

**INNOVATIVE APPROACHES IN TEACHING PHILOLOGICAL SUBJECTS. PROBLEMS
AND SOLUTIONS**

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Annotation: The article sheds light on different worldwide innovative approaches offered by international linguistics and philologists. During the article, some recommendations for applying latest teaching methods to teaching atmosphere and discursive opinions of experts on approaches to philological subjects are included.

Key words: critical look, research, text, arguments, paradigm, visual aids, environment, communicative, science, teaching, innovation.

Nowadays teaching of philological subjects requires an innovative approach and technological innovations based on the characteristics of modern education, the current high demand and the learning potential of students. A critical look at the surrounding events, their analysis, and the creation of a professional and cultural environment in the relevant situation motivates the philologist to constantly research. The use of interactive methods, approaches, and technologies in education, including collaborative activities of students and teachers, has a special impact on the educational process. In this process, it is important to search, systematize and apply the necessary information. Formation of language, communicative and cultural competences are the most important aspects of modern philological education. The main issue in philological education is a lack of communication. If we imagine the global world as a text, then philology is the main tool for reading this text [1]. Today, philology is the methodological basis of humanitarian and universal sciences, and is becoming one of the practical services involving modern society. The professional possibilities of philology are endless. Because it permeates all possibilities of life activity. A word and a text are required everywhere, because philology is, first of all, the interpretation of texts. Possessing the skills of linguistic analysis of texts, the ability to illuminate the development of culture and civilization through texts, allows philologists to objectively assess their content and the perspective held by generations of philologists.

The sciences of the philological field are necessary not only for the professional education of philologists, but also for any kind of leaders, diplomats, lawyers, journalists, psychologists, etc. So, philological sciences play an important role in forming skills, creating yourself, interpreting someone else's text, effective participation in interpersonal, community and intercultural communication, being able to defend one's position, creating appropriate arguments. It is known that any philological problem is solved by the interaction of a number of scientific fields: philosophy, linguistics, textual studies, psycholinguistics, cultural studies, etc. For many years, the science of philology was considered a monological field of activity, but today it is becoming more and more popular. A Humanities Innovation Center was established at Durham University in Great Britain. This means that the field of philology is being looked at on a global scale, and its essence is being studied and researched with new aspects for today's time. The goals of the center are to change the paradigm of modern philology, which is designed to show its power, to focus on human abilities and it [2].

Today, philological sciences involve introducing innovations into the educational process, based on the specific features of modern teaching, the potential opportunities of education and students are very high. Basically, after 2000, convenient programs for teaching foreign languages began to be created. These works started mainly in American countries. In fact, innovative education is the matching of theory and practice in education. When can the

teaching method be innovative? When the method is successful. Innovation includes four main terms: 1- Change 2- Development 3- Novelty 4- Improvement [3].

Traditional teaching methods depended on systematic behavior analysis of students' pragmatic language learning needs. It is noted that most teaching is conducted in a complex style that focuses on the teacher as the center of the classroom [4]. Suggestopedia is another traditional method developed by Georgiy Lozanov in 1978. The method based on more memorization while advancing in the course, where the authority of the teacher was still high. The need to use alternative methods in language teaching was one of the main factors of the transition from traditional approaches to innovative approaches. However, as we mentioned above, it is impossible to ignore traditional tactics and pretend to create something from scratch. New models need to be adapted and integrated. When talking about inductive and productive practices, it is argued that inductive methods increase the consolidation of subject matter and help in performance evaluation. The Silent Way method was developed by K. Gattenau. He tried to focus more on students and this was one of the bold steps towards innovation. He came to the conclusion that the students should talk more and the teacher should talk less. Computer-assisted language learning did not start out as innovative as many people think. Developed in the 1960s, computer-based language teaching software focused on the grammatical and lexical aspects of language teaching. However, since that time, the improvement of this technique and the development of the use of artificial intelligence began, which paved the way for making learning more interactive. Task-based methods were also one of the transition methods that began to bring innovative ideas to teaching methodology. The communicative part of this approach is closer to the communicative approach than the traditional one, and will talk about it in detail.

One of the main approaches that adapted innovative tactics and techniques was the Communicative Approach to Language Teaching (CLT). CLT suggested that we use language to express meaning,". This means that interaction and communication are the main functions of language. Grammar and structure are of course important and learning a language is impossible without a basic knowledge of them. But the functional and communicative meaning is also very important. The above-mentioned aspects should complement each other to achieve the learning objective. The main goal of teaching a foreign language using innovative methods is the formation of communicative competence. It is noted that the use of new technologies allows for seamless and rapid facilitation of training programs that are highly dependent on communication and simulation [4].

- Use of visual aids during the lesson (video, photos, PowerPoint).
- teach students to take notes during the lesson.
- Using smartphones or computers during lectures or during class.
- giving students the opportunity to solve problems during practical training.
- Using simulation and drilling.
- development of cooperative teaching methods.

Some researchers provide examples of activities from a different perspective, suggesting that the more teachers receive training, the better they are able to analyze classroom practice. It helps teachers who are trying to create a more communicative classroom environment. For

teachers who have adapted the traditional approach and are tied to more controlled and form-oriented activities, teachers on the opposite side set the parameters for innovation and extension. In this way, they can grow, but must maintain a sense of security and value in what they did before. Innovation can also be achieved by making educational opportunities available to all [5]. This is done by increasing interaction and reducing the cognitive mismatch between what is intended and what is understood. Integrating language skills is also one of the key improvements in teaching strategies. As we have seen before, traditional approaches try to maintain the teacher's prestige at a high level, while the innovative approach ensures students' independence, increases cultural awareness and social relevance. The ability of teachers to teach in a communicative and innovative way can also be difficult due to lack of experience in this field. Most of the teachers do not have enough skills to communicate fluently with the students. In many cases, teachers cannot use the new innovative methods in the right way. It was noted that sometimes traditional education plays a certain role in this regard. One of the main difficulties is the traditional orientation of the main exams for admission and finding a job.

Whether we are going to use the traditional or innovative methods we have to make sure that teaching goals should be established according to the needs, lacks, and necessities of the targeted student population and educational environment to strengthen motivations and ensure interactive participation in the learning process.

All in all, today's world and science requires every teacher to be innovative, sociable and down-to-earth. The quickest way to gain the knowledge of applying various approaches into teaching is that a teacher must be a friend of a student and should pretend as a learner.

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