

The Importance Of Interactive Methods In Teaching

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Abstract: *this article deals with interactive methods during the teaching process. Using interactive methods supply the class to be more effective and prolific. On the top of that teachers should implement them in accordance with the level of students, as well as part of the lesson. In this research, basic ways are explained concerning the interactive methods, and their efficiency. Some types of methods are given below.*

Key words: computer technologies, activities, methods, techniques, tasks.

I. INTRODUCTION

At the present stage of the development of modern methodical thought, the basic structural unit of the educational process in a foreign language is that the lesson is seen as a complex act of communication, the main purpose and content of which is practice in solving problems of interaction between subjects of the pedagogical process, and the main way to achieve the goal and master the content serve motivated communicative tasks of varying degrees of complexity. Scientists believe that the integration of technologies in learning a foreign language is inevitable, therefore, considerable attention is paid to the introduction of innovative technologies in the educational process. The problems of pedagogical innovation constantly attract the attention of modern researchers, who have identified and substantiated the main methodological as well as theoretical principles of innovative educational activities [1].

It is not always possible to coordinate speech exchange in a lesson using conventional approaches and modes of work, as the experience of teaching a foreign language and the experience of multiple practice teachers demonstrate. Today's fundamental methodological developments are linked to the use of interactive approaches and training receptions in a foreign language. Interactive approaches are those that enable students to learn how to communicate with one another, as well as interactive learning, which is based on all students, including the instructor, interacting with one another. Innovative approaches also deal with this process, with the aim of evaluating a teacher's and learners' activities using new forms and methods of teaching, including new technological means of teaching. As we all know, there are three types of methodological approaches to teaching foreign languages. There are three types of methods: passive, responsive, and interactive. If we start with passive methods, it's important to remember that in passive methods, the instructor is at the core of the learning process. He or she takes an active part, but the students are passive. Questions, person and control work, and assessments can all be used to maintain control. When used by an experienced instructor, it can be beneficial. Second, learners are also interested in Active processes. In the interaction phase, their roles and activities are equivalent. Learners have the opportunity to ask questions and share their thoughts with the instructor. The last, but now most significant, interactive process or technique is a modernized version of active methods. During the class, the majority of teachers typically understand or mean cooperative action. However, attention should be paid to inner behavior as well. Learners should be motivated from inside, resulting in active work or active involvement in class. The teacher's job in the interactive method is to direct students' activities toward the lesson's goal, which includes interactive exercises and tasks [2]. The following are some examples of interactive methods: I'm doing some brainstorming. It's a method for coming up with new ideas on a given subject. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead, he encourages the students to provide as many possible solutions to the dilemma as he (or she) can. Lack of feedback creates favorable conditions for students to openly share their thoughts, which, of course, motivates them. All of the articulated utterances are written down and then reviewed at the conclusion of the brainstorming activity.

II. DISCUSSION

This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion. The forms of organizing group work are the following: a) a theme is selected (chosen); b) learners must have learnt the chosen problem; c) groups are formed; d) teacher gives instruction and announces the time; e) controls the activity of learners and if it is needed, helps and stimulated them. f) at the end of the discussion one representative of each group makes presentation.

Computer technologies develop the ideas of programmed learning, open up completely new, yet unexplored technological learning options associated with the unique capabilities of modern computers and telecommunications. Computer (new information) technology training-a process of preparation and transmission of information to the student, the means of which is a

computer. Computer learning tools are called interactive, they have the ability to "respond" to the actions of the student and the teacher, "enter" into a dialogue with them, which is the main feature of the method of computer learning[4].

III. METHODS AND RESULTS

Brainstorming. It is technique for generating new ideas on a topic. These ways stimulate activity of the learners in solving issues and specific their ideas frequently. numerous variants of finding the problem are sometimes given here. In group action amount of utterances is important however not the quality. Teacher ought to hear all utterances and not criticize them. rather than this he inspire the learners to offer as several variants of finding the matter as he (or she) can. Lacks of criticism produce favorable conditions for the learners to precise the ideas freely and these of course encourage them. At the tip of group action activity all the expressed utterances are written and so analyzed. Discussion. this kind of interactive method needs to review teaching material on the theme before beginning discussion. once having learnt the lexico-grammatical material on the theme the learners could begin discussion. This technique helps the learners systematically and logically specific their ideas by presenting grounds for his or her utterances. Here the learners add tiny teams and this improves their activity as a result of every member of the cluster could specific his/her ideas and takes half within.

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- a) a theme is selected (chosen);
- b) learners must have learnt the chosen problem;
- c) groups are formed;
- d) teacher gives instruction and announces the time;
- e) controls the activity of learners and if it is needed, helps and stimulated them. f) at the end of the discussion one representative of each group makes presentation. Cluster.

The subsequent progressive technique is cluster. It is one of extensively used techniques in coaching overseas languages now. It may be utilized in all degrees of coaching English to each younger and elderly freshmen. In offering new phrases an instructor writes a new phrase at the blackboard. And then freshmen inform the phrases that may be used collectively with the given phrase.

IV. CONCLUSION

Taking everything into consideration, all interactive methods and techniques help students develop communicative skills, establish emotional connections between them, teach them to work in a team, listen to their peers' opinions, and establish more close contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension among students, makes it possible to change the forms of activity, to switch attention to the core issues of the topic of employment [5]. Finally, as the quality of the material supply and the effectiveness of its assimilation improves, so does the motivation of schoolchildren to learn a foreign language.

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