

METHODS USED IN TEACHING ENGLISH TO STUDENTS

Ibrogimova Nasiba Maxmanazarovna

Acting Associate Professor,
Uzbek State University of Physical Education and Sport, Uzbekistan

Abstract. This article examines innovative approaches and methods used in teaching English in general secondary schools. It highlights the necessity of integrating modern pedagogical technologies into the teaching process in order to improve the quality of education and develop students' creative and cognitive abilities. The study also analyzes the role of the teacher as a pedagogue-technologist, the criteria of pedagogical innovations, and the methodological importance of diagnosing teachers' innovative activities. Attention is given to the practical mechanisms of disseminating best practices, implementing innovation, and developing the professional competencies of future teachers.

Keywords: school, innovation, pedagogue-technologist, method, education, training, knowledge, skill, creativity, classification, innovation, objective.

Introduction. Modern education requires the implementation of advanced pedagogical experiences and scientifically grounded methods into teaching practice. Over recent decades, a vast base of methodological resources has been accumulated, providing teachers with numerous innovative tools to enhance their professional activity. However, despite this wealth of experience, many teachers—especially novice ones—face difficulties in mastering new methodologies and integrating them effectively into educational processes.

The role of the teacher is central not only in creating innovative pedagogical ideas but also in disseminating them among colleagues. When introducing new methods, educators must consider their scientific validity, effectiveness, and suitability for practical application. The shift toward innovation-oriented teaching enables the transfer of theoretical pedagogical research into practice. To ensure this process is effective, innovative ideas must be introduced to the broader educational community through conferences, methodological workshops, trainings, and special seminars. This also ensures that future teachers receive systematic exposure to advanced pedagogical concepts.

Literature review and methodology. A crucial question arises in the field of pedagogical innovation: Who is responsible for disseminating and promoting innovative methods and technologies? In this context, higher education instructors, experienced school teachers, and methodological experts play a significant role in evaluating, interpreting, and promoting advanced pedagogical experiences.

Several methodological factors explain the challenges associated with disseminating innovations: innovation creators often cannot fully assess the future potential or risks of their pedagogical ideas;

practicing teachers may lack time or motivation to publicize their methods;

innovative ideas are not always sufficiently supported by scientific and methodological evidence;

individual characteristics of teachers influence the way innovations are explained and transferred;

dissemination requires systematic professional collaboration, monitoring, and continuous improvement.

Pedagogical innovations are evaluated based on their **novelty**, **optimality**, **effectiveness**, and **applicability** in mass teaching practice. For future teachers, understanding the essence and significance of innovation is fundamental to their professional development.

Innovative teaching methods may manifest at several levels of novelty:

1. **Absolute innovation** – a method entirely new to the field;
2. **Local-absolute innovation** – new within a certain school or region;
3. **Conditional innovation** – modification of an existing method;
4. **Subjective innovation** – new only for the teacher applying it.

The methodological framework of this study involves an analytical review of pedagogical literature, comparative analysis of innovative practices, and examination of diagnostic tools used to evaluate teachers' innovative potential. Special attention is given to the process of preparing future teachers to apply innovations independently.

Discussion. Innovation in pedagogy is a dynamic process, and its value varies among teachers depending on their experience, professional needs, and personal readiness for change. For some teachers, a method may be considered completely new, while for others the same method is already familiar. Hence, teacher education programs must account for the individual differences among future educators.

Developing the creative functions of future teachers requires the application of diverse innovative techniques across different levels of novelty. The mass implementation of innovations in practice depends on reliable evaluation, availability of technical resources, and the teacher's own readiness to adapt.

Teachers' innovative competencies can be effectively developed through diagnostic methods such as:

- identifying pedagogical needs and areas of professional interest;
- analyzing challenges encountered in teaching and ways to overcome them;
- reviewing innovative ideas and best practices relevant to teachers' needs;
- organizing open lessons, demonstrations, and experimental teaching sessions;
- integrating innovative techniques into real classroom settings.

These methods reveal both strengths and weaknesses in teachers' professional competencies and help create targeted programs for their development. Systematic diagnostics also contribute to refining teacher education curricula and promoting creativity in teaching practice.

Results. The diagnostic study of pedagogical innovations shows that every teacher's professional experience includes both positive and negative aspects of innovative activity. Identifying these aspects enables educators to build a clearer understanding of their professional strengths and areas requiring improvement.

The results indicate that:

- innovative diagnostics help teachers understand their pedagogical needs and interests;
 - future teachers become more capable of integrating advanced ideas into practical teaching;
 - repeated diagnostics enable the evaluation of progress in teaching competencies;
 - innovation-oriented training enhances students' creative abilities and professional confidence.
- Equipping teachers with innovative diagnostic tools leads to improved pedagogical practices and strengthens the overall quality of teaching. The development of professionally competent, creative, and proactive teachers becomes more achievable through systematic use of pedagogical innovations.

Conclusion. To cultivate highly competent specialists with strong professional culture, creativity, and independent decision-making skills, modern schools require teachers who effectively apply innovative pedagogical technologies. The integration of such technologies is not only a means of enhancing educational quality but also a necessity demanded by contemporary society.

The teacher of the 21st century must evolve into a **pedagogue-technologist**, a professional capable of designing, implementing, and evaluating innovative teaching methods. Such a teacher must possess advanced pedagogical knowledge, methodological skills, and technological literacy. Therefore, expanding the use of innovative methods in English language teaching is a crucial factor in increasing the quality and efficiency of educational processes in general secondary schools.

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