



## THE ROLE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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### Аннотация

В данной статье речь идет о повышении целенаправленности обучения, усилении мотивации, информационной ёмкости содержания образования и многое другое. С целью было создано множество методов, форм и технологий обучения. К одним из форм можно отнести использование Интернет-ресурсов. Использование интернета влечет за собой определенное количество, как привилегий, так и недостатков. Это объясняется тем, что использование интернет-технологий в обучении иностранному языку не только помогает в формировании навыков разговорной речи, в обучении лексике и грамматике.

### Annotation

This article is about increasing the focus of training, strengthening motivation, information capacity of the content of education and much more. For the purpose, many methods, forms and technologies of training have been created. One of the forms is the use of Internet resources. Using the Internet entails, a certain amount of both privileges and disadvantages. This is because the use of Internet technologies in teaching a foreign language not only helps in the formation of speaking skills, in teaching vocabulary and grammar.

**Ключевые слова:** мотивация, абстрагирования, идентификация, сравнение, сопоставление, интерактивный, контекст, рефлексивность, взаимодействие, взаимообогащение, технология.

**Keywords:** motivation, abstraction, identification, comparison, juxtaposition, interactive, context, reflectivity, interaction, mutual enrichment, technology.

As one of the tasks in the framework of the education system of the 21st century, it is set to increase the effectiveness of the educational process. Namely: increasing the focus of training, strengthening motivation, information capacity of the content of





education and much more. For this purpose, many training methods, forms and technologies have been created.

### **One of the forms is the use of Internet resources.**

Using the Internet entails a certain amount of both privileges and disadvantages. Speaking about privileges, it should be noted that in the lessons of a foreign language in the modern world, the Internet is an integral part. This is because the use of Internet technologies in teaching a foreign language not only helps in the formation of speaking skills, in teaching vocabulary and grammar. The use of information and communication technologies in the process of teaching a foreign language as the main way to develop students' independent cognitive activity is becoming increasingly relevant and important. Not only new technical means play a role here, but also new forms and teaching methods, a new approach to the learning process, associated primarily with the mental operations of analysis, synthesis, abstraction, identification, comparison, comparison, verbal and semantic forecasting. That is why in recent years, in the methodology of teaching foreign languages, along with a communicative approach, an interactive teaching method has been increasingly used, which has become widespread both in the European education system and in the domestic one. Interactive, as mentioned earlier, means the ability to interact, and interactive learning is, first of all, interactive learning, during which the teacher and student interact.

### **Principles of an Interactive Approach**

Among the main methodological principles of an interactive approach to teaching foreign languages, the following are distinguished:

1. Mutual communication in a foreign language with the aim of accepting and producing authentic information equally interesting for all participants in a situation important for everyone;
2. Joint activity, characterized by the interconnection of three objects: producer of information, recipient of information and situational context;
3. Changing the traditional role of the teacher in the educational process, the transition to a democratic style of communication;
4. Reflexivity of training, conscious and critical reflection on the action, its motives, quality and results, both on the part of the teacher and students.

The principle of interactivity assumes that in the course of the educational process, students not only acquire educational and professionally significant knowledge and skills, but also “change themselves as a result of performing substantive actions”.





## **Interactive Learning Technologies**

By the technology of interactive learning, we understand the system of ways of organizing the interaction between the teacher and students in the form of educational games, which guarantees pedagogically effective cognitive communication, as a result of which conditions are created for students to experience success in learning activities and to enrich their motivational, intellectual, emotional and other areas.

It is important to professionally direct the teacher to achieve the set educational goals. Currently, a sufficiently large number of interactive technologies have been developed, among which the following can be distinguished: the technology of work in pairs or triples, the Aquarium technology; technology "Brownian motion"; technology "Decision Tree" technology "Carousel"; Brainstorming technology, etc.

Let us consider in more detail some of the listed technologies.

The Aquarium technology is somewhat akin to a performance where viewers act as observers, experts, critics and analysts. Several students play the situation in a circle, while the rest observe and analyze.

The dialogue text can be any, for example: a conversation at the reception desk in the hotel. The task of the actors is to convey the corresponding mood, emotion, character trait, and the task of the audience is to notice, explain their findings, say on what they were based, what guided them. The teacher himself offers emotional roles, naturally, secretly from the audience, for example: "you are an optimist, you react to everything with a smile" or "you are a very talkative person, prone to familiarity".

Using the Brownian Movement technology involves the movement of students throughout the class to collect information on a proposed topic. You can use topics: "Hobbies", "Family", "Clothing", "Home", while working out all kinds of grammatical constructions. Each participant receives a sheet with a list of questions-tasks: "Find out how many people in your class love peppermint ice cream!" or "Who is wearing a pink T-shirt today?", "Who has a desk at the window at home?" The teacher helps to formulate questions and answers, makes sure that the interaction is conducted in English.

The Carousel technology, like many interactive technologies, is borrowed from psychological trainings. Children usually enjoy this type of work. Two rings are formed: internal and external. The inner ring is the students sitting still, facing the outer circle, and the outer one is the students moving in a circle every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their correctness. Dialogues of etiquette character, themes "acquaintance", "nationality", "conversation in a public place" and so on are perfectly





worked out. The guys are talking enthusiastically, the lesson is dynamic and effective. The “Brainstorming” technology, which did not need to be introduced and was very interesting, gained great popularity in many lessons.

It perfectly stimulates creative activity. The participants in the discussion are invited to express as many possible solutions as possible, including the most fantastic ones (the discussion time is usually limited to 1-5 minutes). Then, from the total number of ideas expressed, the most successful ones that can be used in practice are selected. Perfect for discussing problematic issues (health, sports, youth, education system). All these technologies are aimed not only at transferring a certain amount of knowledge, but also contribute to the establishment of emotional contacts between students; development of communicative skills; provide students with the necessary information, without which it is impossible to implement joint activities; accustom to work in a team, to listen to other people's opinion. Interactive technologies are closely related to information technology, distance education, using Internet resources, as well as electronic textbooks and reference books, electronic notebooks, working online and so on. The level of development of modern computer telecommunications allows participants to enter into an interactive dialogue (written or oral) with a real partner, and also make it possible to actively exchange messages between the user and the information system in real time.

## CONCLUSIONS

Learning using interactive educational technologies implies a different educational process logic than usual: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application. Interactive learning increases the motivation and involvement of participants in solving the problems discussed, which gives an emotional impetus to the subsequent search activity of the participants, encourages them to take specific actions, the learning process becomes more meaningful.

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### **Интернет сайтлари**

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2. [www.tdpu.uz](http://www.tdpu.uz)
3. [www.pedagog.uz](http://www.pedagog.uz)
4. [www.nutq.intal.uz](http://www.nutq.intal.uz)
5. <http://www.inspiringteachers.com/> 6. [Moodlle.sammi.uz](http://moodle.sammi.uz)

