

USING INTERACTIVE LEARNING TECHNOLOGY IN ENGLISH LESSONS

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ABSTRACT

In today's rapidly developing era, we are making extensive use of interactive technologies for students to communicate with each other and learn. This article discusses one of the interactive technologies, the quest system. Advantages and disadvantages of using this technology are analyzed.

Key words: Interactive technologies, methodology, modern education, learning process, students.

INTRODUCTION

In modern education, there are many new teaching methods. The main function of the methods is the transfer and organization of the assimilation of knowledge by students. Teachers and methodologists are looking for various ways to make the learning process easier and more interesting for students [Genike 2013]. The understanding of the content of the lesson and the result of learning depend on the presentation of the material, so it is important to make the lessons exciting and creative [Gilyarova 2015: 26-27].

MAIN PART

Language implies communication, interaction between people. For the development of communication skills, it is important to include exercises containing the interaction and communication of students. Therefore, foreign language teachers focus on interactive teaching methods [Andaralo 2009]. Interactive methods are teaching methods built on the active interaction of students with the teacher, information and among themselves. One of the interactive methods is a quest. A quest (from the English "search") is an educational technology that is an adventure game and requires the participant to solve logical and creative tasks with progress through the scenario in order to achieve a result [Eryomina, Dzyuba 2021: 175-185].

It should be noted the relevance of the use of quests in the modern school. First, the quest involves finding solutions to problem situations. One of the tasks of the school is to teach the child to find ways to solve the problem. Secondly, this method contains elements of the game, the use of which is recommended by the Federal State Educational Standard. We managed to develop a quest for an English lesson in the 5th grade on the topic "At Home". This quest is suitable for a lesson in consolidating the studied material (a comprehensive repetition of knowledge). To create it, we needed a program for creating PowerPoint presentations. With the help of hyperlinks, it was possible to make interactive elements and transitions to other slides. This quest can be carried out both in the classroom using a projector and an interactive whiteboard, and at distance lessons using a screen demonstration. The quest contains a mystical story about getting into a house in which all the doors were closed. The use of history allows students to escape from the seriousness of the educational process, join the game and arouse interest in what is happening. The child feels more comfortable, as he feels the support of his accomplices and the teacher.

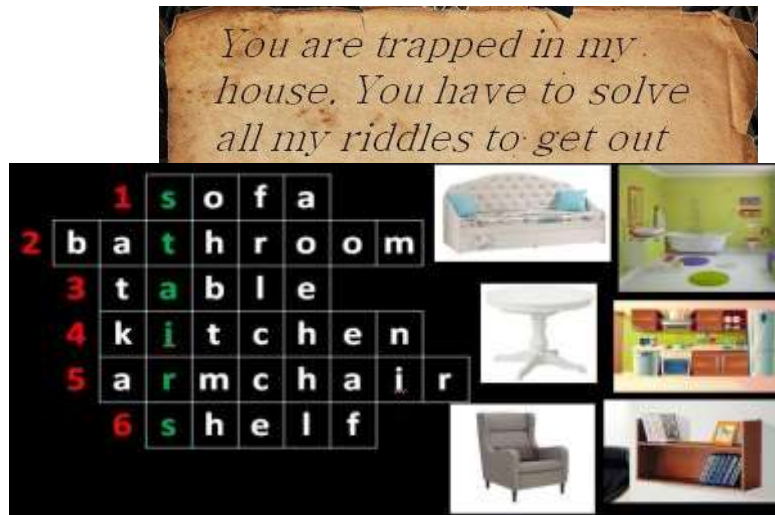
The participants are faced with a problem: to get out of the house, picking up the numbers to the combination lock. There is a need to solve problems, to overcome difficulties. These activities develop children's ability to find solutions to problems they may encounter in real life. The quest contains a set of tasks, providing for their gradual solution. Each completed task gives you the opportunity to move on to the next task. Pupils move around the rooms of the house and find various notes that contain tasks in English. Solving tasks requires specific

educational knowledge, in this case, knowledge of the vocabulary of the “At Home” section and general knowledge of the English language.

The quest consists of the following steps:

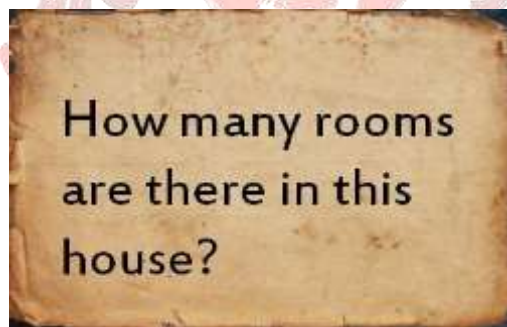
1. Note. A short message text that guides the participants in the game leads to further actions. This stage develops the skill of reading and translating a foreign text and helps to diagnose the level of lexical knowledge of students.

2. Crossword in pictures containing the names of pieces of furniture. The keyword of the crossword puzzle (stair - stairs) is a hint for further actions (you need to climb the stairs). The task allows you to check the knowledge of vocabulary on the topic “Furniture” (Furniture).



You are trapped in my house. You have to solve all my riddles to get out

3. Task for mindfulness: count the number of rooms in the house. The answer to this question is the number to the combination lock.



4. Rebus solution. The answer is a hint for further actions (go back).



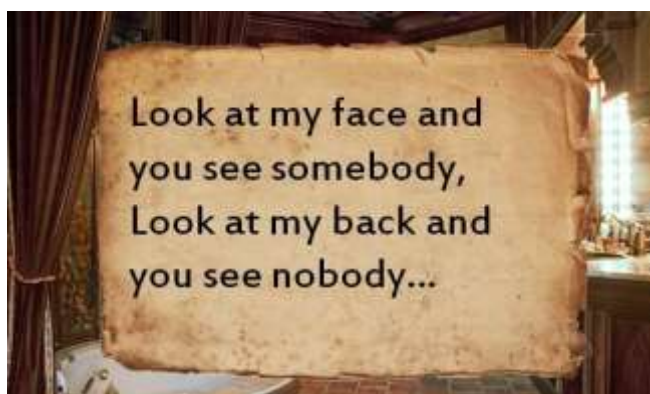
5. Task to collect the puzzle. Participants need to complete the puzzle to find out the code word for the closed box, which contains one more digit of the lock code. To implement this task, a picture printed on paper was used, which was cut into several parts. After the gathering, the participants saw the picture, called the code word (picture - picture) and received one more number for the lock and a hint for further actions (kitchen - kitchen).



6. Anagram, the solution of which suggests navigation (open the door - open the door).



7. A riddle, the answer to which contains a hint (mirror - a mirror). The last digit of the code lock was located on the mirror.





CONCLUSION

Thus, having completed the tasks and found 3 digits for the code lock, the participants managed to solve the problem and get out of the house. The quest is one of the modern interactive teaching methods that has many advantages: it allows students to interact (this is especially important in foreign language lessons), makes it possible to use existing knowledge to solve problem situations, maintains students' interest in the lesson, allows students to feel comfortable in the learning process and be active. Also, using this method, you can simulate problem situations and come to their solution in a playful way.

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