

INTERACTIVE TECHNOLOGIES IN LEARNING ENGLISH

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Abstract: *The article discusses interactive methods of teaching English. The possibility of using some of these methods and techniques in the English class is described. Interactive learning is interactive learning, in the process of which the teacher interacts with the students. The interactive teaching method increases motivation in learning English, the learning process becomes more interesting and entertaining, and students feel freer. In addition, all methods and techniques develop communication skills, teach them to work in a team and listen to each other.*

Keywords: *interactive , method , English language , learning.*

Currently, teachers have an important task: how to make the learning process interesting and productive so that all students are involved. How to create in the lesson such conditions under which each student would show an active educational and cognitive activity, feel his success, intellectual solvency? The main component of the pedagogical process with this approach is the personality-oriented interaction of the subjects of educational activity: teacher and student, as well as students with each other. In this regard, teachers test various modern innovative technologies in the educational process examine their effectiveness in practice. Therefore, the most famous of modern technologies, which are aimed at organizing the personally motivated cognitive activity of students, based on dialogic communication, is an interactive teaching technology. The term «interactivity» comes from the English words «Inter» and «act» and means «interaction». Interactivity in learning is understood by modern researchers as being in constant, active interaction, in dialogue mode, the common action of all participants in the learning process. Interactive technologies are based on the direct interaction of students with the learning environment. The learning environment acts as a reality in which the student finds himself as an area of mastered experience, and it is not just about connecting his observations, life experiences as an auxiliary material or illustrative addition. The learner's experience is the central activator of educational knowledge. The role of the teacher changes dramatically when using interactive forms. The teacher performs in interactive technologies in several main roles. In each of them, he organizes the interaction of students with an area of the information environment. In the role of an expert informant, the teacher sets out textual material, demonstrates a video sequence, answers questions from students, provides competent instruction, monitors the results of the process, etc.

Interactive technologies can be characterized by the presence of a dialogue, exchange of opinions and arguments for and against the disputable matter. Any lesson based on discussion is effective if the participants have basic knowledge of the issue and if a teacher has planned the main stages and key points in advance. During the planning stage a teacher chooses and formulates an issue, plans ways of stimulating and monitoring participants' activity. He must prepare necessary equipment to record students' ideas. When the discussion starts, the teacher performs as an intermediary. It is very important to perceive different points of view on a particular problem, to have his own opinion, to be able to make conclusions and evaluate achievements. You can use various techniques of introducing the topic to the audience: describe problematic situation, put problem questions, show video, role play of the situation, presenting a few opinions on an issue. A discussion should comprise different points of view which at the end evolve the decision. The interactive learning technology includes the following structural elements: simplification (modification and narrowing of diverse, complex processes in order to create more favorable preconditions for training);

incarnation (simulations that help determine the target path of understanding);
transfer (use of knowledge and skills in everyday practice);

identification
(student's ability to identify with a given role)..

In this regard, there can be distinguished the following methods and techniques, forms of organization in the course of employment with the use of interactive technology:

♣ work with the concepts – the method of self-learning, in which learners working individually, in pairs, in a group, interact with the information, where the teacher's involvement is minimal;

♣ a multimedia lecture; search for information on the Internet or multimedia directories; work with an interactive whiteboard;

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. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and

creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals.

The competent use of the project method requires considerable preparatory work. A clear definition of the topic and purpose of the project, their significance, relevance is necessary. Having mastered the culture of designing, the student learns to think creatively, to predict possible solutions to his tasks. Project activities can be organized at any stage of training but considering the age characteristics of students. It is better to start a project with simple projects, gradually increasing their degree of complexity. Independent implementation of projects consists of the following stages: motivational, organizational, indicative, executive, supervisory, and presentation. Work on the project is a creative activity. Students actively interact with each other, carry out search activities on personally significant problems. Such work requires them to independently transfer knowledge, skills, and abilities into a new context of activity. Thus, students develop creative competence, which is associated with intellectual abilities. Performing creative tasks, each student can show their own initiative, imagination, creativity, activity and independence in solving the problem.

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