

PEDAGOGICAL OPPORTUNITIES FOR IMPROVING STUDENTS' EDUCATIONAL
ACTIVITIES. (IN THE ENGLISH EXAMPLE)

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Annotation: *This article describes ways to improve the quality of education through the use of innovative methods by English teachers in secondary schools.*

Key words: *school, innovation, teacher-technologist, method, education, training, knowledge, skill, creativity, classification, innovation, goal.*

The introduction of the accumulated experience of pedagogy and achievements in education is one of the important conditions of our time. There is now a huge base of experience that a teacher can use in their career, and it is getting richer every day. But, despite this, it is difficult for teachers and future specialists to master this experience [1-4]. The position of the teacher is especially important in creating best practices and promoting them among colleagues. The educator should pay attention to the cost and effectiveness of the new best teaching practice. The orientation of the practical activity of the teacher on innovation makes it possible to put into practice the achievements obtained as a result of theoretical and pedagogical research. To popularize the results of such studies, it is necessary to present them to the general public. Such news can be conveyed to representatives of other pedagogies by giving a brief consultation to specialists in this field, conducting trainings at special seminars, making presentations at conferences, and reading a series of lectures to future teachers.

Here the question arises: "Who is the communicator and propagandist of advanced pedagogical ideas and technologies to the masses?" Professors and teachers of higher educational institutions, mature teachers working in universities, play an important role in studying and popularizing the experience of a particular teacher or educational institution. The reason for this can be explained as follows:

the author of the innovation cannot give the necessary and accurate assessment of the prospects of a particular pedagogical idea or innovation;

progressive educators do not always think about popularizing their ideas. The reason is that innovation requires additional teacher time and labor;

the idea is not always scientifically and methodologically substantiated by its creator;

authors face barriers related to the individual characteristics of themselves and their colleagues in describing their innovations and how to implement them;

the task of not only promoting and popularizing pedagogical innovations, but also making adjustments to the quality of teachers and enriching the professional knowledge and skills of future teachers is entrusted to the creative group;

the tasks of systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enrichment with the experience of higher educational institutions are also performed by members of the creative group

The author of an innovative idea does not participate in the management of activities aimed at practical application [10-14]. This approach creates the basis for expanding the capabilities of an innovative teacher and focusing him on a specific goal. Thus, the forces of the founder and promoter of innovative pedagogy are concentrated at one point and directed towards a specific goal. Pedagogical innovations have their own dimensions. Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how new are the innovative methods; its optimality; how effective; the possibility of application in a mass experiment, and so on. The main measure of innovative methods is their novelty, the results of scientific research and compliance with advanced pedagogical experience. For this reason, it is important for educators who wish to work in the innovation process to understand what the real essence of innovation is.

An experiment may be new to one teacher, but not new to another. In addition, the level of innovation of the same method may be different for future teachers. Given this, both future teachers and teachers working in the education system should approach innovative creative activity based on their own needs. According to the degree of innovation, adaptive-innovative methods manifest themselves in several forms: absolute level; local-absolute level; conditional degree; subjective level. The mass application of innovative pedagogical innovations is interpreted as a criterion for their evaluation. This is mainly due to the technical support of the educational process and the uniqueness of the teacher's activity.

The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations are presented to the public after testing and objective evaluation [19]. It is desirable to develop the creative functions of future teachers with the help of innovative methods that are widely popular and allow achieving positive results.

Diagnostic methods aimed at studying the innovative activity of a teacher are also diverse. The use of diagnostic methods shows the strengths of the teacher's activity [20]. Therefore, equipping future teachers with modern diagnostic methods is a requirement of the time. Taking into account the professional needs and desires of future teachers, it is necessary to form their professional and pedagogical ethics, to carry out full-fledged purposeful activities aimed at continuous development.

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