EFFECTIVE USAGE OF INNOVATIVE APPROACHES IN ENGLISH LESSON

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The article defines and specifies the introduction of innovative methods of teaching foreign languages allows you to bring the learning process to a qualitatively new level. The author of the article believes that with the use of innovative methods, foreign language communication of students acquires a new modern content.
Keywords*: foreign language, innovative approaches, innovation in education, project method, information and communication technologies*

Мақалада шет тілдерін оқытудың инновациялық әдістерін енгізу айқындалып, нақтыланған, оқыту үдерісін сапалы жаңа деңгейге шығаруға мүмкіндік береді. Мақала авторы инновациялық әдіс-тәсілдерді қолдану арқылы білімгерлердің шетел тіліндегі қарым-қатынасы жаңа заманауи мазмұнға ие болады деп есептейді.
Тірек сөздер*: шет тілі, инновациялық тәсілдер, білім берудегі инновация, жобалық әдіс, ақпараттық-коммуникациялық технологиялар*

В статье определено и уточнено внедрение инновационных методов обучения иностранным языкам, позволяющих вывести процесс обучения на качественно новый уровень. Автор статьи считает, что с применением инновационных методов иноязычное общение студентов приобретает новое современное содержание.
Ключевые слова*: иностранный язык, инновационные подходы, инновации в образовании, проектный метод, информационно-коммуникационные технологии.*

Introduction. Modern society needs educated, qualified specialists, distinguished by mobility, dynamism, constructiveness, true patriots of their homeland, respecting the culture, scientific achievements, traditions of other countries and peoples. In this regard, the concept of humanization of socio-economic relations was adopted, where the main role is assigned to the modernization of education. Orientation towards humanistic ideals presupposes the priority of the interests of the individual, the creation of a creative atmosphere in learning and the provision of the general cultural development of students. The most important part of the educational process is the personality-oriented interaction of the teacher with the student, which requires a change in the main trends, the improvement of educational technologies. It is the study of foreign languages that can be considered as one of the most important means of humanizing education.

In the information society, knowledge and qualifications are of paramount importance in human life. To keep abreast of the development of world science, it is necessary to study primary sources in the language of the authors. Therefore, the increasing importance of a foreign language, its relevance, influenced the content, objectives and dynamics of learning [1, 11 p].

Main part. In the 21st century, the intensification and modernization of education requires the introduction of such innovative technologies that pursue the goal of creative education of the individual in an intellectual and emotional dimension. Such innovative technologies are: developmental learning, design, problem learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in cooperation, self-education and autonomy, integration, as well as health-preserving, research, information-communicative and

personal oriented technologies. With such a target attitude, cognitive universal actions are one of the leading components of the educational standard. This is explained by the fact that one of the components of a child's mental development is his cognition, which implies the formation of a scientific picture of the world, the ability to manage his intellectual activity, mastery of methodology, strategies and methods of teaching, the development of representative, symbolic, logical, creative thinking, productive imagination, memory, attention, reflection. In this regard, cognitive universal actions include:

- actions to extract information;
- the ability to navigate in the knowledge system and realize the need for new knowledge;
- the ability to make a preliminary selection of sources of information for the search for new knowledge.

The problem-based learning approach involves the independent solution of cognitive and creative tasks through critical rethinking and augmentation of knowledge and skills; and allows you to implement the conditions for the formation of cognitive universal actions in students: creating an atmosphere of co-creation in communication, the inclusion of the child's emotional sphere, the student's personal interest, a joint search for truth, self-assessment, self-correction, self-sufficiency [2, 92 p].

One of the ways to activate students in the process of teaching foreign languages is design (project method), when a student independently plans, creates, protects his project, i.e. actively involved in the process of communicative activity. An educational project is a complex of search, research, calculation, graphic and other types of work performed by students independently with the aim of a practical or theoretical solution to a significant problem.

The main goals of the project methodology are:

1) self-expression and self-improvement of students, increasing the motivation for learning, the formation of cognitive interest;

2) the implementation in practice of the acquired skills and abilities, the development of speech, the ability to competently and reasonably present the material under study, to conduct debatable polemics;

3) demonstrate the level of culture, education, social maturity.

Types of projects: 1) role-playing games, dramatizations, dramatizations (fairy tales, TV shows, holidays, musical performances, etc.) 2) research (regional studies, generalization of scientific knowledge, historical, environmental, etc.) 3) creative (compositions , translation, scripts, wall newspapers, etc.) 4) multimedia presentations.

What sources of information are usually used when preparing a project? a) Books; b) Periodical press; in Internet; d) Teacher; e) Others

The project method helps to develop linguistic and intellectual abilities, a steady interest in learning a language, the need for self-education. Ultimately, it is supposed to achieve communicative competence, that is, a certain level of linguistic, regional, socio-cultural knowledge, communication skills and speech skills, allowing for foreign language communication [3, 272 p].

From a bearer of ready-made knowledge, he turns into an organizer of cognitive activity, as shown in the diagram. From an authoritative source of information, the teacher becomes an accomplice in the research, creative cognitive process, mentor, consultant, organizer of students' independent activities. Analyzing the application of the project method in a modern school, I believe that this is one of the most powerful incentives to motivate the study of foreign languages, the most creative type of activity, since all students are involved in the work on the project, regardless of ability and level of language training. They apply in practice the acquired knowledge and formed speech skills and abilities, creatively rethinking and multiplying. In addition, the problematic nature and variety of forms and types of this technology presupposes the presence of intersubject connections, which allows the student to give a vivid idea of the world in which he lives, about the relationship of phenomena and objects, about mutual assistance, about the diversity

of material and artistic culture. The main emphasis is placed on the development of imaginative thinking, on understanding the cause-and-effect relationships and the logic of events, on self-realization and self-expression not only of students, but also of teachers. The project methodology requires careful preparation, professional skill, and erudition from the teacher. One of the main conditions for the effectiveness of educational activities is an atmosphere of goodwill, mutual understanding, trust, creativity, and encouraging the cognitive activity of schoolchildren.

In the modern sense, an educational project is an integrated didactic means of development, training and education, which allows you to develop and develop specific skills and abilities:

1) problematization,
2) planning,
3) introspection and reflection,
4) presentation,
5) research work [4, 170 p].

The use of the project methodology is one of the components of the humanization of the educational process, since students with different levels of language proficiency participate in the work in accordance with their capabilities. In my opinion, along with group projects, it is necessary to apply individual assignments, especially when preparing final lessons - this is a unique opportunity for truly communicative teaching of a foreign language. Such lessons relieve overstrain and fatigue of students, sharply increase cognitive interest, develop imagination, thinking, speech, memory in schoolchildren and can be conducted on almost any topic within the framework of the program material.

With the help of the project methodology, the following tasks are solved: - the horizons of the students are broadened, - the lexical and grammatical material is consolidated, - and the teacher creates a methodological piggy bank on various topics with presentations and video projects. Thus, the project method allows you to implement not only educational tasks, but also socio-cultural, educational, tasks of humanization and humanization of the educational process [5, 10p].

The results are obvious: this technique makes it possible to study the topic more deeply, develop the creative abilities of students, teaches communication, the ability to use grammatical structures, the fear of conducting a conversation in a foreign language disappears. In addition, the design technology is effective and exciting for teachers, as it helps to open up as a creative person participating in research work on an equal basis with their students. Of course, the project is not a panacea for all problems, but it is a step forward in teaching a foreign language.

Information and communication technologies are a powerful tool for teaching, monitoring and managing the educational process, since it is the most important parameter of the modern socio-cultural system. Internet resources are a familiar and convenient means of acquaintance with the culture of other countries and peoples, communication, obtaining information, an inexhaustible source of the educational process. That is why, at the heart of a systematic approach to reforming methods of teaching a foreign language using new information technologies is the concept of an information learning environment, which is considered in close connection with the system of developing education. Information and learning environment is a set of conditions that not only allow the formation and development of language knowledge, skills and abilities, but also contribute to the development of the student's personality. The educational situation is designed in such an environment as a dynamic, computer-mediated process of subjective - subjective interaction of all participants in the educational process. The learner, as more and more active, deep and comprehensive participation in the process of independent learning activities for mastering a foreign language, turns from a passive object of the teacher's influence into a full-fledged participant in the educational process. The pedagogical relevance of the system of language knowledge and skills formed in the informational and educational environment is that the learner should be offered for assimilation exactly such a system of knowledge that he needs at this stage of his development, which subsequently makes it possible to solve problems of an increasing level of complexity [6, 200 p].

The tasks of the IEE for the study of a foreign language:
- providing conditions for the creative development of writing, as well as speech skills;
- integration of various forms and strategies aimed at the development of independent cognitive learning activities in the process of individual and group work of students;
- increasing the motivational saturation of the educational process;
- organization of cognitive communication activities with native speakers and members of the network community learning a foreign language;
- the formation of a modern information culture on the basis of linguistic knowledge, which makes it possible to work in a computer and telecommunication environment. This innovative technology is based on principles that reflect the specifics of the subject being studied and the learning environment itself: openness, integrativeness, consistency and consistency, interactivity, visual presentation of the material, multidimensionality and redundancy of all components of the environment.

The effective functioning of the IEE depends on: the level of development of the information and telecommunication infrastructure of education and the interaction of this infrastructure with the students; from the whole complex of psychological and pedagogical conditions; from the control of the motivational background and its development; taking into account the individual characteristics of trainees; from the linguistic co-creation of all participants in the educational process [7, 480 p].

Structurally, the IEE is organized in the form of a model, which is a set of subjects participating in the learning process, the connections between which are realized using information flows, organized in accordance with the goals and objectives of the educational process into functional blocks. Each of the blocks (software - training, information - methodological, communication, instrumental, socio - cultural, motivational and identification - control) is aimed at implementing strategies for mastering a foreign language, as well as monitoring the course of the educational process. The environment is in constant development, which is due to the dynamics of the inclusion of new forms and pedagogical technologies of teaching a foreign language, as well as the development of the participants in the process.

Participation in information and communication pedagogical activity contributes to the complex formation of all aspects of communicative competence: linguistic, socio-cultural, cognitive, linguistic and cultural; as well as related communicative and cognitive skills of students (search and selection of relevant information, its analysis, generalization and classification). Modeling a real authentic environment by attracting Internet resources serves not only to more successful mastering of the language, but also allows you to comprehend the deep law of the unity and diversity of culture [8, 466 p].

Conclusion. Thus, the innovative approaches that we have considered today significantly enrich and diversify the teaching of foreign languages. Monotonous work is replaced by an intellectual creative search, in the process of which a new type of personality is formed, active and purposeful, focused on constant self-education and development.

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USING THE «LEARNING IN COOPERATION METHOD» FOR DEVELOPING SPEAKING SKILLS

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This study aimed to investigate the effectiveness of the cooperative learning method in English language classrooms to enhance pupils' oral communication skills according to the analysis and results given in contemporary researchers' studies. The analysis revealed that the cooperative learning method has a significant effect on accomplishing speaking skills. In addition, the difference between cooperative learning and group work is distinguished by the key components of Johnson & Johnson. Types of speaking activities combined with cooperative learning methods are classified.

Keywords: *Language teaching, teaching methods, cooperative learning, speaking skills.*

Бұл зерттеу заманауи зерттеушілердің талдауы мен зерттеу нәтижелеріне сәйкес оқушылардың сөйлеу дағдыларын арттыру үшін ағылшын сыныптарындағы бірлескен оқыту әдісінің тиімділігін зерттеуге бағытталған. Талдау нәтижелері көрсеткендей, бірлескен оқыту әдісі ауызша сөйлеу дағдыларын дамытуға айтарлықтай әсер етеді. Сонымен қатар, бірлескен оқыту мен топтық жұмыс арасында айырмашылықтар Джонсон және Джонсонның негізгі компонеттері арқылы көрсетілген. Бірлескен оқыту әдістері мен сөйлеу әрекетінің түрлері жіктеледі.

Тірек сөздер: *Тілді оқыту, оқыту әдістері, бірлесіп оқыту, сөйлеу дағдылары.*

Это исследование было направлено на изучение эффективности метода совместного обучения в классах английского языка для повышения разговорных навыков учащихся в соответствии с анализом и результатами исследований современных исследователей. Анализы показали, что метод совместного обучения оказывает значительное влияние на развитие навыков устной речи. Кроме того, разница между совместным обучением и групповой работой определяется ключевыми компонентами