

**PEDAGOGICAL APPROACHES IN TEACHING FOREIGN LANGUAGES****Mirzaahmedova Sevinch****Female student of English language and literature faculty,****Igamberdieva Shahnoza****teacher of English language and literature faculty****Fergana State University**

**Annotation:** The article describes ways to improve the quality of education of teachers of English in secondary schools through the use of innovative methods and examines the role of activity centers in the organization of classes in preschool education and the role of the state educational program "First Step" in the comprehensive development of children's abilities and skills in the educational process.

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

The advanced experience of pedagogy and the introduction of educational achievements are important conditions today. Currently, there is a huge database of experience that a teacher can use in his work, and it is getting richer by the day. However, it is difficult for teachers and future specialists to master these skills. The role of the teacher is especially important in creating best practices and spreading them among colleagues. The teacher should pay attention to the value and effectiveness of the new advanced pedagogical practice in practice. The innovative orientation of the teacher's practice allows him to put into practice the achievements of theoretical and pedagogical research. In order to disseminate the results of such studies, it is necessary to present them to the general public. Such innovations can be spread among other teachers with the help of quick consultations of industry experts, special seminars and trainings, presentations at conferences and a series of lectures for future teachers.

In this regard, the question arises: "Who is the distributor of advanced pedagogical ideas and technologies among the general public?" An important role in this process is played by the study of the experience of a particular teacher or educational institution, the promotion of professors and teaching staff of higher educational institutions, mature teachers working in secondary schools. The reasons for this can be explained as follows: - The author of the innovation cannot give the necessary and accurate assessment of the prospects of a specific pedagogical idea or innovation; - Advanced teachers do not always think about promoting their ideas. This approach allows you to expand the capabilities of an innovative teacher and direct him or her to a specific goal. Thus, the efforts of the founder and popularizer of innovative pedagogy are concentrated at one point and aimed at a specific goal. Pedagogical innovations have their own aspects. Pedagogical innovation consists of the following criteria that form the creative activity of a future teacher: how new are innovative methods; their optimality; how effective they are; the possibility of application in public practice, etc. The main criterion of innovative methods is their novelty, the results of scientific research and advanced pedagogical experience. That is why it is important for teachers who want to work in the innovation process to understand the essence of innovation. Although the experiment may be new for one teacher, it may not be new for another. In addition, the level of novelty of the same method for future teachers may vary. With this in mind, both future teachers and teachers in the education system will need to approach innovative creative activity based on their needs. Innovative methods that contribute to the development of creative functions of future teachers manifest themselves in several forms, depending on the level of novelty: absolute level; local-absolute degree; conditional degree; subjective degree. 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 specifics of the teacher's work. The creative application of pedagogical innovations in mass pedagogical experiments manifests itself at the early stages of the work of individual teachers. These innovations will be tested and presented for public use after an objective assessment. It is advisable to develop the creative functions of future teachers using innovative methods that allow them to achieve widespread positive results. Diagnostic methods aimed at studying the innovative activity of a teacher are also diverse. The use of diagnostic techniques demonstrates the strengths of the teacher's work. Therefore, it's time to equip future teachers with modern diagnostic methods. Taking into account the professional needs and desires of future teachers, it is necessary to work on the formation of professional pedagogical ethics and full-fledged activities aimed at continuous development. In short, in order to educate mature specialists with a high level of general professional culture, social activity, independent thinking, and the ability to easily solve their tasks, today our teachers need to use modern innovative pedagogical technologies. they should understand that this is a key factor in improving the quality and effectiveness of education, and that it takes time.

Preschool education is a unique world in which a child should feel comfortable, safe and peaceful. The essence of the conditions of growth and development is very simple. The younger generation is carefully guided step by step up the development ladder. And we just need to understand the specifics of this movement and provide timely support to the child, creating appropriate conditions for this growth. In this regard, the educational process is important. The First Step program is the first bold step in improving the preschool education system. Approved by the Order of the Minister of Preschool Education of the Republic of Uzbekistan dated July 18, 2018 No. 1/mh and registered by the Ministry of Justice No. 3031, the curriculum of the preschool educational institution "First stage" was approved by the decision of the Board No. 1/mh. The state curriculum "THE FIRST STAGE" of a preschool organization is a regulatory document developed in accordance with the state requirements of the Republic of Uzbekistan for the development of young and preschool children, which reflects the goals and objectives of preschool education, the main ideas of educational activities. The main competencies are defined when moving to the next stage. The advantage of the new generation program is that it is designed for children aged 3-7 years and is aimed at developing the child's personality. The program has also been developed on the basis of competence. For the first time, thematic planning was introduced in MTT. For the first time, a child development map was recommended. In addition, each MTT had the opportunity to develop its own variable program. The educational process under this program is aimed at the comprehensive development of the abilities and potential of children, the formation of their personality. The effectiveness of this process depends on the knowledge of the teacher of children, the use of various methods of education. Based on the norms for equipping preschool institutions with toys, age-appropriate curricula, handouts, furniture and ICT equipment, preschool institutions should create conditions for development in different age groups, allowing the child to make an independent choice. Each group room is divided into several centers. Centers of free educational activities allow children to independently individualize the learning process based on their personal skills and interests.

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