



## USING CASE STUDIES IN TEACHING ENGLISH

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One of the most important conditions today is the introduction of advanced pedagogical experience and achievements in education into practice. Currently, a huge knowledge base has been formed that a teacher can use in the course of his activities, and every day it becomes richer. But, nevertheless, the assimilation of this experience by teachers and future professionals occurs with some difficulty [1-4]. The position of a teacher is especially important in creating best practices and popularizing them among their colleagues. When introducing new advanced pedagogical experience into practice, a teacher should pay attention to its value, as well as how effective it is. The innovative orientation of the teacher's practical activity makes it possible to put into practice the achievements of theoretical pedagogical research. It is in order to popularize the results of such studies that it is necessary to present them to the general public. Such innovations can be brought to the attention of other representatives of pedagogy by providing quick consultations by industry professionals, conducting special seminars and trainings, speaking at conferences, as well as links to a series of lectures for future teachers [5].

Here the question arises: "who is the bearer and propagandist of advanced pedagogical ideas and technologies to the general public?". When studying and popularizing the experience of an individual teacher or educational institution, the teaching staff of higher educational institutions, mature teachers who carry out activities in educational institutions, become important in this process. The reason for this can be explained as follows:

- the author of the innovation cannot give the necessary and accurate assessment of the prospects of a particular pedagogical idea or innovation;
- progressive educators do not always think about popularizing their ideas. The reason for the novelty requires additional time, the work of a teacher;
- the idea is not always scientifically and methodically justified by its creator;
- authors face obstacles related to the individual characteristics of themselves and their colleagues when they present their innovations and ways to put them into practice;
- not only the promotion and popularization of pedagogical innovations, but also making adjustments to the competence of teachers based on them, the task of enriching the professional knowledge and skills of future teachers is assigned to the creative group;
- members of the creative team are also responsible for the systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, and enriching the work experience of higher educational institutions.

The author of the innovative idea does not participate in the management of activities focused on practical application. This approach creates the basis for expanding the capabilities of an innovative teacher and orienting him to a specific goal. Thus, the forces of the founder and popularizer of innovative pedagogy are concentrated at one point and directed towards a specific goal. Pedagogical innovations have their own specific



dimensions. Pedagogical innovations are calculated based on the following indicators that shape the creative activity of a future teacher: how new are innovative methods; how optimal they are; how effective they are; the possibility of using them in a mass experiment and the like. The main dimension of innovative methods lies in their novelty, equality of research results and advanced pedagogical experience. For this reason, it is important for teachers seeking to engage in the innovation process to understand what the true nature of innovation is.

Although the experiment being conducted is new for one teacher, this method may not be new for another. Moreover, the degree of novelty of the same method for future teachers may be different. Taking this into account, both future teachers and teachers working in the education system will have to approach innovative creative activities based on their own needs.

Innovative methods that contribute to the development of creative functions of future teachers, according to the degree of their novelty, manifest themselves in several forms: absolute level; local-absolute level; conditional level; subjective level. The mass application of innovative pedagogical innovations in practice is interpreted as a criterion for their assessment. This is largely due to the technical provision of the educational process and the specifics of the teacher's activity.

The creative application of pedagogical innovations in the mass pedagogical experience is manifested at the initial stage of the work of individual teachers. These innovations will be available for mass application after their experimentation and objective evaluation. It will be advisable to develop the creative functions of future teachers using innovative methods that have gained wide popularity and have allowed them to achieve positive results.

Diagnostic methods aimed at studying the innovative activity of a teacher are also diverse. The use of diagnostic methods demonstrates the strengths of the teacher's work. Therefore, it is a requirement of time to equip future teachers with modern diagnostic methods. Taking into account the professional needs and desires of future teachers, it is necessary to carry out full-fledged purposeful activities aimed at forming their professional and pedagogical ethics and its continuous development.

When studying pedagogical innovations based on diagnostics, one should not forget about the need to take into account that in the experience of each teacher, along with positive, developing circumstances, there are also negative manifestations. In order for a young teacher to work effectively in an educational institution, it is necessary to clearly indicate on the basis of diagnosis the positive and negative sides present in his work experience. Innovative

it is necessary to clearly convey to the consciousness of future teachers that diagnostic methods used to study processes consist of:

- systematic study of pedagogical needs, interests, areas of special importance for future teachers in order to identify difficulties arising in the activities of teachers and the possibilities of overcoming them;



- search for and implementation into the practice of higher pedagogical education of ideas, concepts and advanced pedagogical experience that serve to meet their interests and needs;

-identification of the specifics and diversity of manifestations of pedagogical innovations among future teachers in the process of their development and application, the widespread use of such types of work as demonstration, illustration, conducting open lessons, working on new resources, organizing lectures, participating in experimental work. It is also advisable to carry out practical work aimed at studying pedagogical innovations based on diagnostics in several stages. Conducting questionnaires of future teachers at the initial stage, examination of the answers received to the questionnaire questions, organization of individual conversations and confirmation of information in the answers received to the questionnaire questions, analysis of the data obtained based on diagnostic results. At this stage, based on the results of the first stage, measures are planned aimed at improving the professional and pedagogical qualifications of the future teacher, as well as ways to implement them. At this stage, the work being performed is completed and a re-diagnosis is carried out. In this process, the future teacher focuses on obtaining intermediate and final results. The changes that have occurred in the activities of students in the group are deeply analyzed. As a result, the diagnosis of professional skills, abilities and skills acquired by future teachers, as well as equipping them with diagnostic methods and restructuring the process of vocational pedagogical education based on innovative ideas will effectively develop the creative activities of students. As a result, it becomes possible to encourage future teachers to be creative and take initiative.

The creative pedagogical activity of a teacher is a process of positive solution of tasks subordinated to the formation of human consciousness, behavior, and most importantly - the creation of a generation of harmonious people. In addition, the developed learning goal is easily implemented, and the expected result is achieved faster. That is;

- it is necessary to clearly define the teacher's place and tasks in the system of innovative educational technologies;

- the teacher must move to a new professional position-"teacher - technologist",- "teacher-technologist";

- a "teacher-technologist " must have special knowledge, skills, and abilities;

- it is necessary that specific measures be implemented to increase the authority, potential, moral and material interest of the "teacher-technologist " among the teaching staff.

In the development of the quality of education, effective results are certainly provided by the use of innovative technologies by teachers in the learning process in the classroom.