

METHODS OF CONDUCTING LESSONS IN INTERACTIVE WAYS IN ENGLISH LESSONS

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Annotation: *this article covers the passage of classes using interactive techniques in English lessons. The creative pedagogical activity of the teacher is the process of positively solving tasks that are subordinated to the formation of human consciousness, behavior, and most importantly, the creation of a generation of harmonious people. Also, the designed training goal will be lightly realized and the expected result will be achieved faster.*

Keywords: *school, innovation, pedagogical-technologist, method, education, upbringing, knowledge, skills, creative, classification, innovation,*

INTRODUCTION

The advanced experience of pedagogy and the introduction into practice of achievements in education are considered one of the important conditions of today. Currently, a huge base of experiments has been formed that the teacher can use throughout his career, and he is getting richer every day. But despite this, the assimilation of these experiences by teachers and people of the future profession is somehow difficult. The position of an educator is especially significant in generating progressive experiences and popularizing them among their peers. The educator should pay attention to its value and to what extent it is effective in introducing a new advanced pedagogical experience into practice. The orientation of the practical activity of the teacher towards innovation provides an opportunity to put into practice the achievements achieved as a result of theoretical pedagogical research. It is in order to publicize the results of such studies that it is required to introduce them to the general public. Such innovations can be brought to other pedagogical Representatives by providing quick advice from specialists in the field, conducting special seminars and trainings, making speeches at conferences, and referencing series of lectures to future educators.

LITERATURE ANALYSIS AND METHODOLOGY

At this point, a question arises: "who are the promoters and promoters of advanced pedagogical ideas and technologies to representatives of the general public?». In the study, popularization of the experience of a separate educator or educational institution, professor teachers of higher educational institutions, mature educators who carry out activities at umutaim educational institutions are important in this process. The reason for this can be explained as follows:

- the author of innovation cannot give the necessary and accurate assessment of the prospect of a particular pedagogical idea or innovation;
- advanced educators do not always think about popularizing their ideas. The reason is that the novelty requires additional time, labor of the educator;
- the idea is not always sufficiently scientifically-methodically substantiated by its creator;
- the authors meet the obstacles that are associated with the individual characteristics of themselves and their comrades in describing their innovations and ways of their introduction into practice;

- not only the promotion and popularization of pedagogical innovations, but also the task of enriching the professional erudition and skills of future teachers by making adjustments to the education of educators on their basis is also assigned to the creative team;

- the tasks of systematic selection of innovations, monitoring, assessment of innovative ideas, technologies, enrichment of work experiences of higher education institutions are also the responsibility of members of the creative team.

The author of the innovative idea does not participate in the management of activities aimed at application in practice . This style of approach sets the stage for expanding the capabilities of an innovative educator and directing him to a specific goal. The capacities of the founder and popularizer of innovative pedagogy are thus concentrated on one point and directed to a specific goal. Pedagogical innovation has its own specific dimensions. The future of pedagogical innovation is considered to consist of the following measures that shape the creative activity of the teacher: how new innovative methods are; how optimal it is; how effective it is; the possibility of applying it in omavian experience, etc. The main measure of innovative methods is their novelty, equal to the results of scientific research and advanced pedagogical experiments. For this reason, it is considered important for teachers who want to take activities in the innovative process to understand what the true essence of the novelty is .

DISCUSSION

While the experience being carried out is a novelty for a particular teacher, for another, this method may not be new. In addition, the novelty level of the same method for future educators can vary. With this in mind, both future educators and teachers working in the educational system will have to approach innovative creative activities based on their needs.

Innovative methods that promote the development of creative functions of future educators are manifested in several forms according to the degree of novelty: absolute level; local-absolute level; conditional level; subjective level. The use of innovative pedagogical innovations in public practice is interpreted as the norm of their assessment. This is mainly due to the technical support of the educational process and the specificity of the teacher's activities.

The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work activity of individual teachers. These innovations are experimentally tested and presented for mass application after objective evaluation . It will be advisable to develop the creative functions of future teachers using innovative methods that will make it possible to achieve widely popular, positive results.

Diagnostic methods aimed at studying the innovative activities of the teacher are also colorful. The use of diagnostic methods demonstrates strong aspects of the teacher's activity . Therefore, arming future teachers with modern methodologies of diagnosis is a period requirement. Taking into account the professional needs and desires of future educators, it is necessary to carry out a full-fledged targeted activity aimed at the development of work and continuous development of the formation of professional and pedagogical Ethics in them.

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