

Sandibayeva Dilafruz Yusufovna, teacher

Department of "Practical course of English Language

Tashkent State Pedagogical University named after Nizami

**USING INTERACTIVE FORMS AND METHODS IN TEACHING A
FOREIGN LANGUAGE**

Annotation: The article discusses the features of teaching foreign languages using interactive forms and methods of teaching, as the most relevant at the present stage of teaching. Some forms of training are considered and techniques are given for their practical implementation in the educational process.

Keywords: language; learning; interaction; innovative technologies

With the help of English, in particular, you can communicate almost anywhere in the world. However, it should be borne in mind that modern realities require a modern approach to teaching a foreign language. Unfortunately, our teaching methods are often very inert and do not meet modern requirements.

Modern methods of teaching foreign languages offer us a wide range of learning concepts, methods and technologies – both traditional and innovative. In a more modern society, an active method of teaching a foreign language prevails. But the more advanced method is interactive. It maximizes the development of communication skills, which is an end in itself of teaching foreign languages. This article provides information about this method. Using interactive forms and methods in teaching a foreign language

Interactivity ("Inter" - is mutual, "act" - to act) – means to interact, talk, hold a dialogue with someone. Interactivity initiates a more multi-faceted interaction between students both with the teacher and with each other, in contrast to active methods. The main function of the teacher in interactive classes is to direct the students' activities to achieve the goals of the lesson. The teacher, of course, develops a lesson plan (usually, these are interactive exercises and tasks during which the student learns the material). Therefore, the main components of interactive lessons are interactive exercises and tasks performed by students. The

cardinal distinguishing feature of interactive exercises and tasks is that by performing them, students work on the basis of already learned material and are directed to the study of the new. Interactive methods allow you to move away from the monological system of teaching to a dialogue or polylogue, when students are not only free to exchange opinions, their own opinions and assessments of facts, but also have the right to argue with the teacher, defending their point of view, position.

Interactive works when the teacher does not Express ready-made truths, but organizes search and discussion by students.

The interactive method involves mutual learning of students, which creates a friendly atmosphere of tolerance, security, mutual support, mutual understanding. This allows us to develop the cognitive activity itself with the help of high forms of cooperation and collaboration in the process of obtaining new knowledge.

The essence of interactive learning is that the learning process involves all students to the maximum in the learning process, so that each participant has the opportunity to understand and reflect on their knowledge and thoughts. Hence, a huge role is assigned to the individualization of knowledge of each individual in the joint activity of students in the educational process. The exchange of knowledge, thoughts, and ways of doing things-this is what interaction offers. During the training sessions, there is also the development of dialogical / polylogical communication, which leads to mutual understanding, interaction, and joint solution of common but individually valuable tasks for each participant.

Interactivity eliminates the dominance of both one speaker and one opinion over another. As a result, students learn critical thinking, analyzing circumstances and solving complex problems, weighing alternative opinions, making thoughtful decisions, discussing, and communicating with other partners. For this purpose, individual, pair and group work is organized at the lessons, research projects, role-playing games are used, various information sources are used, and creative works are used. Along with the traditional forms of work (working in small groups, in pairs or threes, role-playing or business game), the interactive method uses such

techniques as working in rotating (replaceable) threes, carousel, unfinished sentence, aquarium, and others. What are the forms of interactive learning? In modern society, methodologists and practical teachers have developed many forms of group work for teaching foreign languages. The most widespread of these are the "outer circle", "aquarium", "brainstorming" and "debate" (the names may vary, the essence is important). These forms are effective only if the lesson discusses a problem in General, about which students have initial ideas based on previous classes and everyday life. In addition, the topics discussed should not be closed or too narrow.

Spatial location in the class.

- questions in a circle;
- outer circle (chairs in a circle, children less prepared);
- small circle (chairs in a circle, children are more prepared);
- herringbone desks (working in groups);
- debate;
- work in groups;
- questions in a circle

"Circle of ideas" is a form of work aimed at resolving acute controversial issues. A list of ideas is compiled. All students are invited to discuss the issue. Groups must complete the same task, which consists of several questions (positions) that are given in turn. In the answers, each group voices only one aspect of the problem, and the teacher continues to ask questions in a circle until the ideas run out. This eliminates the possibility of answering all questions in one group.

"Dialogue" - the point is that the groups find a coordinated solution. The result of the work is reflected in the form of a diagram or final text, which is then written in notebooks. The method involves criticizing the position of another group and searching for its strong positions. Experts record General views, and at the end of the work give a generalized answer to the task, which is recorded by all.

Brainstorming is a group method of generating ideas. When conducting a brainstorming session, you need to assume that there are no absurd ideas. On the contrary, you need to get as many of these ideas as possible. At the same time, neither ideas nor authors can be evaluated.

"Brownian motion" - students, like molecules, randomly move around the room to collect information on this topic.

"Take a position"-any statement is declared. Students approach the poster with the words "YES" or "NO". Preferably, they can explain their position.

"Discussion" - educational group discussions are held on the selected issue in small groups (from 6 to 15 people) of students. The educational discussion differs from other discussions in that the problem discussed is new only for the group of people involved in the discussion, that is, the already known solution to the problem will be found in the educational process. The search process should lead to objectively known, but new from the point of view of students knowledge.

Working in groups:

"Replaceable triples" - the composition of groups (triples) changes during the lesson.

"Decision tree" - the class is divided into several groups with the same number of students. Each group discusses the issue, and notes are made on a "tree" (a piece of paper or a Board). Then the groups switch places and add their thoughts to the trees of their neighbors.

"Shared project" - groups receive various tasks that cover the issue from different sides. After the work is finished, reports are prepared and entries are made on the Board. From these records, a common project is compiled, which is reviewed and supplemented by a group of experts.

"Synthesis of thoughts" is a copy of the previous method, with the difference that the students make all the entries on the sheets, which are then passed to the next group. The list highlights ideas that the group does not agree with. Experts process the sheets and make a General report, which is then discussed by the class.

"Information search" is a method used to enliven dry and uninteresting material. In this case, there is a team search for information that complements the existing one (a teacher's lecture or homework). Afterwards, students answer questions. Answers to the questions should be found in textbooks or handouts for analyzing information and searching for answers to questions given a limited time.

"Carousel" is a type of work that children like very much. To do this, two rings are formed: the inner and outer. In the inner ring, the students sit motionless. In the exterior, they change every 30 seconds. In a few minutes, students talk through several topics and try to convince the other person that they are right.

"Aquarium" - the method consists of several students acting out the situation in a circle, while the rest observe and analyze.

Thus, at the moment, a large number of methods and forms of interactive learning have been developed. But every progressive teacher can come up with their own methods of working with the class. Most of these interactive methods relate to technologies of cooperative learning, when students come together to complete tasks, learn material and develop communication skills when discussing and arguing their positions. A huge advantage of this type of educational activity is that all students in the class are involved in the overall work. The difficulty lies in the ability to organize the activity of students, to introduce them to this type of work as a permanent one. The methods mentioned in the article can serve as a basis for creating new forms. Interactive creativity of the teacher and student is unlimited, and this is the main advantage of interactive learning.

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