# INNOVATIVE TEACHING METHODS TO IMPROVE THE LITERACY SKILLS OF YOUNG LEARNERS

**Boboyeva Nafisa Isomiddin qizi**
*Samarkand State Institute of Foreign Languages*
*2nd year student of the Narpay Faculty of Foreign Languages*

**Abstract**: *This article discusses the use of pedagogical technologies to improve the reading literacy of young learners, thereby increasing students' knowledge and improving their written and oral skills.*

**Keywords**: *education, speech, written speech, oral speech, pedagogical technology, motivation, innovation.*

Nowadays, our esteemed President Sh. Mirziyoyev is paying great attention to the field of education.[100] Today, the growth of science and technology requires the introduction of innovations in education. By creating innovative ideas and applying them to others, students in school institutions in our country are motivated. To further improve the quality of education, we certainly need oral speech along with written speech. The more developed the oral speech of young people, the more developed and fluent their written speech literacy should be.

Using advanced pedagogical technologies in the educational process, increasing the effectiveness of education, analyzing and implementing them in practice are among the important tasks of today. We need to set these tasks as goals and certainly take steps towards this goal. In order to bring great achievements to our education system, all representatives of the education sector must work together. To further improve the quality of education, we certainly need oral speech along with written speech. The more developed young people's oral speech is, the more developed and fluent their written literacy should be.

Innovation – (English) means innovation, novelty, and technology is derived from the Greek words "technos" – art, skill and "logos" – science. Innovative technology means a new approach to educational forms, methods and methods. Innovative technologies are innovations and changes in the pedagogical process and the activities of teachers and students. Innovative education is education that creates the opportunity for learners to create new ideas, norms, rules, and develop advanced ideas and skills created by individuals. Educational innovations are forms, methods and technologies that are used in the educational field or in the educational process to solve an existing problem based on a new approach and can guarantee a more effective result than before. In modern conditions, it is advisable to use innovative forms of education in order to enhance the educational and cognitive activities of students, improve the quality and

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[100] Mirziyoyev Sh.M. Jismoniy va maʼnaviy yetuk yoshlar – ezgu maqsadlarimizga etishda tayanchimiz va suyanchimizdir. "Kamolot" yoshlar ijtimoiy harakatining IV qurultoyidagi nutq. // Maʼrifat. Toshkent, 2017 yil 1 iyul № 52.

efficiency of teaching. Today, practical games, problem-based learning, interactive learning, module-credit system, distance learning, blended learning and master classes are recognized as innovative forms of education. The task of the education system based on modern approaches and innovations should be to take into account and develop the individual abilities of the student. In the conditions of accelerating scientific and technological progress, it is necessary to intensify education in order to prepare specialists who meet its growing requirements, to fully use all the capabilities of the human body and mind in education. This means methods of systematizing and categorizing educational material in the process of providing information, computerizing teaching, using educational television, etc.[101]

When using innovative technologies, the teacher is required to have the following knowledge:

· Possession of knowledge, skills and qualifications in ICT;

· Being aware of foreign experiences in NPT (new pedagogical technology):

· Skill in using didactic games and interactive methods in organizing the educational process;

· Mastering knowledge of advanced pedagogical technology;

· Having formed the technology for transforming knowledge into skills and qualifications;

· Being able to effectively use mobile games in the lesson process;

· Being able to connect the lesson to the Internet, if possible;

· Constantly working on oneself, following news in each field, etc.

The school introduces young people to school life and gives them skills to learn.

Children's intellectual activity, their talents, and interests develop and form during this period. This also proves that the profession of teachers is a responsible profession.

Lessons organized on the basis of each pedagogical technology should be in line with the needs of the student. Pedagogical technologies are the impetus for students to master school textbooks well, to what extent the teacher's knowledge, teaching potential, and arousing children's interest are important.

Written speech is the most important for us. Oral speech and written speech are closely related. Because where there is oral speech, there will definitely be written speech. Students must not only read what is written in books correctly, but also write what is said correctly. We can improve written speech literacy through dictations. The books we read are also written through written speech. Others should be able to read and understand what you write. All subjects need written speech. Because they are all written.

When using pedagogical technologies in education, the lesson should be fully covered. In organizing reading literacy lessons in the primary grades, it is necessary to cultivate students' interest in the native language through an innovative approach with pedagogical skills. It is necessary to link the subject of the native language to life. Then,

let the student focus on respecting our native language and learning it perfectly, and then teaching the secrets of our native language to the younger generation.

The age and interest of primary school students should be given special attention. They should teach topics in an easy and interesting way, depending on their age, interest, and mental activity. Topics explained to students in connection with the environment and life will make them think quickly and broaden their worldview.

A number of principles can inform the following approaches to teaching young learners.

1. Build teaching around activities and physical movement.

Link language learning to physical activities by having children use and hear English for making things, drawing pictures, completing puzzles, labelling pictures, matching words and pictures, playing games, acting out movements in response to instructions and other activities that involve hands, eyes and ears. Teachers often make use of TPR activities (activities based on linking language with actions, drawing on the method known as total physical response). Many listening activities for young children use this principle, such as activities in which children listen and respond to commands (e.g. 'sit down', 'turn around', 'touch your nose'), listen and choose a picture, listen and draw a picture or listen and number a sequence of actions in a picture. Similarly, speaking activities with young learners may involve use of songs, dialogues, chants and fixed expressions that students can practise in different situations.

2. Build lessons around linked activities.

Since young learners have limited attention spans, it is important to include several short activities in a lesson and to move quickly from one activity to another.

Activities of five to ten minutes in length are most successful. A balance between the following kinds of activities is often useful:

 Quiet / noisy activities.

 Different skills: listening, talking, reading / writing.

 Individual work / pair work / group work / whole-class activities.

 Teacher–pupil / pupil–pupil activities.

3. Build lessons around tasks.

A task is a meaning-focused activity that requires learners to draw on and use their existing linguistic resources to complete a task, such as drawing a picture from oral instructions, or working in pairs or groups and sequencing a series of pictures to complete a story. The key features of classroom tasks for young language learners are:

- They have meaning and purpose for learners.
- They have clear language-learning goals.
- They involve the learner actively.

4. Provide scaffolding.

Scaffolding refers to how a child learns through collaboration with a more knowledgeable partner (a parent, a classmate, a teacher). When children work collaboratively on tasks (such as sequencing pictures in a story, completing a puzzle or

completing an information-gap task), more proficient learners can often provide the scaffolding less proficient learners need.

5. Involve students in creating resources that support their learning.

Learners can draw pictures of the characters they hear in a story or create puppets to help retell a story. They can colour pictures of items and characters from stories. They can find pictures in magazines, related to a theme or topic in a lesson, and bring them to class. In my Quebec primary classes mentioned earlier, we did not use a textbook. The children created their own coursebook, as the course developed, using the resources that formed the basis of the course. [102]

Students should be able to hear and understand the opinions of others and express their opinions to others.

"Brainstorming". This attack can be used at the beginning of reading lessons or anywhere. In this case, the problem is given to students through brainstorming and is revealed through their thoughts.

The "Brainstorming" method is widely used in solving problems on a given topic. Using the "Brainstorming" method, it becomes possible to find several solutions to the problem posed

In conclusion, it is worth saying that it is correct to choose specific interactive methods for each lesson. In order to achieve high performance in the teaching process, it is necessary to plan the sequence of the lesson in advance. It is advisable to choose a pedagogical technology for the lesson.

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[102] https://cyberleninka.ru/article/n/methods-of-teaching-english-to-young-learners