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IMPORTANT FEATURES AND IMPORTANCE OF INTERACTIVE METHODS IN FOREIGN LANGUAGE TEACHING

Annotation

In this article, the researcher reflects on the results of research on the importance, practice and effectiveness of new pedagogical methods in teaching foreign languages, in particular interactive and integrated methods. The form and essence of most of the methods used as examples are analyzed in depth.

Key Words: Interactive methods, communicative approach, traditional lesson, modern technologies, IELTS, CEFR, simulation, technique, method, skill, conversation, motivation, modern educational process, interactive methods, innovation, experience.

ВАЖНЫЕ ОСОБЕННОСТИ И ЗНАЧЕНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация

В данной статье исследователь размышляет о результатах исследований важности, практики и эффективности новых педагогических методов в обучении иностранным языкам, в частности интерактивных и интегрированных методов. Глубоко анализируются форма и суть большинства методов, используемых в качестве примеров.

Ключевые слова: Интерактивные методы, коммуникативный подход, традиционный урок, современные технологии, IELTS, CEFR, моделирование, методика, метод, навык, беседа, мотивация, современный образовательный процесс, интерактивные методы, инновации, опыт.

CHET TILLARINI O'QITISHDA INTERFAOL METODLARNING MUHIM XUSUSIYATLARI VA AHAMIYATI

Annotatsiya

Ushbu maqolada tadqiqotchi chet tillarini o'qitishda yangi pedagogik metodlar xususan interaktiv hamda integratsiyalashgan metodlarning ahamiyati, amaliyoti va samaradorligi haqida tadqiqot natijalari mulohaza qiladi. Namuna sifatidagi aksariyat metodlar shakli va mohiyati chuqur tahlil qilinadi.

Kalit so'zlar: Interfaol metodlar, kommunikativ yondashuv , an'anaviy dars, zamonaviy texnologiyalar, IELTS, CEFR, simulyatsiya, texnika, usul, malaka, so'zlashuv, motivatsiya, zamonaviy ta'lim jarayoni, interaktiv metodlar, innovatsiya, tajriba.

Introduction. Currently, the need for teaching and learning foreign languages is increasing day by day. In recent years, the measures taken in our country in the field of education have opened wide opportunities for learning foreign languages and their practical application. Accordingly, in colleges, lyceums, universities and schools, along with Russian, languages such as English, German, French have been taught, and methods of assessing skills and qualifications that meet European requirements have been developed. Today, special attention is paid to the development of science in the world. In this regard, special importance is attached to the study of foreign languages in our country. Therefore, the President of the Republic of Uzbekistan Shavkat Mirziyoyev will establish the Presidential Prize for schools that have achieved high indicators in foreign languages. Indeed, our state has allocated and continues to allocate significant funds to create school curricula and textbooks that meet the standards of countries recognized by the world through the development of a foreign language. It is our high duty, as educators, to conscientiously educate our youth from these opportunities. When English lessons are organized based on interactive methods, modern students think independently and freely, and education is carried out in student-teacher and student-student cooperation. Interactive is the most active educational method, which provides students with a quick and effective impact on them, independent thinking, self-improvement, critical thinking, and the formation of knowledge, skills and competencies such as creativity.

Analysis of literature on the topic. Language learning is one of the most important areas in human society. Language, which is a means of communication, can be practically mastered in a natural environment (in the family, among the public) or in an organized manner (in the lesson). Knowledge of language phenomena is studied theoretically. In our time of rapid development of international relations, linguistic knowledge, especially multilingualism (polyglossia), is gaining great importance. 0 Pupils and students studying in the Republic of Uzbekistan usually learn three languages. Most of our intelligent young people are fluent in three languages 1. These languages are called special names in educational theory: native language, second language and foreign language. Interactive lessons are carried out on the basis of mutual communication between students. As is known, research conducted on the methodology of teaching a foreign language has proven that interactive methods are more effective than traditional methods. It is gratifying that today, children who can speak English fluently are being found in the first grade of school, which is evidence of the great work of English language specialists in the system. In particular, the number of students achieving international degrees in a foreign language is increasing day by day. We are also pleased that, in addition to our universities, there are more than seven students for every student in the world's top 1,000 universities. Modern educational management considers one of its tasks to increase the efficiency of educational work at each unit of time, that is, to optimally intensify labor. Its main components include: increasing the relevance of teaching, strengthening its motivation, information capacity of educational content, the use of modern teaching methods, activating teaching methods, increasing the pace of educational activity, developing reflective labor skills, using computers and other modern information technology teaching tools. According to Y.K. Babinsky, any purposeful functional self-regulating pedagogical system strives for the most optimal results of the educational process based on 2 criteria: achieving the maximum possible level of each student's academic activity, upbringing and development in a certain period, and the absence of facts of systematic exceeding of time standards by students and teachers.

Research methodology. During the research, systematicity, theoretical-deductive inference, analysis and synthesis, historical and logical, comparative-comparative analysis were used. In English lessons, learning situations are created that help students acquire knowledge, skills and competencies in various types of speech activity. To form and improve language competence, we use various methods and techniques of interactive education.

The game "Analysis of situations from practice" is used to study the topic "Modal verbs". Students participate in group discussions and find solutions together. Discussion of real-life situations arouses great interest and a desire to share their thoughts. The tasks can be very diverse: "Your friend is sick, advise how he can get better faster", "Develop a new school regulation. Discuss what can and cannot be done at school", "Give your friend recommendations on healthy eating". The group game "Election campaign" is used to teach the use of passive constructions of the future tense. Students in groups prepare for the election campaign by deciding what they can promise voters in order to get the most votes in the election. You can use the Alibi role-playing game to practice the skills of using interrogative, negative and affirmative forms of the past tense in groups. I give the students the following situation: "Yesterday at 8 o'clock your neighbors' apartment was robbed." The group plays the role of "detectives" and prepares questions for interrogation. Two students - "suspects" - leave the classroom and come up with an alibi for themselves. The detectives "interrogate the suspects", and they, in turn, prove their innocence. Solving a non-standard problem attracts students. To strengthen the skills of converting direct speech into indirect speech, it is advisable to hold a mini-competition "best gossip". Students listen to a short dialogue and work together in groups to change it, competing to become the best gossip of the group.

The "Media ABC" technique allows students to expand their active vocabulary on the topic of the lesson. Media ABC is a comprehensive set of basic concepts and issues on a specific topic, organized alphabetically and presented in multimedia format. Groups of 3-4 people prepare their own multimedia presentations, work with various dictionaries, and master research skills. Explaining the choice of a particular word, students learn to think logically, defend their point of view, and argue. To form and improve speech competence, we use the following methods and techniques of interactive education: a lesson-simulation on the topic of "ecological problems" takes the form of a meeting of members of the "Friends of Nature" organization and consists of three stages. At stage I, each student receives a card with his role and keywords, as well as an article that will help solve the problem. Students read their texts and determine the sequence of speeches. Stage II of the lesson - simulation: the chairman opens the meeting, announces the agenda and gives the floor to each participant. Each student talks about his environmental problem and suggests ways to solve it, trying to be convincing and prove that their problem poses the greatest threat to the Planet. Stage III - conclusion, reflection. The lesson helps to understand everyone's responsibility for the future of their planet, as well as to demonstrate oratory skills.

"Openwork saw" reception on the topic "Is it easy to be young?". The class is divided into two groups to work with the text "Smoking" and the text "Alcohol". Each of the texts is divided into 3 logical and semantic blocks: "Causes", "Consequences", "Help". Each student in the group becomes an "expert" on their own problem. The "experts" from the two groups then meet, exchange information, and then teach the rest of the team what they have learned. Each group reports back in their own text.

At the final stage of the discussion, I invite students to participate in a role-playing game "Say no to smoking!". The game involves everyone in the work, helps to develop adequate forms of behavior and find their own arguments against smoking. After observing the auditory perception and understanding of speech, it is appropriate to conduct role-playing discussions when the text gives an emotional impetus to the search for a further solution to the problem being discussed. Role-playing discussions simulate real situations of communication, where each person acts in accordance with a specific role. So, the role-playing discussion "Let's talk about love" takes place after the control of understanding of the text "Love: myth or reality" listened to. I distribute roles among students, characterizing their characteristics (leader, romantic, skeptic, doubter, lovers), allocate time for preparation, and students express their opinions in accordance with their roles. Such discussions require improvisation and develops spontaneous, unprepared speech. "Roundtable discussion" method. After checking the understanding of the listened text with the help of open-ended questions, which are ideal for starting a discussion, I will conduct a discussion on the topic "School of the Future: What is it?". This form of group communication forms a culture of communication, tolerance for the opinions of others, allows you to coordinate your point of view and teaches constructive communication.

The talk show "Television: Pros and Cons" I conduct in the form of a project defense. Students are divided into two groups, choose a leader. Each team prepares multimedia presentations to defend its position, as well as arguments and counterarguments. The host shows the rules of the talk show, gives each team the opportunity to justify its point of view. During the game, the "audience" calls the studio and asks members of both teams their questions. The game is interrupted by the release of commercials and "therethere news". At the end, the results of the voting of TV viewers on the topic of the "talk show" are summarized will be done.

Analysis and results. This form of teaching makes the learning process personally meaningful for schoolchildren and allows them to reveal their creative potential. The technique "Working with proverbs, sayings and quotes" increases the activity and motivation of students in the lesson, and the variety allows them to successfully include them in the learning process at different stages of the lesson, stimulate communication. A proverb and quote can become an exposition for a lesson, a semantic aid for further discussion in groups, a topic for an article in a newspaper. Work practice includes individual and group creative types of written work. When completing individual assignments, students can realize their desire to describe their personal experience, try themselves as translators and poets, journalists. Group types of work form the ability of students to argue their point of view in written polemics, to observe the culture of written speech.

In primary school lessons, it is advisable to use an interactive teaching method - the game method. For primary school students, the game is a leading activity. Children are interested in games, competitions, role-playing games. Students willingly copy speech samples, imitate the intonation pronounced by the teacher, and like to participate in choral work. Children enjoy singing English and American songs. Children participate in dramatization, which creates favorable conditions for the formation of the ability to communicate in English. The teacher's task is to make each lesson interesting, exciting and develop its cognitive interest, encourage students to actively participate in the learning process. An important place in the work is occupied by project activities. The project method is one of the modern active methods that allow developing students' communicative competence in English lessons. Project work is always popular among students of all ages. In practice, it is necessary to deal with mixed projects, in which there are signs of research and creative projects at the same time.

At the heart of the project is a problem. To solve it, students need not only to know the language, but also to have a large amount of various subject knowledge that is necessary and sufficient to solve this problem. In addition, students must have certain intellectual, creative and communicative abilities. The formation of many of these skills is the task of teaching various types of speech activity. Thus, working on projects, the teacher forms, improves and develops listening, writing, reading and speaking. In the process of working on the project, the guys acquire international, intercultural communication skills.

Conclusions. The use of information technologies in teaching English opens up new opportunities. Multimedia tools are easy to use, they play a significant role in enhancing the lesson and increasing the emotional impact on students. Analyzing the

above practical experience in using interactive forms of teaching in foreign languages, the use of information and computer technologies and project methodology enriches not only the student, but also the teacher, stimulates research, initiative, and keeps him up to date. The interactive method of teaching forms an interest in the English language among schoolchildren, contributes to more effective mastering of educational material by students, contributes to the development of socio-cultural education, enriches communication experience, and ensures adequate behavior in intercultural interactions.

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