USING INTERACTIVE METHODS IN TEACHING A FOREIGN LANGUAGE

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Abstract

The article discusses the importance of using new pedagogical technologies in teaching English, taking into account the somewhat complex nature of mastering the subject, analyzes all the possibilities of the student. Also, examples of new methods in language development are given, and their importance is revealed.

Keywords: English, methodology, subject, method, lesson, student, teacher, tool.

Introduction

English classes are held in every university, school, and preschool in Uzbekistan. Wherever we look, we see inscriptions about English courses on banners and bulletin boards. Many people ask the question, "Why is English the most popular language in the world?"

Starting from the 17th century, England established dominance over many countries of the world, and English began to become the language of overseas trade. In the territories where the famous East and West India Companies penetrated, the population began to get used to the English way of life.

After this, the formation of a commonwealth between the countries allowed Great Britain to create a huge military potential.

In the second half of the 20th century, the era of the United States began. The United States became the most powerful country and flooded world markets with its products. The creation of computers and the Internet in America led to the spread of English throughout the globe. Until the Middle Ages, English was on the same level as modern Polish or Turkish.

90% of transactions around the world are concluded in English. Global financial funds and stock exchanges operate in English. Large corporations use English in every corner of the world. Even if they do not speak English, it is much more convenient and simpler for foreign investors to express their proposals in this language. In India, the national language is Hindi, but English is taught in all universities and schools. It is our task as educators to create school lessons and textbooks that meet the standards of countries recognized by the world through the development of a foreign language. It is gratifying that those who can speak English fluently are found in the first grade of school, which is evidence of the hard work of English language specialists being absorbed into the system. In particular, the number of students achieving international degrees in a foreign language is increasing day by day. We are also pleased that, in addition to our national university, more than seven students are enrolled in universities that are among the top 1,000 in the world. By the way, mastering a subject is a rather complicated process. Mastering another language as well as one's own depends on the teacher's skill. In this

case, the use of new pedagogical methods is both important and effective. The student's mastery rate in a lesson conducted using new technologies is higher than in a traditional lesson. Below we will talk about the essence of such new pedagogical methods and their effectiveness in practical application.[1]

Many literatures note that the most popular interactive teaching methods today are "Case Study" (or "Learning Cases"), "Blister Survey", "Modeling", "Creative Work", "Problem-based Learning". According to the data, the following interactive teaching strategies are included: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Step-by-step", "Iceberg", "Rotastia", "Rounded Snow". The separation of interactive learning strategies from the composition of interactive learning methods is based on the fact that the approach to organizing group work is, in a certain sense, comparable to the strategic approach. In fact, these strategies also belong to interactive learning methods in many respects, and there are no other differences between them.

Interactive graphic organizers: "Fishbone", "BBB", "Conceptual table", "Venn diagram", "T-chart", "Insert", "Cluster", "Why?", "How?", etc. The distinction between interactive graphic organizers is based on the fact that in such activities the main ideas are expressed in writing in various graphic forms. In fact, working with these graphic organizers also largely refers to interactive teaching methods.[2]

Below we will analyze some of the new interactive methods.

"MENTAL ATTACK" method

This method serves to ensure the activity of students in the process of training, to encourage them to think freely and free them from the inertia of the same thinking, to collect a variety of ideas on a specific topic, as well as to learn to overcome thoughts that arise at the initial stage of the process of solving creative tasks.

The main principle and condition of the "Intellectual Attack" method is to completely prohibit criticism of the idea put forward by each participant of the training, to encourage any jokes and jokes. The intended goal is to ensure the free participation of students in the training process. The use of this method in the educational process depends on the pedagogical skills of the teacher and the breadth of the scope of thinking. When using the "Intellectual Attack" method, it is advisable that the number of students does not exceed 10-15 people.

"COMPLETE MENTAL ATTACK" METHOD

The method serves to create conditions for the emergence of new ideas by students. Each group of 5 or 6 students is given various tasks or creative tasks that must be solved positively within 15 minutes. When they are solved positively within the specified time, one of the group members reports on this.

The information provided by the group (solution to the task or creative task) is discussed and evaluated by the teacher and other group members. At the end of the session, the teacher announces the best and most original answers among the solutions to the given tasks or creative tasks. During the session, the activities of the group members are evaluated according to the level of their participation.

"6x6x6" METHOD

The "6x6x6" method allows 36 students to simultaneously engage in a specific activity, solve a specific task or problem, and also determine the capabilities of each group member and learn their views. In a session organized based on this method, 6 groups of 6 participants each discuss a problem posed by the teacher. After the allotted time, the teacher re-forms the 6 groups. Each of the re-formed groups includes one representative from the previous 6 groups. Members of the newly formed group present to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together.[3]

The advantages of the "6x6x6" method are:

-encourages each member of the groups to be active;

-ensures the expression of personal views by them;

-develops the skills of listening to the opinions of other members of the group;

-teaches to summarize several previously presented ideas, as well as to defend one's own opinion.

Most importantly, each of the participants in the session acts as a participant in the discussion, a listener, and a speaker for a short period of time (20 minutes).

This method can be used in several groups of 5, 6, 7, and 8 students. However, when using the "6x6x6" method among large groups, it is necessary to increase the time. Because in such sessions, a little more time is required for both discussion and information provision. When using the method in question, there is an opportunity for groups to work on one or more topics in the sessions.[4]

The use of the "6x6x6" method in the educational process requires the teacher to have activity, pedagogical skills, as well as the ability to form groups according to the purpose. Incorrect formation of groups can lead to incorrect solving of tasks or tasks. Using this method, classes are organized in the following order:

1. Before the start of the class, the teacher places 6 chairs around 6 tables.

2. Students are divided into 6 groups by the teacher. When dividing students into groups, each seat is named, and those who receive the named sheets take their places.

3. After the students have settled down, the teacher announces the topic of the class and gives specific tasks to the groups. A certain time is set and a discussion process is organized.

4. The teacher monitors the activities of the groups, gives advice and guidance to the group members where necessary, and asks the groups to conclude the discussions after making sure that the tasks assigned by the groups have been solved correctly.

5. When the time allotted for the discussion is up, the teacher re-forms the groups. Each of the re-formed groups will have one representative from the previous 6 groups. The members of the newly formed groups present to their peers the conclusion presented by their group as a solution to the problem and discuss these solutions together.[5]

Only by learning a foreign language do we begin to appreciate our native language more. Since we start speaking it from childhood, we do not think about how it is built, and often do not appreciate its beauty. American scientists conducted a study, gave people who know several languages tasks on understanding words and observed their tomographs. The results showed that such people are better able to identify similar words than those who speak

only one language. This ability helps to block out various distracting factors and focus on one task. A 2007 study by the American Council on the Teaching of Foreign Languages found that children who learn foreign languages, despite having more hours of math in the school curriculum, showed better results in math than students who do not study foreign languages at all. It is not surprising - learning the basics of another language activates logical thinking. Learning a foreign language improves the ability to remember new information, which reduces the time spent studying. In addition, multilingual people tend to multitask. The essence of learning a foreign language is communication with other people. To improve communication skills, it is best to engage in conversation with people who speak the language or have already learned it. Pedagogical technology, in its essence, is organized using forms, methods and tools, which increase the effectiveness of pedagogical activity and establish interaction between the teacher and the student. In addition, it ensures that students acquire thorough knowledge of the subject matter. It forms independent, free and creative thinking skills in students. [6]. It also creates the necessary conditions for students to realize their potential. It is also necessary to guarantee the primacy of democratic and humanistic ideas in the pedagogical process.

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