

INNOVATIVE METHODS IN FOREIGN LANGUAGE LEARNING METHODOLOGY

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Abstract: *This article discusses the technique of a foreign language unit, the evolution of the field as a whole, the sorts of contemporary methods employed, and the context in which they are applied.*

Keywords: *method, innovation, communication, competence, didactics, and cross-cultural communication.*

The development of education of the current era has brought new direction innovative pedagogy. Innovation-English means "introduction (dissemination) of innovation". The socio-psychological aspect of innovating is the American researcher E. Designed by Rodgers. He studied the classification of participants in the process of innovating, their attitude to innovation and others. The concepts of innovation and innovation differ in scientific directions. "Innovation" means a tool, a new method, a methodology, a knowledge of technology. "Innovation" is a process that develops in terms of education, specific stages. The development of World Science is gaining momentum and development day by day. It is this positive development that has also influenced our home. Innovative technologies are being applied to our world of knowledge. As a result of this, the fact that the head of the country calls the current year "the year of attention and quality education of a person" has also further increased the education of the youth of our country. The introduction of modern innovative technologies to education fields also opened the door to broad opportunities for young people studying a foreign language, which is not a mistake to say.

The language of a foreign nation is considered a foreign language. Both Eastern (Arabic, Turkish, Persian, Chinese, Hindi) and Western European (English, Spanish, German, and Persian) languages are being studied in our nation. These languages are a result of educational institutions' lesson plans. Different learning procedures are used for each of the three languages. Foreign language is studied in a private setting, whereas mother tongue and second language are studied in a natural setting. The majority of foreign language conversation occurs in the classroom with a teacher's assistance. Foreign language education and learning varies significantly in certain ways among the three languages. In turn, this necessitates the use of the proper Foreign Language Unit technology. By carefully examining the successes of the methodological topic, a foreign language instructor can have a comprehensive understanding of the whole language experience of a student and make additional progress. The process of teaching foreign languages must be understood in order to be effective. The theoretical development of

the problems of foreign language learning methodology and the practical creative application of the theory are crucial to the study and teaching of foreign languages.

The phrase "method of teaching a foreign language" refers to a collection of teacher and student activities that work together to accomplish the universal, educational, and developmental objectives of teaching a foreign language. While the first definition of the term theory refers to process approaches, the second sense can be found in writings about the development of educational methodology. For instance, learning a foreign language is a translation technique as well as a good technique, mindful comparative technique, traditional technique, intensive technique, etc.

Discussion and results are linked to the interactions of nature and society phenomena and develop in continuous communication. Since the sciences are the inicos of objective reality, none of them exist separate from the others.

The history of methods refers to Methodist prof. I.V. Studied deeply by rachmanoff. The translation method is mainly in two views, referred to by the name of grammar-translation and text-translation techniques. From the point of view of the grammar-translation method, a foreign language is studied for a general purpose. Grammatical exercises are performed in order to increase the logical thinking of the language learner. The statement of grammatical knowledge has been taken as the main goal of Education. The basic principles of this method are: 1. Language learning is based on written speech. 2. Taken from grammar as the subject of learning, the lexicon was also chosen subject to it. Grammatical exercises are the main working method of performance. 3. Before, the grammatical rule was memorized, and then it was recommended to make sentences based on the rules. 4. The grammatical form and the meaning of the words are revealed in the verbal translation tool. 5. Language material with word-to-word translation and dry memorization approach is mastered. 6. Words are limited to out-of-context, solo memorization.

Method without translation. Various views of this method are historically known. They can be divided into two large groups: natural and mountain methods. Learning a foreign language in a natural method should be monand to the conditions of acquiring a native language. The general purpose of the method is formed in the practical purpose of the idea that by studying to speak a foreign language you will have the opportunity to learn to read and write. The most important of the principles included in the structure of the natural method is the creation of a language environment. Various approaches have appeared in the chapter putting the applied methodological principles into practice. This can be clearly noticed in the creative activity of method figures. In a new interpretation of the foreign language Objective, The results of pragmatic linguistics studies were largely relied on. This area of linguistics interprets language as an area of human activity rather than a system of linguistic form. A new set of conclusions that have begun to be drawn since the early 70s in the field of Foreign Language Education has led to heated discussions in the field of setting the goal of Education. New growth plans have been

adopted, with the goal of determining the main directions of foreign language education being to "teach people to be treated", "Befaeigung zur communicative "(communicative Kompetenz).

You can give an example of the use of a natural speech situation in the first place, ya," ads in transit, at the station, commercials on radio and television, chats on the phone, and the like, as a resource for understanding by hearing communicative didactics. The goals that were added to the perspective of understanding changed after listening to the material. Narrating and regulating what he listened to changed as well. Using this technique, the listener could distinguish between the following types of punctuation based on their intended use:

- Understanding its main content without paying attention to some details of the text in a wide sense;

- This method is included when precise information is important, such as the need for an obhavo for a specific location, the announcement of the arrival and departure of a train, etc. It is in our mind that our retention of this knowledge, our study of information on communicative didactics, due to the concept of "communication", correlates in content with the term "intercultural communication". In the methodology of a foreign language unit, the phrase intercultural dialogue is now widely used. It is this concept that we can apply in different contexts. In fact, however: intercultural dialogue is information about the social origin, mentality, national character, lifestyle, beliefs, value system, etc. of representatives of different cultures. In this process it is necessary to educate and develop students in the spirit of respect for the culture of the country being studied, patience and understanding the culture of the other country. Each foreign language lesson is a cross-cultural, intercultural dialogue practice. Because each foreign language word in this process reflects its own foreign life and culture. The task before the teachers is to increase the ability of the student and students to engage in communicativeness, communication. To do this, it is necessary to study new methods of teaching that teach people to communicate effectively and develop four speech activities in a foreign language.

Not only are subject-specific, pedagogical, and psychological knowledge absolutely important for the teacher-teacher to demonstrate successful activity, but also communication skills and credentials, which is a unique characteristic. Communication skills are something that people pick up over time. But as people age, not everyone will be able to speak as much as they need to. The ability to communicate is regarded as the most crucial, professionally significant skill for the educator because, by nature, the profession of pedagogy is of the "human-human" type. Depending on the communication and treatment that the educator conducts with the adolescents, children's interest in the subject of the transition is formed, which means that the motives of the transition are formed. The pedagogical method of communication shows the influence on the culture of subject knowledge, the consequentiality of views,

interpersonal relationships by learners, creating a specific moral and psychological climate in the process of Education. Communication is an important condition for the socialization of the individual. In the same context it is necessary to know what pedagogical communication is actually. Pedagogical communication is the mutual cooperation of a teacher and an educator, it is based on the exchange of mutual information, above all educational information, which helps to understand the partner of pedagogical communication, as well as to carry out mutual cooperation activities. In this, information is conveyed both by verbal and nonverbal means. In the process of pedagogical communication, the teacher should play the main role and be a role model for the learners. It is judged by its communicative culture.

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