

TEACHING ENGLISH BY USING INTERACTIVE METHODS

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Abstract: *This article is about interactive learning - a modern way of learning, which consists in the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students. It is important that interactive teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone. The article also examined the involvement of students in interactive activities in English classes. Incredible results can be obtained by interactively learning foreign languages.*

Keywords: *Interactive learning, interactive activities, standard lessons, interactive lessons, discussion, exchange information, learning models, active interaction, individual contribution, mutual support, think critically, solve problems.*

Interactive learning technologies - this is such an organization of the learning process in which it is impossible for the student not to participate in a collective, mutually supportive, based on the interaction of all its participants in the process of teaching knowledge. Interactive methods of teaching English help students not only exchange information, but also gain practical communication skills in the language they are studying, learn to formulate their thoughts, quickly

respond and respond to replicas of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who can quickly tell the right word, correct a mistake. Interactive methods of teaching English significantly accelerate the process of learning a foreign language. In pedagogy there are several learning models: 1) passive - the student acts as the "object" of learning (listens and looks) 2) active - the student acts as the "subject" of training (independent work, creative tasks) 3) interactive - inter (mutual), act (act). The learning process is carried out in conditions of constant, active interaction of all students. The student and teacher are equal subjects of instruction. The use of an interactive learning model provides for the modeling of life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. This teaches a humane, democratic approach to the model. Interactive learning is associated with many benefits for students. Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction . Interactive classrooms also perform better on measures of student learning. One meta-analysis found that in STEM classrooms with "active learning," broadly defined, student exam scores improved by about six percent . In addition to greater retention, interactive classrooms perform better on higher-order learning measures of Bloom's Taxonomy, like analysis, synthesis, and evaluation . Furthermore, interactive learning is associated with improved learning for typically at-risk students, like minorities and first-generation college students, making it an important part of inclusive teaching . Students may initially resist interactive learning methods. Lack of experience with interactive learning, the greater effort that is required of students in interactive learning, and the impression that the instructor is abdicating the "teacher" role can factor into students' resistance. Therefore, it is important for instructors to explain the reasons for interactive learning in general (such as the learning benefits above).

Instructors should also explain the specific reasons for each particular interactive learning exercise, provided they have carefully selected methods that are appropriate to learning goals and students' abilities. In the learning process, one can distinguish at least the substantive (what to teach), procedural (how to teach), motivational (how to activate the activities of students) and organizational (how to structure the activities of the teacher and students) parties. Each of these sides has a number of concepts. So, the first side corresponds to the concept of meaningful generalization, generalization of educational material, integration of educational subjects, enlargement of didactic units, etc. The procedural side is the concept of programmed, problematic, interactive learning, etc. Motivational - the concept of motivational support for the educational process, the formation of cognitive interests, etc. Organizational - the ideas of humanistic pedagogy, the concept of pedagogy of cooperation, "immersion" in the subject (M.P. Shchetinin), concentrated training, etc. All these concepts are in turn provided by technology. For example, the concepts of problem-based learning correspond to such technologies: problem-based interactive learning; problematic; problem-algorithmic; contextual; problem model; modular problem; computer-based training. The concept and technology of interactive learning are based on the phenomenon of interaction (from English interaction - interaction, impact on each other). In the learning process, there is interpersonal cognitive communication and interaction of all its subjects. The development of the individuality of each student and the education of his personality occurs in situations of communication and interaction of people with each other. Adequate, from the point of view of supporters of this concept, and the most frequently used model of such situations is the educational game. M.V. Klarin, Y.S. Tyunnikov studied the educational possibilities of the game used in the learning process: games provide the teacher with opportunities related to the reproduction of learning outcomes (knowledge, skills and abilities), their application, development and training, taking into account individual differences, involving students with different levels in the game training. At the same time, games carry the potential for significant

emotional and personal impact, the formation of communicative skills, and value relationships. Therefore, the use of educational games contributes to the development of individual and personal qualities of the student. By the technology of interactive learning, we understand the system of ways of organizing the interaction of the teacher and students in the form of educational games, guaranteeing pedagogically effective cognitive communication, as a result of which conditions are created for students to experience success in learning activities and to enrich their motivational, intellectual, emotional and other areas. The basis of modern innovative technologies is personality-oriented training. In the practice of teaching a foreign language, I use a number of personality-oriented technologies. Interactive learning technology is one of them. The technology of learning in interaction is based on the use of various methodological strategies and techniques for modeling situations of real communication and the organization of interaction of students in a group (in pairs, in small groups) in order to jointly solve communicative problems. Of course, for me such forms of instruction in interaction are not new, as dialogic - steam room; polylogical - group game. These are the so-called traditional forms of learning. The main idea of training in cooperation is to study together, and not just to do something together. This makes the process of studying the subject interesting, forms and develops students' motivated interest in the subject. The methods used for interactive learning are aimed at enhancing the role of student activity. At present, there is a contradiction between the need of society for a socially active, creative, independent personality and the real state of the educational process in a domestic school. Therefore, the use of an interactive teaching method in school is very relevant today. Although the opinions of teachers on interactive lessons differ: some see the progress of pedagogical thought in them, the right step towards democratizing the school, while others, on the contrary, consider such lessons a dangerous violation of pedagogical principles, forced retreat of teachers under the pressure of lazy students who do not want and do not know how to seriously work. However, I concluded that the use of interactive forms of the lesson enriches not

only the student, but also the teacher, expands his methodological tools, stimulates search, initiative, and makes him keep up to date. The purpose of using the interactive teaching method is to form a motivated interest in the English language, to create conditions for the development of students' speech competence in various types of speech activity, which leads to mutual understanding, interaction, and joint solution of common issues. The task is to make each lesson interesting, exciting and to ensure that it develops cognitive interest, encourages students to actively participate in the educational process. So we conclude that the interactive lesson is an impromptu training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent and diligent. They don't have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find themselves involved in the cognitive process, have the ability to understand and reflect on what they know and think. Teacher's place in interactive lessons often comes down to directing students to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments, during which the student learns the material).

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