

TYPES OF INTERACTIVE METHODS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract

This article exposes about learning - a modern way of learning, which consists in the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students. It is important that interactive teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone. The article also examined the involvement of students in interactive activities in English classes. Incredible results can be obtained by interactively learning foreign languages.

Keywords: case for interactive methods, lecturing, brief writing exercises, think-pair-share, discussion, debate, problem-based learning.

Introduction

Many educational scholars have come to realize that traditional teaching methods are lacking in their ability to foster growth in students. Traditional teaching methods often rely on memorization and regurgitation. These techniques are passive, focusing on teaching students to follow instructions rather than teaching them to think critically. To truly understand the subject matter one is learning, one needs to gain critical thinking skills. One way to foster these skills is through interactive teaching. Interactive teaching refers to methods of teaching that engage the classroom. Unlike memorization, interactive teaching encourages students and teachers to collaborate to foster learning. In addition, interactive teaching activates the brain's natural analytical abilities, helping students to engage their long-term memory.

Interactive teaching allows such kind of teaching in which students show active involvement in the learning process to absorb the maximum amount of information and knowledge from their teachers. Teachers use different interactive methods to involve students in interactive teaching methods and mostly it's from.

- Interaction between teacher-student
- Interaction between student-student
- The use of audio, visuals, and video
- Showing hands-on demonstrations and exercises



Teachers carry the responsibility to encourage the students to actively participate in the activity of the classroom, apply their brains, and motivate themselves to think to have long-term memory retention. In these ways, students' knowledge will be improved, along with their sense of interest, strength, team spirit and freedom of expression will aid raise.

Interactive teaching is a powerful tool for great teachers, who motivate their students to take up tasks positively, perform them in a better way and give positive and desired outcomes. The quality of a good teacher involves being observant, responsive, nimble and encouraging. They should always work with an open mind so that they will be able to encourage their students in a better and more productive way. Interactive Method of Teaching involves trying out different interactive learning styles in the interactive session in the classroom.

Interactive Teaching

To interact with students effectively in the active phase of teaching, the teaching styles should involve a simple principle of creating without practical application. As sometimes learners fail to comprehend the depths of the content which is to study in the classroom. Teachers also can get the advantage of Interactive teaching methods in a number of ways which are:

Measurable student accomplishments

By adopting interactive teaching styles, teachers can make sure that how well students are responding towards a given subject material. Teachers are able to measure students' accomplishments.

Flexibility in teaching

Interactive teaching methods involve two-way communication whether it is between student teachers or student-students. This will help to adjust quickly in a process and approaches.

Practice makes perfect

With Interactive teaching styles, the learning process can be enhanced and students get to benefit from it.

Student motivation

Interactive teaching styles

The following are the most effective ways to engage your students through interactive teaching methods and interactive teaching styles:

Brainstorming

Brainstorming is one of the interactive teaching methods which demand performance in group sessions. With this process, students are able to develop creative thoughts and ideas. The method helps learners to pull learning together.



Types of interactive brainstorming:

- Online interaction such as chat, forums and email
- Team-idea mapping
- Group passing
- Individual brainstorming
- Structured and unstructured
- Reverse or negative thinking
- Nominal group relationships

Think, pair and share

First, when applying the interactive teaching style, you will need to frame a question or a problem then the need to pair your students will arise. Assign a question to each group and allow them to reach the conclusion in a sufficient time. At last, you allow each one of the pair to draw the conclusion in their personal voice. You can ask each one to explain the conclusion or you can ask one student to explain the concept and another to explain what they learnt. In this way, students will show communication with other students.

Buzz session

In the Buzz session, a single topic is allotted to the participants and they are asked to come together in groups to explain the concept. Group participation allows each member of the group to represent their thoughts and ideas equally. It helps to boost encouragement among the students within each group. Students will learn to learn from everyone's experiences and get the advantage of everyone's ideas.

Incident process

This Interactive teaching method is a case study method with a few dissimilarities from the core case study format. It is not as rigid as full case format training. The main aim of introducing the Incident Process in teaching methods is to learn how to solve real problems. It involves real people who make students prepare for life beyond the limitations of classrooms.

Question & Answer sessions

The interactive teaching method is really helpful for seeing students' participation. Once you introduce the topic to the students in the classroom, do not start lecturing on it. Instead, ask each student to write down their question on a small paper regarding the topic. Then collect all the cards, mix them up, and then start Question & Answer sessions.

Literature review

Since Bonwell and Eison's seminal work, "active learning" has been a buzzword in the scholarship on teaching and learning. But the phrase can be misleading. Whenever someone learns something, the learner has been active to some degree—maybe not physically, but certainly mentally. In other words, there is no such thing as "passive learning." As interconnected processes, however, physical and social activity often correlates with mental



activity and therefore can aid learning. A more appropriate term might be “interactive learning,” which encompasses all methods of purposeful student engagement with material aided by students interacting with others (instructor or peers) and themselves

The Case for Interactive Methods

Interactive learning is associated with many benefits for students. Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction .

Interactive classrooms also perform better on measures of student learning. One meta-analysis found that in STEM classrooms with “active learning,” broadly defined, student exam scores improved by about six percent . In addition to greater retention, interactive classrooms perform better on higher-order learning measures of Bloom’s Taxonomy, like analysis, synthesis, and evaluation . Furthermore, interactive learning is associated with improved learning for typically at-risk students, like minorities and first-generation college students, making it an important part of inclusive teaching . Students may initially resist interactive learning methods. Lack of experience with interactive learning, the greater effort that is required of students in interactive learning, and the impression that the instructor is abdicating the “teacher” role can factor into students’ resistance. Therefore, it is important for instructors to explain the reasons for interactive learning in general (such as the learning benefits above). Instructors should also explain the specific reasons for each particular interactive learning exercise, provided they have carefully selected methods that are appropriate to learning goals and students’ abilities.

Strategies for Interactive Learning

The possible methods for interactive learning are perhaps limitless, constrained only by creativity and resources. Below are a few of the most common interactive learning strategies, organized from less-intensive to more-intensive, in comparison with the traditional lecture.

Lecturing

Although interactive methods are often pitted against “lecture only” classrooms, lecturing can be an effective interactive experience, as anyone who has ever eagerly shared a TED Talk knows. Learning is likely to happen when the lecturer carefully connects new material to students’ existing knowledge and significant human experience and also when the teacher intentionally piques students’ curiosity and imagination through the use of narrative structures—setting up conflict or tension, followed by resolution . Such techniques should not devolve into entertainment but emerge honestly from the questions or problems inherent in the subject matter itself. Instructors can also easily add a more intentional interactive element to lectures by pausing and encouraging students to ask clarifying questions .

Brief Writing Exercises

Some interactive methods require little time to prepare and execute. Brief writing exercises, while also a type of Formative Assessment, can help students review, understand, and think critically about material. These exercises can be targeted to various levels of thinking. For



instance, asking students to list items from a previous lecture reinforces basic knowledge; asking students to rephrase a central concept in their own words aids comprehension; asking students to use information in addressing a new situation gives them practice in application.

Think-Pair-Share

Another relatively simple interactive method is “Think-Pair-Share.” The instructor presents a problem or question, first asking students to think (and usually write) individually their answer(s) along with rationale and evidence. Students then discuss their answers with a partner, with the instructor encouraging respectful questioning and critique among students. Finally, the students share their insights (both individual and those gleaned from paired discussion) with the entire class, with the instructor encouraging further questioning and critique.

Discussion

“Think-Pair-Share” might be thought of as a combination of brief writing and discussion. Discussion can be used in many ways in an interactive classroom—students discussing in pairs or small groups, or a single conversation including the entire class. Likewise, discussion can be brief interludes or the entire agenda for a class session. Depending on pedagogical goals, the instructor may be more or less involved in the actual discussion. As a form of interactive learning, however, discussions should strive for the free sharing of ideas while constructing and critiquing arguments using logic and evidence.

Debate

Like discussion, debate aims at encouraging students to express their ideas to each other and to critique each other’s ideas. Debate can be particularly helpful when the instructor wants students to understand and appreciate perspectives that students might not themselves hold. Unlike discussion, which often strives for consensus, debate is inherently competitive and tends to obscure the similarities of opposing viewpoints. Instructors should be aware that debate can foster a conflict mentality and give the impression that complex issues are dichotomies. A way to mitigate this is through “panel” debates, which can better acknowledge complexities and nuance.

Problem-Based Learning

Problem-based learning is a demanding but rewarding interactive strategy for students and instructors. Many other strategies begin by presenting material and then asking students to apply discrete knowledge to a well-defined problem or question. Problem-based learning, however, begins with an open-ended, usually authentic (i.e., “real-world”) problem, requiring students (often in groups) to identify what they know and what they need to know that can help solve the problem, determine how they can acquire needed knowledge, formulate hypotheses/studies/experiments, determine a solution, and report their findings. Modeled on the theory that open-ended inquiry increases student motivation, the distinct advantage of this approach is that acquired knowledge immediately takes its place in a meaningful context.

Instructor Role in Interactive Classrooms



The instructor often assumes a less overtly authoritative role in an interactive classroom. Some proponents have described this as moving from “sage on the stage” to “guide on the side.” This may be overly simplistic, however. Just as “higher order” thinking builds upon mastery of “lower order” thinking, interactive learning must be supported by clear academic authority. Likewise, while the collaborative nature of many interactive methods can increase student motivation, too much student autonomy can produce uncertainty that can be demotivating. Practically, this may mean giving “just-in-time” mini-lectures when students are struggling with basic terminology or concepts. The instructor should also establish early in a course that he or she welcomes and can appropriately answer pressing questions—unless the instructor has valid pedagogical reasons for not providing an answer, in which case the instructor should make the rationale explicit to students. In short, an instructor using interactive methods must balance autonomy with support and be flexible and competent in a range of teaching methods.

Conclusion

After selecting the learning objectives and assessments for the presentation, we need to think about the various instructional activities we will use to engage students with the material and enable them to meet the objectives. Many instructional strategies are flexible, and can be used in service of several learning objectives, but some of them are better suited for a particular set of objectives. In most cases, we will need to use a combination of instructional strategies. The whole class session should be interactive, with a balance of contributions from teacher and pupils. It should serve and not detract from the objective. Model the technique a number of times before you expect the children to use it effectively. Support pupils who will be less confident by rehearsing, priming or pairing them. Consider the space you will need if pupils are to move around comfortably. Consider how you will distribute, collect, store and protect resources.

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