USE AND APPLICATION OF INTERACTIVE METHODS IN TEACHING GERMAN

Murodova Taxmina Baxtiyorovna
Teachers of the Interfaculty German Language Department
Karshi State University

Axmedova Dilnoza Abdumannonova
Teachers of the Interfaculty German Language Department
Karshi State University

Annotation
This article provides an overview of the morphological part of the French language and the set of verbs that express the most basic action, and provides a scientifically based analysis of the use of verb phrases in communication and grammatical forms.

Keywords: German language, history, phraseology, morphology, feature, analysis, personality, phrase.

Introduction
In the 21st century, with the development of information technology, knowing a foreign language (French, English, German) does not hurt anyone. methods, techniques are available. Until the 18th century, however, some scholars considered foreign language teaching methods to be a practical application of comparative linguistics, while others considered them to be pedagogical disciplines..

The problem of student activism is one of the most important problems of modern pedagogical science and practice. Modern textbooks and teaching aids for teachers allow students to prepare lessons to observe their thinking, attention, and other activities. A productive course should develop material absolute and solid knowledge, but also the development of any experience, the acquisition of independent improvement, and the development of experience in problem solving. In this regard, a clear increase in students' intellectual, physical, emotional, and cognitive characteristics will help to develop the work. The best way to solve this problem is to have an active position of students in the learning process.

Interactive methods at different stages of education and their role and importance in increasing the effectiveness of education Z.Akhrorova, S.Bobokulov, A.Jumaev, E.Mamatkulov, Sh.Olimov, B.Khodjaev, M.Mahmudov, B.Mirzakhmedov, E Seytkhalilov, G.Esonova, O.Haydarova Practical-technological aspects of using

interactive methods in education are studied in researches of V.Guzeev, R.Isyanov, M.Urazova and others.

An analysis of research on the theory of education and the development of cognitive activity reveals that there are a number of models of teaching in pedagogy today. Including:

1. Passive teacher model - in this model, learners are seen as the object of the learning process. Students listen and view educational information.

2. Active learning model - in this process, students act as the object of the teaching process. They are engaged in a wide range of independent work and creative tasks in the process of acquiring educational information.

3. Interactive learning model - this learning process is based on regular, active interaction and interaction of learners. In this process, the student and the professor are equal subjects of the educational process.

We know that the word "interactive" is derived from English and means "interactive". Interactivity is the process of interacting with someone in a certain way. That is why interactive learning is primarily a learning process based on dialogue.

In interactive teaching, the teacher is the active organizer of the learning activity, and the student is the subject of this activity. Methodological theories of teaching methods were developed by J. Dewey et al. They are advanced in didactics, that is, they have scientifically substantiated the idea of cooperation. MM Rubinstein and others rejected weak teaching methods and encouraged the use of interactive teaching methods.

Let's explore a great pad technology on the subject of horses, one of the main vocabularies of this language, as a related topic:

Use special suffixes in a sample sentence. This technique, which is a slightly different but more interesting technique, is based on the creation of a cheerful speech from words with special additions. The fact that the words used in a sentence are connected to each other also increases its effectiveness. The following are examples from seminars for German language teachers:

Der **König** mit seinem **Jüngling** auf dem **Traktor** zum **Kommunismus**.

(Elena Shitkowa, Tomsk, Russland. 11.07.1997)

Hektik und **Streiterei** in einer **Wohnung** sind nicht gut, sondern **Freiheit**, **Flexibilität**, **Passion**, **Heiterkeit** und viel **Freundschaft**.

(by mail Sylva Hanquet, Köln) Heute ist das **Thema** im **Parlament**: Das **Mädchen** und das **Fräulein** und ihr **Wachstum** im **Gymnasium**.

To make it even more memorable, the male gender suffixes are blue, the female gender suffixes are red, and the middle gender suffixes are green. If such statements

are made by language learners themselves, they will be more effective. There are many examples of this. Even any language learner can create such sentences for themselves (by mail Sylva Hanquet, **Köln - H**. Shperber extension).

Draw or color the article scene.

Proposed by S. Rigonatti of the Goethe Institute in Sao Paulo, Brazil, and S. Toliver, a professor at the University of Cincinnati in Ohio, USA, the technique is now used by many German language teachers in Europe. They suggested that about 10-20 words per article should be displayed in one image or as a scene. In this case, two or more words must be related. Presented by H. Sperber to recall the article of the article der Baum, Mond, Stern, Fisch, Kamm, Kuchen, Tisch, Stuhl, Schrank, Krieg

Although the idea of using interactive methods in teaching was scientifically based in the 14th century, it entered the educational process in the 1970s and began to be used by advanced teachers.

The idea of organizing the educational process on the basis of pair or group teaching was put forward in the 12th century, and in the late twentieth century on the basis of this idea the following: knowledge-experience-learner was the basis for the formation of the model. The educational paradigm that illuminates the essence of this model is called group teaching, which aims to increase students' self-awareness, effective time management, increase the quality and quantity of feedback, improve the quality of didactic materials. , to expand the system of self-government, to implement the developmental educational paradigm, to design the content of new courses, to improve the curriculum, to expand the educational opportunities of the subjects of the educational process, as well as to use convenient tools for evaluating their activities serves. The components of an interactive learning process include:

- The content of the subject;
- Formation of educational impact;
- Student learning activities;
- Supervision of student learning:
- Feedback, etc.
- Assessment of students' learning outcomes.

Conclusion

The study of the German language is of great interest because of its ancient traditions. In general, when we talk about the richness and existence of any language, we mean various expressions, including phraseology, that make the language attractive and figurative. In short, the role of this language in the speech process and in the field of

morphology is quite significant. Its analysis and study not only helps to study the grammar of this language, but also helps to quickly master other foreign languages.

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