



INTERACTIVE METHODS OF TEACHING ENGLISH

Nasreddinova Farzona Shukhratovna

Samarkand state institute of foreign languages

Teacher of the department of English theory and practice

E-mail: farzonanasreddinova@gmail.com

+998 90 655 94 94

Article history:	Abstract:
Received: 11 th October 2023	This article gives information about teaching English language with interactive methods. In addition, author provides several notions according topic from prominent pedagogues who contributed in the sphere of pedagogy.
Accepted: 10 th November 2023	
Published: 16 th December 2023	
Keywords: Interactive, discussion, gaming, brainstorming, case approach, role-playing games	

Everything is changing quickly in the current world; nothing stays the same. No exemption applies to education. Searching for innovative teaching formats and techniques that may help students engage in more productive learning is one of the key and essential requirements for the successful growth of contemporary education. The notion of interactive engagement in the learning process - which is predicated on students interacting with teachers, other students, and the learning environment - is therefore becoming more and more important in today's foreign language teaching methods. Developing students' communication abilities and motivating them to individually tackle challenging problems are the main goals of teaching foreign languages using the interactive approach. When interactive teaching approaches are employed in foreign language classes, students' educational and cognitive processes are stimulated, which in turn boosts their drive to acquire a foreign language and ultimately enhances the quality of their learning. However, it should be highlighted that not all teachers in today's classrooms use interactive student participation during English lectures. The conventional approach of teaching is used in most circumstances, with the instructor taking on a leading role and pupils acting as passive participants in the learning process.

The utilization of interactive teaching approaches in foreign language instruction activates students' cognitive and educational processes, boosts their desire to learn a foreign language, and ultimately enhances the quality of learning. It should be highlighted, however, that not all teachers in today's classrooms incorporate student engagement into their instruction. The majority of the time, classes are taught using the conventional style, which places the instructor in charge and treats the students as passive receivers of knowledge.

Simultaneously, the inconsistencies between societal expectations and students' overall lack of enthusiasm for learning foreign languages point to the necessity of employing efficient teaching strategies and instructional formats that support the development of communicative ability. Because these approaches rely

on the collaboration and interaction between instructors and students, methodologists' experience suggests that they are interactive.

It should be highlighted that teaching interactive engagement in English classes necessitates the use of real-world instructional materials, which, when arranged appropriately, encourage natural conversation in the language being studied. The restriction of work to assignments requiring students to see themselves in any scenario must be removed in order to foster interactive interaction scenarios. Instead, it is advised to do jobs that explicitly call for direct engagement. These are the kinds of chores that are impossible to complete on your own.

We agree with S. B. Suvorova when she states that "student collaboration is the only way interactive learning can be used as a method of instruction. The foundation of interactive learning is student-teacher interaction within a learning environment that is grounded on the psychology of interpersonal relationships. Such instruction is seen as a cooperative cognitive process in which information is acquired by cooperative effort via conversation and polylogue [2]. Based on communicative functions, S. B. Suvorova provides her own classification of interactive teaching techniques. Three groupings include all approaches in this classification:

- 1) discussion (dialogue, group discussion, analysis and analysis of life situations);
- 2) gaming (didactic games, business games, role-playing games, organizational and activity methods);
- 3) psychological group of interactive methods (sensitive and communicative training, empathy) [2].

It should be mentioned that high schools can make extensive use of interactive ways to teach English when studying social and regional studies. We will emphasize role-playing, mimicry, and interactive lectures as interactive ways. Some examples of these are "A student in the role of a teacher", "Everyone knows everyone", "Interviews", and so on. Assignments like "A dozen questions" and "Choice" require children to provide their own perspectives on the world, which stimulates their active minds. The creative assignments

titled "Associations" and "Choice of aphorism" stands out for being mostly dialogue-based. The "Reflexive circle" and "Wish chain" exercises are designed to help build self-analysis abilities and are based on strategies for structuring reflexive activity.

Other interactive techniques include case studies, brainstorming sessions, business games, trainings, and lighthearted teaching styles. Students see the simulation of certain, nearly real-world scenarios. In order to actively participate in the process of learning English, students must complete a task [3].

Furthermore, we see that role-playing games, or games in which students act out specific role-playing activities and decisions, are among the most well-liked interactive class formats. In role-playing, players mimic actions that fit the roles they have been assigned. Develop your ability to make decisions with well-planned role-playing exercises.

A business game is another well-liked format for English language instruction. It helps students think professionally and gain the ability to put their theoretical knowledge into reality. The business game encourages the growth of teamwork, discussion-leading, and public speaking skills.

The case approach, which is a study and analysis of actual circumstances followed by the suggestion of potential solutions to a difficult scenario, is the foundation upon which the actual game is built [4].

Brainstorming, whose core is that the instructor formulates a problem and poses a series of questions to the class in order to elicit responses, is one of the best ways to encourage students' creative creativity. Students think about potential fixes for this issue during the course. The instructor and students highlight the most original ideas and provide a summary of the findings at the conclusion of the class.

In English classes, interaction mostly consists of solving problems and substituting practical assignments for theoretical inquiries. High school students may actively engage in the learning process and shape and enhance their cognitive activity using interactive teaching approaches. The interactive approach is "the basis of the principles of building a business game, since it includes the integration of content, scientific methods, and didactic goals, which makes it possible to form the interactive nature of professional competencies", as correctly noted in the article by E. Yu. Petrashunas "Interactive technologies in the formation of students' language competencies" [5]. It should be mentioned that the games offer a chance to learn beyond the conventional foreign language and other topic lessons. This method of structuring the educational process expands the horizons for both educators and learners, encouraging group discussions in English and providing each student with a chance to become familiar with the practicalities of communicating outside of the classroom. When compared to conventional high school English instruction, role-playing games provide the following benefits:

1) because role-playing games involve the execution of particular tasks, such as discussing a project, attending a conference, or speaking with colleagues, it is possible

to attain a greater degree of communication than in the process of traditional learning;

2) role-playing is a group activity in which all members of the group actively participate;

3) completing different tasks results in a particular outcome, which gives students a sense of satisfaction from their collaborative efforts and motivates them to set and complete new tasks [6].

The implementation of the educative learning principle in the context of teaching English in high school can only be achieved by simulating natural conversation in a foreign language via the use of role-playing games. A precise modeling of the content plan and the expression plan is essential to the success of a role-playing game. In order to accomplish the predetermined communication aim, students must first grasp the language design of communicative intents. When preparing a role-playing game directly with students, the instructor goes over the information they send him, chooses the kind of game to play, how many people will be participating, and what each person wants to get out of the project. He also plans potential routes to take in order to reach the goals and anticipates potential problems that may arise while completing tasks.

Because it guarantees the development of communicative ability, the employment of interactive methods in the teaching of English to high school students is therefore crucial. In addition to learning English, students get the chance to grow as individuals and acquire the interpersonal skills needed for both daily communication and future professional endeavors.

LIST OF USED LITERATURE

1. Андреев А. Л. Компетентностная парадигма в образовании: опыт философско-методологического анализа / А. Л. Андреев // Педагогика. 2005. № 4. С. 19–27.
2. Суворова Н. А. Интерактивное обучение: новые подходы. М.: Вербум, 2005. 42 с.
3. Baumer T. Handbuch Interkulturelle Kompetenz. Zürich: Orell Füssli Verlag AG, 2002. 223 С.
4. Lamy M. N., Hampel, R. Online communication in language learning and teaching. London: Palgrave Macmillan, 2006. 258 p.
5. Ломов Б. Ф. Психические процессы и общение / Методологические проблемы социальной психологии. М.: Наука, 2005. 230 с.
6. Степанова С. Н. Применение информационных и образовательных технологий в обучении иностранному языку студентов неязыкового вуза / С.Н. Степанова // Филологические науки. Вопросы теории и практики. Тамбов: Грамота, 2014. – № 9. – Ч. 2. – С. 156 – 159.
7. Ilyasxonovna, X. M., & Ixtiyorovna, O. M. (2023). CHET TILINI O'QITISHDA QO'SHIQLARDAN FOYDALANISHNING AHAMIYATI. IJTIMOYIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 3(2), 193-195.

8. Khurramova M.I., & Omonboyeva M.I. (2023). THE BENEFITS OF USING GAMES IN TEACHING FOREIGN LANGUAGES. Экономика и социум, (5-1 (108)), 140-144.