

## INTERACTIVE TEACHING METHODS IN ENGLISH LANGUAGE LESSONS

Mahkamova Makhmuda,

Teacher, Uzbek State World Languages University, Uzbekistan

### Abstract

The article deals with one of the ways to modernize education on a competence - based basis, namely, through the use of interactive forms of education in teaching. Interactive teaching methods provide solutions to educational problems in various aspects. Possession of interactive learning technology contributes to the development of students' qualities that meet the requirements prescribed in the state standards of the new generation.

**Keywords:** interactive teaching methods, dialog communication, teaching methods, innovative forms of learning.

The formation and development of certain personal qualities, so important for a modern person, are possible, in our opinion, in the process of implementing interactive learning. With regard to humanitarian subjects, the reorientation is primarily aimed at the dialogical interaction of the subjects of the process, united by the commonality of achieving the set goal; interaction is carried out in the interconnection and diversity of physical, social and cognitive activity through the rational use of modern information educational technologies. The priorities of interactive pedagogical interaction are procedural, activity, communication, dialogue, the possibility of self-expression, meaning-making, reflection, meeting the new requirements of systemically organized intellectual, communicative, reflective, self-organizing, moral principles that allow successfully organizing activities in a broad context.

Modern society and a new attitude to life make special demands on the education institutions. Today, the main purpose of training is not only the accumulation of a certain amount of knowledge, skills, and skills by a student, but also the preparation of a student as an independent subject of educational activity. At the heart of modern education is the activity of the student, directed by the teacher.

In other words, unlike active methods, interactive methods are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. The main components of

---

interactive methods are exercises and tasks performed by students. An important difference between them and the usual ones is that by performing them, students not only and not so much consolidate the already studied material, as they study a new one.

The subjects of the humanitarian profile, and in particular, the subject "Foreign language", as accurately as possible correspond to the designated priorities of interactive learning, because the very specificity of the subject is to teach foreign language communication in the process of communication and through communication. The interactive nature of learning implies learning to communicate from interaction carried out by means of communication and on its basis to communication as an independent learning goal against the background of a pre-formed higher level of interaction - cooperation.

In the process of interactive learning, the student becomes an active subject of the educational process, since the assimilation of the material is carried out not by transferring it, but in the process of the subject's own activity, because learning goes through participation, interaction.

Interactive learning is cognition aimed at discovery: trainees learn new knowledge in practice, gain experience in analyzing and solving problems. Interactive learning contributes to the formation of a stable positive motivation of a student to study an academic subject, forms cognitive activity, a desire to study not only the material that is included in the textbook, but also to go beyond it, to study because it is interesting, because it is curious to find a solution to a difficult problem.

The active introduction of teaching elements of interactive methodology involves working in pairs, in small and large groups.

Interactive teaching methods require the teacher to revise a lot of familiar approaches. For example, it seemed easy to introduce free communication of students in the classroom with each other. But without mutual respect, without the ability to listen to each other, without proper general guidance of the lesson, nothing will work.

On the basis of the interactive method, the role of the teacher is radically changing: he is not only a carrier of knowledge, but also a leader, initiator of independent creative work of students.

The interactive teaching method is innovative in nature. The concept of "interactive methods" ("interactive" English: "inter" means "between", "inter"; "active" - from "act" - to act, action) can be translated as methods of interaction of participants with each other, and training carried out using these methods can be considered interactive, that is, built on interaction.

By organizing English language and literature lessons using interactive methods, it is possible to achieve a transition from the formal performance of certain tasks with the passive role of students to cognitive activity with the formation of their own opinion.

---

Interactive learning is a complex process of interaction between teachers and students based on dialogue.

Interactive teaching methods are very effective, because they contribute to a high degree of motivation, maximum individuality of teaching, and provide ample opportunities for creativity and self-realization of students. There is a more solid assimilation of the material, as students acquire knowledge independently, consciously, experiencing every step of learning.

Consequently, the main components of interactive lessons are interactive exercises and tasks performed by students. The cardinal distinguishing feature of interactive exercises and tasks is that, while performing them, students work on the basis of the material already studied, they are maximally focused on learning new things. Interactive methods allow moving away from the monological system of teaching to a dialogue or polylogue, when students are not only free to exchange judgments, their own opinions and assessments of facts, but have the right to argue with the teacher, defending their point of view, position. Interactive works when the teacher does not express ready-made truths, but organizes the search and discussion by students. The interactive methodology involves mutual learning of students, which creates a friendly atmosphere of tolerance, security, mutual support, mutual understanding. This makes it possible to develop cognitive activity itself with the help of high forms of cooperation and cooperation in the process of obtaining new knowledge. The essence of interactive learning is that the learning process involves all students to the maximum in the learning process, so that each participant has the opportunity to understand and reflect on their knowledge and thoughts. Hence, a huge role is assigned to the individualization of knowledge of each individual in the joint activity of students in the educational process. The interchange of knowledge, thoughts, ways of activity - that's what interaction offers. During the training sessions, there is also the development of dialog / polylogue communication, which leads to mutual understanding, interaction, and joint solution of common, but individually valuable tasks for each participant.

Interactive methods involve the ability to distribute responsibilities, set goals, make a balanced, correct choice, analyze the situation, and also give a sense of the flight of creative thought, a sense of joy and deep satisfaction from their work. Interactive teaching methods such as brainstorming, business game, role-playing game, simulation game, discussion, presentation, essay can be used in the lessons. Interactive technologies contribute to the personal growth of students.

The game "Identify a couple" is offered when studying vocabulary and phraseology. I write down phraseological phrases on the blackboard, then I read other phraseological units, students find synonymous ones.

Brain attack (assault). As a way of collective production of new ideas. The "brainstorming" method makes it possible to develop logical thinking, to express one's point of view in a reasoned manner, activating speech skills.

---

The "brain attack" method also helps to increase efficiency in English lessons, for example, when getting acquainted with the topic "Word formation", the question: "What do you think are the ways to form new words?" was answered with the most original ideas.

In English language and literature lessons, students take an active part in the application of the "Take a stand" method.

Posters with the words "yes" and "no" are posted in the classroom. Previously, the teacher offers a statement. A student who agrees with this statement takes the "yes" position, and a student who does not agree stands up in the opposite way, that is, takes the "no" position.

"Solving a dilemma" is the name of one of the interactive methods that allows all students to participate in the discussion, divided into 2-3 groups. They solve the dilemma for 5-7 minutes, then present the result to the class. The result of this method requires subtlety of mind, since a dilemma is a judgment or inference requiring the choice of one of two mutually exclusive positions.

Conducting a round-table discussion should become a natural component of the process of teaching English language and literature, since it is this interactive method that allows a person to defend his opinion, find the right solutions, objectively evaluate his speech and the speech of his interlocutors.

Case study - this method began to be used in the second half of the XIX century at Harvard University. With this method of teaching, the student is forced to make decisions independently and justify it. There is only one topic for debate, but the first team must approve it with its arguments and facts, and the second team must skillfully refute them, which requires painstaking work on material from different sources.

The most important moment is the independent mastery of new knowledge by students, organized and led by the teacher. The reorientation of the educational process is directed from teaching and teaching activities of the teacher to teaching and learning activities of students. When solving speech-thinking, or problematic tasks, students analyze the problematic situation and the problem facing them, set out in detail the ways of their speculative resolution. Solving a problem in a group mode often implies reaching an agreed solution (consensus), which is possible as a result of dialogical communication between the subjects of training. Dialogue in this case is not just a pedagogical method or form, but becomes a priority principle of education. At the same time, there is a combination of two principles of interaction between the activities of a teacher and a student, determined by the laws of teaching (as the management of educational and cognitive activity of students), scientific cognition (as research) and intellectually active educational activity.

Interactive methods are innovative forms of learning that contribute to the activation of cognitive activity of students, independent comprehension of educational material. During the use of interactive methods in the classroom, conditions are created for the

self-realization of the personality of students who are able to think creatively and find rational ways to solve various situations.

**References:**

1. Makhkamova M. A. NEW REQUIREMENTS FOR TEXTS WHEN TEACHING READING IN ENGLISH LESSONS //Theoretical & Applied Science. – 2021. – №. 5. – С. 501-503.
2. Tursunova F. T. PROBLEMS OF ALTERNATIVE CHOICE OF SEVERAL METHODS IN THE PROCESS OF TEACHING ENGLISH //Theoretical & Applied Science. – 2021. – №. 5. – С. 161-163.
3. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – С. 747-750.
4. Tursunovich, R. I. (2022). METHODOLOGY OF TEACHING RIDDLES AND TEACHING FOREIGN LANGUAGES THROUGH THEM. *Journal of new century innovations*, 8(1), 570-573.
5. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.
6. Tursunovna T. F. Modern methods of teaching english //Asian Journal of Multidimensional Research. – 2021. – Т. 10. – №. 12. – С. 404-408.
7. Farxodjonova N. SOCIO-POLITICAL CHARACTERISTICS OF THE HERITAGE OF THE MANIFESTATIONS OF THE JADID MOVEMENT //Scienceweb academic papers collection. – 2022.
8. Tursunovna T. F. Specific Features of Teaching English in the Higher Education //Middle European Scientific Bulletin. – 2022. – Т. 25. – С. 44-48.
9. Farxodjonova N. Глобаллашув шароитида миллий қадриятларда интеграция //Scienceweb academic papers collection. – 2020.
10. Tursunovich, R. I. (2022). Teaching a Foreign Language and Developing Language Competence. *Web of Scholars: Multidimensional Research Journal*, 1(8), 8-11.
11. Tursunovna T. F. The role of internet technologies in the modern training concept of foreign language //Молодой учёный.
12. Qizi F. N. F. Modernization And Integration Of National Culture In The Condition Globalization And Its Importance In The Restoration Of The New Uzbekistan //Turkish Online Journal of Qualitative Inquiry. – 2021. – Т. 12. – №. 6.
13. Tursunovna T. F. EFFECTIVE WAYS OF TEACHING WRITING IN EFL CLASSES //“ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ”7-ҚИСМ. – С. 93.
14. Фарходжонова Н. Ф. ГЛОБАЛЛАШИШ ЖАРАЁНИДА МИЛЛИЙ МАДАНИЯТНИНГ ИНТЕГРАЦИЯЛАШИШИ //ЖУРНАЛИ. – С. 239.

- 
15. Tursunovich, R. I. (2022). LINGUISTIC AND CULTURAL ASPECTS OF LITERARY TRANSLATION AND TRANSLATION SKILLS. *British Journal of Global Ecology and Sustainable Development*, 10, 168-173.
  16. Nodira F., Egamberdi R. DISTINCTIVE FEATURES OF YOUTH SPIRITUALITY IN THE DEVELOPMENT OF SOCIETY //E Conference Zone. – 2022. – C. 46-50.
  17. Tursunova F. T. INNOVATIVE APPROACHES IN THE TEACHING ENGLISH LANGUAGE //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 5. – C. 305-309.
  18. Abdulloevna M. M. LINGUISTICS AS THE SCIENCE OF NATURAL HUMAN LANGUAGE //Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL). – 2021. – T. 2. – №. 06. – C. 28-32.