small groups. Innovation is about developing skills through education and self-education. The Foundation creates the main features of a new educational paradigm together with a focus on the integrity and satisfaction of the interests of the individual. "Fundamental scientific and humanitarian education should provide a holistic picture of the modern natural and scientific landscape of the world, create a scientific basis for evaluating the results of professional activity, contribute to the creative development of the individual and the correct choice of an individual life program. It is worth noting that a lot of time has passed since learning a foreign language was reduced to passive memorization of new words and phrases. Monotony, tedious grammar rules checking and, at best, the ability to translate a Russian phrase into a foreign language - this was the limit of perfection in mastering a foreign means of communication.

There have been many ways of learning a foreign language and methods in the world for a long time, although we know the approaches, the real revolution in the methodology of teaching English in our country occurred only at the end of the

20th century at the beginning of the 21st century. Approaches and goals have changed. Today, everyone is learning a foreign language. The number of techniques also increased in proportion to the number of people. However, each of the methods has its pros and cons. Old-school printouts, despite the fact that their use has had its effect at the moment, are sharply criticized. The only question is, at what cost could these results be achieved? As a rule, in order to master a language, it took a long time to translate, read texts, memorize new words, perform various exercises and again spend time reading and viewing books.

Tasks such as writing an essay or writing a dictation were offered to change the activity.

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