



TEACHING FOREIGN LANGUAGES WITH INTERACTIVE METHODS

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ABSTRACT

As it is known, today there is an important shift from passive to active learning. Therefore, special attention is paid to strengthening the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes an active part in cognitive activity. Foreign language teachers must find ways to increase the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to reach these goals is using interactive technologies at classes. It helps to develop students' creativity, imagination, increase their cognitive interest in studying foreign languages and improve their communicative skills. The term "interactive learning technology" is usually connected with computer or multimedia learning, as it implies interactive dialogue with real partners and direct exchange of messages. But this notion is wider and means collective cognitive activity where all participants interact, exchange information, solve problems in atmosphere of real collaboration, estimate their own actions. [1]

Key words: *socially-oriented, Interactive teaching, Brainstorming, Buzz session, Exit slips.*

Annotation

The purpose of this study is to analyse the effectiveness of using interactive technologies in the process of teaching a foreign language at a higher educational institution. The principal result of our research is the analysis of the influence of using interactive techniques on acquiring communicative competence and personal development.

Аннотация

Целью данного исследования является анализ эффективности использования интерактивных технологий в процессе преподавания иностранного языка в вузе. Основным результатом нашего исследования является анализ влияния использования интерактивных методов на приобретение коммуникативной компетентности и личностного развития.

MAIN PART

Interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including non-situational (dialogue) and situational (game, simulation, analysis of situations, auction ideas, etc.); organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity[8]. The basis of interactive learning is a direct dialogue student – teacher, student – student, students – guest. It can be one lesson, a series of lessons or the whole course.[2]

Interactive methods provide the mechanisms to enable group members to explore, on a regular basis, the reasons they are doing their work and why it is important. They provide people with opportunities to consider and share the experiences, understandings, and commitments that brought them to the group. Being in touch with these fundamental elements is critically important if group members are to be invested in the group's work and motivated to make difficult decisions, resolve disagreements, and apply energy and focus to their work. Foreign language is the most important means of learning a "different" culture, a "different" picture of the world. The topical task of teaching foreign languages as a means of intercultural communication is that "languages must be studied together with the world and culture of peoples who speak them". Teaching foreign languages at the university with the use of interactive methods is aimed at solving several problems: communicative-cognitive, which teaches communication skills; concrete-cognitive, which considers a specific educational situation; socially-oriented, which shapes and develops adequate socialization of a person beyond the educational situation.

The undoubted advantage of interactive methodology of teaching a foreign language is its orientation to direct live communication. While teaching a foreign language, according to this method, we should refer to documents taken from everyday life (flyers, tourist brochures, restaurant menus, etc.) as often as possible. It's necessary to create situations that simulate everyday communication, while encouraging creativity of the trainees. Among the interactive methods of teaching we would like to highlight some of the most effective ones. Such methods of teaching are discussion, collective situation analysis (case- study method) and role playing. Thus, interactive methods are a useful and fruitful component in teaching a foreign language, due to their inherent advantages in developing communicative, cognitive, creative abilities of students, and also due to the possibility to form students' continual interest in the foreign language culture of the country under consideration.

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dealt with most effectively when the group itself, rather than the leader, articulates the problems. Interactive methods in the classroom help teachers to create a healthy, lively, and respectful environment for learning and to achieve the following objectives, expressed as teachers have told them to us:

- I want all my students to become engaged in the learning process and passionate about the subject matter.
- I want my classes to be fun and meaningful at the same time.
- I want my students to learn to work together. I want to form positive and respectful relationships with my students that will allow them to learn more effectively from me and also allow me to learn from them.

Teachers often feel that some of the students in their classrooms are “somewhere else.” These are the students who sit in the back of the room and do not participate in class activities. Some of these students may be preoccupied with personal issues, while others may feel so disconnected from the subject matter that they find it difficult to concentrate. Working together. Cooperation fuels human development. The ability to communicate effectively and the ability to work in collaboration with others are essential skills for success in almost any sphere of life. The Interactive Lesson Plan allows the teacher to facilitate relationship-building and surface group dynamics so that collaboration becomes a classroom norm[3]

Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. There are different ways to create an involvement like this. Most of the time it's through

- teacher-student interaction
- student-student interaction
- the use of audio, visuals, video
- hands-on demonstrations and exercises

You encourage your students to be active members of your class, thinking on their own, using their brains, resulting in long-term memory retention. Not only the students' knowledge will improve, but their interest, strength, knowledge, team spirit and freedom of expression will increase as well.

1. Think, pair and share

Set a problem or a question around a certain topic, and pair up your students. Give each pair of students enough time so they can reach a proper conclusion, and permit the kids to share their conclusion in their voice. This way your students will be engaged, communicating, and remember more of the class than ever before.

2. Brainstorming

Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other. You'll be surprised by all the great ideas they come up

with! Check out these 8 fun brainstorming apps you can use in your classroom, or use BookWidgets' Mindmap widget to structure thinking.

3. Buzz session

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. Everyone should learn from each other's input and experiences. As a teacher, you could give your students some keywords to spark the conversation.

4. Exit slips

These are best used at the end of the class session. You'll ask the students to write for one minute on a specific question. It might be generalized to "*what was the most important thing you learned today*". Then, you can decide if you are going to open up a conversation about it in your next class. You can ask them if they still remember what they wrote down. Need a digital exit slip template?

5. Misconception check

Discover students' misconceptions. See if students can identify what is the correct answer when given a false fact. It's useful when going over a previous lesson. It encourages students to think deeply and wager all the possibilities.

6. Circle the questions

Make a worksheet or a survey that has a list of questions (make them specific) about your topic, and ask students to circle (or check) the ones they don't know the answers to. Then, let them turn in the paper.

7. Ask the winner

Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised). Then, all other students have to talk to someone with a raised hand to better understand the question and how to solve it next time.

8. Pair-share-repeat

After a Think-pair-share experience, which I've written about in the first interactive learning lesson idea, you can also ask students to find a new partner and share the wisdom of the old partnership to this new partner.

9. Teacher and student

Let students brainstorm the main points of the last lesson. Then, pair up your students and assign them 2 roles. One of them is the teacher, and the other the student. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned and come up with 2 to 3 points that the teacher missed.

10. Wisdom from another

After an individual brainstorm or creative activity, pair students to share their results. Then, call for volunteers who found their partner's work to be interesting or exemplary. Students are often more willing to share the work of fellow students publicly than their work. Of course, you can always encourage sharing their objectives as well.

In the view of renowned educator Deborah Meier, "Greater, not less, intimacy between generations is at the heart of all the best school reform efforts around today and is the surest path to restoring public trust in public education." [4]. Research reveals that the quality of student-teacher relationships is associated with students' academic motivation and attitudes toward school and that youth who have positive relationships with teachers are more likely to achieve personal and professional success. Carl Rogers' description of the teacher as "a real person... entering into a relationship with the learner without presenting a front or a facade" reflects the teacher's role in the interactive setting. Through Warm-up Questions and Springboard Exercises, the Interactive Lesson Plan provides opportunities for teacher and students to build respect for each other's strengths and life challenges while learning together.

CONCLUSION

Innovative methods of teaching English language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, establish emotional contact with the students, provide with realization of educational task, that is: to train them to work in a team, to consider somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main questions of the lesson. To summarize the innovative methods of teaching give the foreign language teachers the possibility to master some new techniques of communicative methods of foreign language training. Risk taking and conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the innovative methods of training. Such knowledge will give some healthy perspective in evaluating the innovations of new approaches to methodology that will continue to emerge over time.

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