



## INTERACTIVE METHODS IN TEACHING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS

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<p><b>Received:</b> 13<sup>th</sup> October 2022 <b>Accepted:</b> 13<sup>th</sup> November 2022 <b>Published:</b> 24<sup>th</sup> December 2022</p>	<p>Interactive teaching methods and principles of foreign language teaching are the most advanced mode of teaching today. The process of teaching in the classroom is to work collaboratively both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects. The article highlights the importance of using interactive methods in teaching English.</p>
<p><b>Keywords:</b> Interactive methods, principles of foreign language teaching, teaching English, integrative approach, modern standards.</p>	

### INTRODUCTION

In fact, current state standards define the knowledge, skills and competence requirements, as well as the content of education for the professional training of a future foreign language teacher for all levels of foreign language. CEFR was accepted as the legal basis for the development of foreign language teaching in our republic. The focus of these standard requirements is on foreign language based on the description of the main skills and stages of acquisition, the teaching focuses on the simultaneous integration of the four functional components of the language: listening, speaking, reading and writing. Thus, our task is to implement theory into practice, and it is important to give priority to the implementation based on the integration of skills.

### MATERIALS AND METHODS

The integrative approach implies taking into account and relying on knowledge, skills, qualifications and experience gained from various disciplines, i.e. integration and continuous improvement of professional, communicative and social competence in a foreign language. This approach leads to a significant positive change in the quality of education and led to an increase in students' motivation to learn the language. The integration of educational content is of great importance for both the teacher and the learner, it is one of the important factors in improving the quality of education, improving the learner's activity, activating, strengthening their knowledge, instilling strong motivation in them and self-development. Akhmedova (2020) emphasizes that integrated lesson is a specific and unique form of lesson, which not only combines information from different subjects, but also saves time. It should be noted that a specific result could be achieved only if integrated training is properly planned and directed to a specific goal.

Interactive means ("Inter" -mutual and "act" -to act) the ability to interact, to be in a mode of conversation, dialogue with someone. Interactive learning is dialogic learning, in the process of which there is an interaction between the teacher and the students (Kravchyna, (2018). The integrative approach (the word "integration" is Latin and means to restore, fill, join parts into a whole) implies the integration of knowledge or interdisciplinary in education:

- creating special courses by combining several subjects;
- combining different sections of academic subjects into a specific block;
- study of one subject based on two or more subjects;
- widely used in learning courses created on the basis of generalization of knowledge and others. It can also be expressed through a module.

Integration in higher education is the most important didactic principle from the point of view of teaching foreign languages at the university, which gives the right to confirm the hypothesis of the innovative educational paradigm developed as a result of the new educational standards and in connection with them. All subjects taught in higher educational institutions exist not only as autonomous educational systems, but also operate in interrelationships with other subjects and, in particular, in close connection with foreign languages, which is a sign of the professional culture of a university graduate as a specialist in the future. The resulting profession includes research, methodological, organizational and cultural activities and combines not only narrow-profile, but also cross-cultural competencies in foreign languages. The essence of interdisciplinary integration in foreign language teaching is

to contribute to students' formation of a holistic view of the world, understanding of interrelated phenomena in nature, science and society.

Integration is the ability of individuals to interact in communication, while influencing their behavior on other individuals, mobilizing the internal forces of each of the participants. Interactive learning is learning based on the direct interaction of students with the learning environment, in order to gain new experience. Interactive learning is a way of learning based on interactive forms of interaction between participants in the educational process: learning, immersed in communication, during which students develop the skills of joint activity. Interactive teaching methods are an interconnected joint activity of students and teachers, in which all participants in the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate each other's actions on their own behavior, immerse into a real atmosphere of cooperation in joint problem solving. The purpose of the interactive method is to create comfortable learning conditions under which students feel their success, their intellectual viability, which makes the learning process itself productive, give knowledge and skills, and create a basis for further work. The educational process using interactive teaching methods in a university environment, it is based on a combination of the following general didactic principles of teaching:

1. The principle of participants' activity: students are constantly involved in various activities during the lessons: perform oral and written exercises, discuss and play roles in various situations, observe the behavior of participants in role-playing games according to specified criteria.
2. The principle of a research (creative) position: situations are created when students themselves need to find a solution to the problem, independently formulate patterns and principles of communication, interaction.
3. The principle of partnership (subject - subjective) communication: involves the recognition of the value of the personality of another person, his opinion, as well as decision-making with the greatest possible consideration of the interests of the participants in communication, joint activities of the teacher and students.
4. The principle of the problematic content of training and the process of its deployment in dialogical communication.
5. The principle of the collective nature of the educational process.
6. The principle of unpredictability and flexibility of classes.

### RESULTS AND DISCUSSIONS

The most popular among educators are the following methods:

- Work in small groups, enabling all students to participate in the work of the group, practice the skills of cooperation, interpersonal communication;
- Role-playing game, during which the group members act out scenes with pre-assigned roles that reflect certain life situations; There are a huge number of forms of role-playing games in English classes: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports and others. The use of role-playing in foreign language classes contributes to positive changes in students' speech both in qualitative terms (variety of dialogic units, initiative of speech partners, emotionality of utterance) and quantitatively (correctness of speech, volume of utterance, rate of speech);
- Brainstorming (brainstorming - brain attack);
- Case - study (analysis of specific situations, situational analysis);
- Technology for the development of critical thinking;
- Technology of problem-based learning, etc.

Thus, the interactive teaching methods ensure the transition to a qualitatively new level of pedagogical activity, optimize the pedagogical process, and expand the range of use of the didactic, informational, methodological and technological base.

In addition, they allow you to optimize the learning process, contributing to the deep assimilation of both grammatical and lexical material in English lessons. Thus, we use interactive methods in the organization of educational activities and in the process of pedagogical research: (business game, simulation games, role-playing game, etc.)

Interactive methods and the organization of their application in English lessons contribute to the enrichment of vocabulary and the formation of communicative competence. Students develop the desire to use a foreign language in practice and the desire to learn, actually achieving success in mastering foreign languages. Thus, interactive teaching methods are promising in the process of learning a foreign language in higher educational institutions.

### CONCLUSION

As conclusion, we can mention that the interactive teaching method increases motivation in the study of English, the learning process becomes more interesting and exciting, and students feel motivated. In addition, all methods and techniques develop communication skills, teach teamwork and listen to each other.

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