

USING INTERACTIVE METHODS IN NATIVE LANGUAGE LESSONS

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Abstract

Education is a long-lasting process, and its quality depends on the methods used during the lesson. The effectiveness of the lesson, the methods applied, and the achievement of results define the teacher's skill and level of knowledge. This article provides examples of interactive methods recommended for use in native language lessons.

Keywords: interactive, method, technology, education, experience.

Introduction

Interactive methods refer to those that foster collaboration between students and teachers, increase activity, facilitate efficient knowledge acquisition by learners, and develop personal qualities. Interactive methods are methods that activate learners and encourage independent thinking, placing the learner at the center of the educational process. After using these methods, the teacher encourages learners to participate actively. Learners are involved throughout the process. Using modern methods in native language lessons helps develop students' independent thinking abilities and results in better understanding of the topic. The forms, methods, and techniques for organizing joint activities between the teacher and the student in teaching the native language are evolving and being updated in line with the improvement of the education system.

Today, the formation of new social relations in our society and the integration of education into the global education system require a new approach in modern pedagogical technologies. These approaches, in turn, introduce certain positive changes in the organizational and methodological aspects of the educational process, many of which are closely linked to pedagogical technology and teaching mastery. It is known that currently, there are more than a hundred types of interactive methods, most of which have been tested and have yielded good results. Widely used methods such as «Cluster,» «Brainstorming,» «Continue,» «Presentation,» «Blitz-poll,» and «Problem-solving situation» can be used to achieve effective results in lessons. In the part of the lesson where the topic is reviewed, methods like «Cinque,» «Reverse test,» and «Wheel of Mind» can be applied. In the explanation part of a new topic, technologies like «Insert» «Pinboard,» «Step-by-step,» and «Boomerang» can be used, and for consolidating the topic, methods such as «Venn Diagram,» «Fishbone,» «Why?,» «How?,» «Conceptual Table,» and «Lotus Flower» as graphic organizers, along with methods like «Concept Analysis,» «T-table» «Resume,» «Sunflower,» and «Wheel of Fortune» can be



implemented. For homework, methods such as «Cluster» and «KWL» ensure lesson effectiveness and help improve students' knowledge.

In addition to the above-mentioned methods, native language lessons can incorporate didactic games like «Find the Next Link,» «Form a Word,» «Twins,» «Letter Supervisor," "Syllable Abundance," and "Find Your Own Word." During the game, students feel free, eager to demonstrate their knowledge. As a result, students develop confidence and determination, learn how to engage in discussion, and get accustomed to substantiating their opinions. It is essential to consider the students' age and knowledge level during this process.

Cluster Method: The cluster graphic organizer means «Branching of Ideas» This method helps students deeply explore a particular topic by teaching them to freely and openly branch out relevant concepts or specific ideas in a coherent sequence. The «Branching of Ideas» is organized as follows: 1. Any idea that comes to mind is expressed in one word and written sequentially. 2. Writing continues until the ideas run out, and if they do, a drawing is made until a new idea comes to mind. 3. During the lesson, it is important to try to increase the number of ideas and the sequence of their connections as much as possible.

The «Cluster» method is invaluable in teaching «Parts of Speech» in native language lessons. Through this method, students work on concepts related to the topic. For example, they can branch out concepts related to the category of adjectives in the following way. When explaining parts of speech using the «Cluster» method, in order to focus the students' attention, concepts related to the parts of speech are written in the center. Students place all the ideas related to the topic around the center. After expressing their ideas, they classify each word or idea. The «Cluster» method is used to achieve the following goals: 1. Increase students' vocabulary. 2. Improve writing skills. 3. Develop critical thinking abilities. 4. Enhance the ability to categorize.

The Fifth (Sixth, Seventh, etc.) Extra» Method: This method is effective for reinforcing new topics such as «Kitchen Utensils,» «Birds,» or «Domestic Animals and Poultry.» Four words related to the topic and one unrelated word (the extra word) are given. Students must identify the extra word. The words are displayed on the screen, and students determine which one does not belong. For example:

Domestic Animals: cow, sheep, tortoise, horse, dog.

Then students are tasked with forming sentences using these words, and moral lessons are drawn from the sentences they create. Example: «The horse is man's most reliable friend.» Through the sentences created by students, they are encouraged to develop love for nature and positive attitudes toward domestic animals.

Word Formation» Game: This game encourages students to expand their vocabulary, recall words, and develop logical thinking. In this method, students are tasked with forming multiple words from a single word. The teacher writes a word on the board, for example, «Uzbekistan» or «Chain». After that, the teacher asks the students to form other words using the letters of the given word within a certain time. For example, from «Uzbekistan,» students can form words like «Uz,» «ek,» «bek,» «Uzbek», «on» From «Chain,» words like «zar,» «zira,» «arz,» «ariza,» «jar,» «ranj» can be made.



“Form Words” Game: In this method, students are presented with 8 letters inside a circle. They are required to form as many words as possible using those letters. The student or group that forms the most words within the given time is declared the winner. This game is especially effective in elementary grades after teaching vowels and consonants. For example, if students are given the letters «a,» «u,» «b,» «z,» «f,» «s,» «t,» «a,» they can form words like «bu,» «tuz,» «aft,» «saf,» «bas.»

Find the Next Syllable Game: In this game, students are taught how to form words using provided syllables. The student who forms the most words is rewarded with a high grade, like «five.» For example, if the syllable «bo-« is given, students can form words like «bola» (child), «bobo» (grandfather), «bodom» (almond).

In conclusion, innovative methods play a significant role in helping students become literate and easily acquire the knowledge and skills required by the state education standards. Using such methods during lessons greatly aids in reviewing past topics and understanding new ones. They are particularly effective in keeping students focused on the lesson topic. Applying the interactive methods mentioned above in language and literature lessons can increase students' interest in the subject, help them express their thoughts freely, respect others' opinions, and develop their ability to defend their own viewpoints.

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