

Use of Interactive Methods in Teaching English

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ABSTRACT

The article substantiates the importance of introducing interactive teaching methods into the educational process. The main focus is on teaching English to part-time students. There is also emphasized, that it is not enough for a new generation teacher to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. There are considered a number of interactive methods, the introduction of which will contribute to the achievement of the goal - increasing the efficiency of the educational process, achieving high performance by all students.

KEYWORDS: *interactive methods, problem-based learning, discussion, training, brainstorming.*

At the present stage of development of society, knowledge of the English language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself testifies to this. Television programs are conducted in English, scientific literature is published, modern songs are heard and foreign films are shown, in addition, instructions for various household appliances are written in English, etc. In most cases, if there is a translation, it is not always correct and therefore learning English is very important. But to make the process of learning a language more effective, you need to use interactive teaching methods.

The introduction of interactive forms of education is one of the most important areas for improving the preparation of students in modern universities. [2].

In order for today's specialist to be competent and competitive, meeting international standards. It is important for him to be able to communicate effectively in his work. In the process of providing qualified specialists in different countries of the world, attention is paid to the requirements for employees in these areas. In particular, their ability to work on behalf of the state with citizens of the country and abroad, communicate with a wide range of segments of the population, maintain official documents in the state language, and directly participate in the circulation of electronic documents. [6]. For a teacher of the new time, it is not enough to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [2, p. 102].

The main goal of teaching English in higher education institutions is has effectively implement the acquisition of professional competence by students. For the successful implementation of this process, it has based on the knowledge and skills acquired at the lower stages of

education. We will analyze the theory of teaching English to students of technical specialties at the B2 level. From the point of view of the methodology of teaching a foreign language, a theory it is determined by linguodidactical rules [5]. The purpose of interactive learning is to increase the effectiveness of the educational process, in which all students achieve high learning outcomes.

Let's consider this problem on the example of teaching part-time students a foreign language, in particular English.

Interactive learning involves immersion of part-time students in the real environment of business cooperation to solve problems in order to develop the necessary qualities of a future specialist. All participants in the educational process interact with each other, exchange information, jointly solve problems and model the situation.

The use of interactive forms of learning when working with part-time students has a number of advantages, namely:

- involving students in the learning process no longer as passive listeners, but as active participants;
- increasing the motivation of this category of students to study the subject;
- development of modern technical teaching aids;
- formation and development of skills of independent work on information search and productive use of acquired knowledge in practice. [4].

It's should be noted that the educational process with distance learning students, based on the use of interactive technologies, aims to involve all students in the learning process, regardless of their level of language training. Collaboration means that all participants exchange information and ideas. At such a lesson, an atmosphere of free communication is created, which is characterized by cooperation between the participants in the educational process, equality of arguments, the accumulation of common knowledge, fair assessment and mutual control.

Consider a number of interactive teaching methods, the introduction of which will help achieve this goal - to increase the effectiveness of the educational process and achieve results for all students.

1. The method of "Discussion in groups"

Discussion in groups is usually held on a specific topic and is aimed at finding the right solution and achieving a better mutual understanding. Group discussions contribute to a better assimilation of the studied material.

At the first stage of the group discussion, part-time students are given a task for a certain time, during which they must prepare a reasonable, detailed answer. The teacher can establish specific rules for conducting group discussions:

- implementation of an algorithm for identifying a consensus;
- appointment of a leader to lead the group discussion.

At the second stage, such discussions with the teacher lead to group decisions. A kind of group discussion is the "Round Table", the purpose of which is to exchange information about the problems and their own understanding of this issue in order to get acquainted with the experience and achievements in this area. [1].

2. The method of "Training"

Training is a form of interactive learning that aims to develop interpersonal skills and professional behavior in communication. The advantage of the training is that all participants are actively involved in the learning process.

Training requirements:

- the optimal number of participants is 15-20 students, according to the number of participants in the audience, which contributes to the active cooperation of its members;
- familiarization of participants with the objectives of this session at the beginning of the training;
- conducting at the first lesson the training-exercise "acquaintance" and acceptance of the "agreement", that is, the rules of the group's work;
- creating a friendly atmosphere of trust and maintaining it throughout the training;
- inclusion of all participants in active work during the training;
- respect for the feelings and opinions of each participant;
- technical support of the educational process;
- effective combination of theory and interactive exercises;
- Mandatory summarizing the results of training after the completion of the training.

The teacher conducting the training must have psychological and pedagogical knowledge and be able to skillfully use it in the learning process, know the methods of obtaining information, collect and present it to the participants, influence their behavior and their attitudes.

3. The method of "Discussion"

During the discussion, participants should discuss problems publicly or freely exchange knowledge, opinions, ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-clash of different points of view and positions.

Discussion is student-centered learning. It is characterized by active interaction of students with each other and intensive, personality-oriented learning by the teacher. The merit of a discussion is that it shows how well the group understands a given problem.

Any discussion, as a rule, takes place in three stages:

1. Statement of the problem;
2. Solving this problem;
3. Summing up. [3].

The first stage is the adaptation of the participants to each other, through which it is possible to formulate the problem, the objectives of the meeting, the rules and rules of the debate. The second stage involves the presentation of the participants, their answers to questions, the collection of as many ideas and suggestions as possible, the suppression by the teacher of the personal ambitions of the participants in

the discussion and deviations from the discussion of topics. And the third stage is the analysis of the results of the discussion, the coordination of opinions and views, the joint formulation of decisions and their adoption. During the discussion, students can either complement each other or oppose each other [1, p. ten].

The type of discussion chosen by the teacher, depending on the task set by him, can be a combination of various types of discussions (classical discussion, express discussion, text discussion, problem discussion, role-playing game, round table).

The advantage of the discussion is that the discussion over a short period of time (and the amount of hours for part-time students is limited) allows the teacher to model real problems, develop students' ability to listen and share their thoughts with other participants, interact and analyze the real situation, separate the important from unimportant.

Thus, the discussion provides an opportunity to understand and evaluate the diversity of existing views on any problem, to conduct a comprehensive analysis of each of them, having heard the individual opinion of each participant in the discussion on this topic. This form of work with part-time students is very important and productive, because in the course of the discussion they acquire the communication skills they need for their further professional development.

4. The method of "Brainstorming"

This is a fairly popular method of solving problems by stimulating creative activity. According to this technique, the teacher invites a group of students to give as many answers to the question as possible. "Brainstorming" takes place in three stages [1, p. 16].

The first step is to pose a problem to the group. Participants one by one make suggestions in a precise and concise manner, the teacher writes their ideas on the blackboard or poster without any commentary.

The second stage is the discussion of these ideas and the exchange of points of view. At this stage, the group needs to find a way to use or improve their ideas.

At the third stage, the group presents a presentation of the results of the work.

For "Brainstorming" participants can be divided into several groups:

- idea generators who formulate various proposals to solve the problem;
- critics who try to find the negative in the proposed ideas;
- Analysts linking developed proposals with real conditions, taking into account critical comments, etc. [2].

5. The method of "Problem-Based Learning"

In the context of problem-based learning, it is not only the educational problem or problem task that is important, but also the skillful presentation of questions by the teacher. Questions in the process of organizing the activities of students will help teach them to reproduce the information received from memory and perform reproductive actions. As a result, this will stimulate the creative thinking of the trainees, allowing them to discover and acquire new knowledge, skills and abilities.

Questions might include:

- What is the real idea? What's the point? Define... Describe... Tell... Explain... What's the difference? Give examples... Summarize... Classify.
- How can you decide differently? What are the reasons? Do you agree with this statement? Provide a counterargument? What are the disadvantages? What is your forecast?

Basic principles of work in an interactive lesson:

- All participants are the same regardless of age, social status, experience and place of work;
- Each participant has the right to express his opinion on each issue;
- There is no place for direct criticism of the individual (only the idea itself can be criticized).

Thus, the considered methods are aimed at increasing the efficiency of mastering the material studied by students, and stimulating them to study and master new knowledge. These methods can be used not only with part-time students in a foreign language (English) class, but also for studying other subjects in any educational institution with different levels of education.

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