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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Abstract:

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.

Keywords: scientific, technological, communication network, innovative methods and technologies, foreign languages, educational process, effective.

In the directive documents of the Republic of Uzbekistan, at a meeting of the Board of Trustees of the Children's Sports Development Fund of Uzbekistan, it was noted that "raising a healthy and harmoniously developed generation means building the foundation of a state with a great future, gaining high authority in the world" [3]. This achieved, in our opinion, by being fluent in foreign languages. If in the previous decades of the XX century the circle of people who had the need to communicate in a foreign language was quite narrow, then at present the situation has changed. Communication and technological transformations in society have involved both direct and indirect communication (for example, via the Internet) a large number of people of various professions, ages and interests.

Accordingly, the need for the use of a foreign language has also increased. Teaching the language as a means of communication and generalization of the spiritual heritage has acquired priority significance. On the threshold of a new century, the sociocultural context of learning foreign languages has changed significantly. The educational and self-educational functions of foreign languages, their professional significance at school, university, and the labor market as a whole have increased significantly, which has led to increased motivation in learning the languages of international communication. In the practice of working in educational institutions, the urgent problem of the day is the education of a socially active person who is able to take responsibility for independently made decisions [4].

The use of a communication network (e-mail, Internet, television, etc.) and various modern, as well as innovative methods and technologies in the study of foreign languages is the norm of today. In this regard, the use and improvement of the methods of the educational process and educational technologies is of particular importance. This is especially true for the sphere of learning foreign languages, where interaction with the teacher in the classroom cannot be effective without students learning the necessary vocabulary on their own.

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 teacher introduces into his work and 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 [1].

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 studies, 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 [4].

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 used in the study of foreign languages since the 1920s. It based on the Cleveland Plan. Its main principles are foreign languages 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.

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 based on original national cultural concepts. Each lesson 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 ensured that each type of language learning, that is, reading, writing, pronunciation, and hearing, is mutually reinforcing. Typically, the multidisciplinary methods considered based on providing the student with in-depth and comprehensive information on the language and culture of the country studied. However, the peculiarity of this method is that even if the basic knowledge formed in it, the student's freedom of speech fully guaranteed by this method.

It has a long time since the process of full use of information and 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.

These include:

1. Effective use of multimedia in English language teaching;

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 [5].

At present, intensive introduction of modern information technologies into the education, process has begun in Uzbekistan. It is effective to use during classes, both individual virtual stands, and electronic textbooks and various multimedia development programs. The main way to implement the tasks of education is the use of various modern pedagogical technologies. Each of these technologies contributes to the development of the student's personality, to his socialization.

Their organization and implementation is subject to didactic principles: scientific character; availability; consistency; links between theory and practice; visibility; all-round development of the individual [4].

Presentations used in language classes divided into several types:

1. A set of slides (illustrations only);

2. Slides + text;

3. Text.

However, in the last two, when creating a presentation, the teacher should always remember that the main thing in the lesson is the person, and the slides are only a tool for conveying visual information and a means of activating the interest of students, so slides overloaded with text. Working with modern schoolchildren, one must not only be at their level of proficiency in programs (Microsoft Office PowerPoint, for example), but even be at least one step ahead, so the teacher simply has to constantly improve his knowledge in the field of computer technology. When creating his presentation, the teacher must know not only the technology of working with the program (be able to insert pictures, photographs, diagrams, links), but also know some features of the psychological perception of the slide (combination of colors, lack of unnecessary information, uniform style, optimal font). Nevertheless, there are several rules that taken into account in any presentation: the font should be at least 20, no more than 3-4 colors per slide, and the absence of hard contrasting combinations.

First, the use of the presentation subordinated to the purpose of the lesson (new material, repetition, control), respectively, the teacher, when creating such a product, must remember this. Given the specifics of the perception of information by adolescents, the presentation should not be too large; the recommended number of slides is no more than 15. The text should be wide and give only those facts that are difficult to hear (for a presentation used in literature lessons, these can be dates life, surname and initials, place of birth of the hero). When using an enemy, it is best to make the number of rows (of course, if possible) odd.

When working with a presentation, it is important for the teacher to remember the need to protect the health of children, it is advisable to allocate time for the presentation of 15-20 minutes, in high school no more than 30 minutes. In the lessons, it is advisable to use presentations to be acquainted with the biography of writers, for travel lessons, as well as to be acquainted with a new topic. In addition, the presentation allows you to make the repetition lesson fun with the help of the

presentation, including test material in it, students are willing to work with such tests, and, accordingly, better remember the material [2].

A presentation for a biography lesson is a very convenient form of work, as it allows you to more deeply and clearly show all the stages of a writer's life. There are enough photos and pictures on the Internet that can illustrate the life and work of a writer or poet, every teacher has books on this topic, with an MFP there is no problem to scan photos and show them to students. Another way to add to the collection of photographs is the travel of both the teacher and his students, you can take photos yourself or ask students to bring photos from their travels. You can work with such a presentation in different ways:

The teacher himself tells and shows; The student tells, and the teacher shows (requires joint preliminary work);

The teacher shows, and the students answer questions related to the life and work of the writer or poet;

The work is completely done by a student or a group of students (which allows the implementation of the technology of cooperation and increase the motivation and responsibility of students [1].

Such a presentation should contain a minimum of text, you can include poems by the author or dedicated to the author, main dates, proper names, links to the resources used.

In addition to its visual and educational function, a presentation can be a good tool for distance learning, especially during a Pandemic. On the teacher's website or on a page whose address is known to students, a presentation prepared by the teacher or taken from Internet resources is posted, students are informed about this, and within a week they master it on their own at home. Then at an elective or at a special lesson there is a discussion, answers questions or work on the materials of this presentation. Therefore, this year we worked additionally with students of our university. Because it is very difficult to master all the material for preparing for exams in the classroom and this type of work allows us to expand this work.

The presentation will help the teacher not only to convey the material in a more accessible and visual way, to systematize it, but also to involve more students in the educational process, to motivate them to gain knowledge on their own, to make the lesson modern and interesting for students.

Thus, in the process of learning a foreign language, the student not only comprehends the way of expressing thoughts, but also perceives the language as a source of information about the national culture of the people, since the language is a sign of the nation, expresses the national culture of the people who speak it.

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.

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