



THE USE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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**Annotation.** The article argues the importance of introducing interactive teaching methods into the educational process. The author emphasizes that it is not enough for a new generation teacher to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which are associated with the use of interactive teaching methods. The author considers a number of interactive methods, the introduction of which will contribute to the achievement of the set goal – increasing the efficiency of the educational process, achieving high performance by all students.

**Key words:** interactive methods, problem-based learning, discussion, training, brainstorming.

At the present stage of development of society, knowledge of the English language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself testifies to this: television programs are conducted in English, scientific literature is published in English, modern songs are heard and foreign films are shown in English, in addition, instructions for various household appliances are written in English, etc. In most cases, if there is a translation, it is not always correct and therefore learning English is very important. But to make the process of learning a language more effective, you need to use interactive teaching methods.

The introduction of interactive forms of education is one of the most important methods for improving the preparation of students in modern universities. For a teacher of the new age, it is not enough to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of learners with their experience and the experience of their friends.

The purpose of interactive learning is to increase the effectiveness of the educational process, in which all students achieve high learning outcomes.

Let's consider this problem on the example of teaching students a foreign language, in particular, English.

Interactive learning involves immersion of students in the real environment to solve problems in order to develop the necessary qualities of a future specialist. All participants in the educational process interact with each other, exchange information, jointly solve problems and model the situation.

The use of interactive forms of learning has a number of advantages, namely:

- involvement of students in the learning process no longer as passive listeners, but as active participants;
- increasing the motivation of students to study the subject;
- development of modern technical teaching aids;
- formation and development of skills of independent work on information search and productive use of acquired knowledge in practice.

It should be noted that the educational process, which is based on the use of interactive technologies, aims to involve all students in the learning process, regardless of their level of language training. Collaboration means that all participants exchange information and ideas. At such a lesson, an atmosphere of free communication is created, which is characterized by cooperation between the participants in the educational process, equality of arguments, the accumulation of common knowledge, fair assessment and mutual control.

There are a number of interactive teaching methods, the introduction of which will help achieve this goal - to increase the effectiveness of the educational process and achieve results for all students.

### 1. Discussion in groups

Discussion in groups is usually held on a specific topic and is aimed at finding the right solution and achieving a better mutual understanding. Group discussions contribute to a better assimilation of the studied material.

At the first stage of the group discussion, students are given a task for a certain time, during which they must prepare a reasonable, detailed answer. The teacher can set specific rules for conducting group discussions:

- introduction of an algorithm for identifying a unanimous opinion;
- appointment of a leader to lead the group discussion.

At the second stage, such discussions with the teacher lead to group decisions. A kind of group discussion is the "Round Table", the purpose of which is to exchange information about the problems and their own understanding of this issue in order to get acquainted with the experience and achievements in this area.

### 2. Training

Training is a form of interactive learning, the purpose of which is to develop interpersonal communication skills and professional behavior in communication. The advantage of the training is that all participants are actively involved in the learning process.

Training requirements:

- the optimal number of participants is 15-20 people, according to the number of participants in the audience, which contributes to the active cooperation of its members;
- familiarization of participants with the objectives of this session at the beginning of the training;
- Conducting at the first lesson the training-exercise "acquaintance" and acceptance of the "agreement", that is, the rules of the group's work;
- creating a friendly atmosphere of trust and maintaining it throughout the training;
- inclusion of all participants in active work during the training;
- respect for the feelings and opinions of each participant;
- technical support of the educational process;
- effective combination of theory and interactive exercises;
- Mandatory summarizing the results of training after the completion of the training.

The teacher conducting the training must have psychological and pedagogical knowledge and be able to skillfully use it in the learning process, know the methods of obtaining information, collect and present it to the participants, influence their behavior and their attitudes.

### 3. Debates

During the debate, participants should discuss problems publicly or freely exchange knowledge, opinions, ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-clash of different points of view and positions.

Debate is student-centered learning. It is characterized by active interaction of students with each other and intensive, personality-oriented learning by the teacher. One of the advantages of this method is that it shows how well the group understands a given problem.

Any debate, as a rule, takes place in three stages:

1. Statement of the problem;
2. Solving this problem;
3. Summing up.

The first stage is the adaptation of the participants to each other, through which it is possible to formulate the problem, the objectives and the rules of the debate. The second stage involves the performance of the participants, their answers to questions, collecting as many ideas and suggestions as possible, suppressing by the teacher the personal ambitions of the participants in the debate and deviations from the discussion of topics. And the third stage is the analysis of the results of the debate, the coordination of opinions and views, the joint formulation of decisions and their adoption. During the debate, students can either complement each other or oppose each other.

The advantage of the debate is that the debate over a short period of time allows the teacher to model real problems, develop students the ability to listen and share their thoughts with other participants, interact and analyze the real situation, separate the important from the unimportant.

Thus, the debate provides an opportunity to understand and evaluate the diversity of existing views on any problem, to conduct a comprehensive analysis of each of them, having heard the individual opinion of each participant in the discussion on this topic. This form of work with students is very important and productive, because in the course of the debate they acquire the communication skills they need for their further professional development.

#### 4. The method of "Brainstorming"

This is a fairly popular method of solving problems by stimulating creative activity. According to this technique, the teacher invites a group of students to give as many answers to the question as possible. Brainstorming takes place in three stages.

The first step is to pose a problem to the group. Participants one by one make suggestions in a precise and concise manner, the teacher writes their ideas on the blackboard or poster without any commentary.

The second stage is the discussion of these ideas and the exchange of points of view. At this stage, the group needs to find a way to use or improve their ideas.

At the third stage, the group presents a presentation of the results of the work.

For Brainstorming, you should divide the participants into several groups:

- *generators* of ideas that formulate various proposals for solving the problem;
- *critics* who try to find the negative in the proposed ideas;
- *analysts* linking developed proposals with real conditions, taking into account critical comments, etc.

#### 5. Problem based learning

In the context of problem-based learning, not only the problem of education or problematic task is important, but also the skillful presentation of questions by the teacher. Questions in the

process of organizing the activities of students will help teach them to reproduce the information received from memory and perform reproductive actions. As a result, this will stimulate the creative thinking of students, allowing them to discover and acquire new knowledge, skills and abilities.

Questions might be:

- What is the real idea? What is the point? Define... Describe... Tell... Explain... What's the difference? Give examples... Summarize... Classify.
- How can you decide differently? What are the reasons? Do you agree with this statement? Provide a counterargument? What are the disadvantages? What is your forecast?

Basic principles of work in an interactive lesson:

- all participants are the same regardless of age, social status, experience and place of work;
- each participant has the right to express his opinion on each issue;
- there is no place for direct criticism of the individual (only the idea itself can be criticized).

Thus, the considered methods are aimed at increasing the efficiency of mastering the material studied by students, and stimulating them to study and master new knowledge. These methods can be used not only with students in a foreign language (English) class, but also for studying other subjects in any educational institution with different levels of education.

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