

MAKE USE OF INTERACTIVE FORMS AND METHODS IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT:

Nowadays we can observe a shift from communicative approach to language teaching to its variety - an interactive approach in modern methodology of teaching foreign languages. Interactive methods are aimed at a broader interaction of students not only with the teacher, but also with each other, as well as increasing the activity of students in the learning process.

KEYWORDS: language; training; interaction; innovative technologies.

INTRODUCTION:

Interactive technologies can be characterized by the presence of a dialogue, exchange of opinions and arguments for and against the disputable matter. Any lesson based on discussion is effective if the participants have basic knowledge of the issue and if a teacher has planned the main stages and key points in advance. During the planning stage a teacher chooses and formulates an issue, plans ways of stimulating and monitoring participants' activity. He must prepare necessary equipment to record students' ideas.

When the discussion starts, the teacher performs as an intermediary. It is very important to perceive different points of view on a particular problem, to have his own

opinion, to be able to make conclusions and evaluate achievements. You can use various techniques of introducing the topic to the audience: describe problematic situation, put problem questions, show video, role play of the situation, presenting a few opinions on an issue. A discussion should comprise different points of view which at the end evolve the decision.

Foreign language in today's world, almost the same attribute of a successful person, like a mobile phone. With the help of English, in particular, the language can be communicated almost anywhere in the world. However, it should be noted that modern realities require a modern approach to learning a foreign language. But, unfortunately, our teaching methods are often very inert and do not meet modern requirements.

Interactive ("Inter" is mutual, "act" - to act) - means interaction, talk, conduct a dialogue with someone. Interactive initiates a more multifaceted interaction of 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 activities of students towards achieving the goals of the lesson. The teacher, of course, develops a lesson plan (usually these are interactive exercises and assignments during which the student studies the material).

BRAINSTORMING:

It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

DISCUSSION

This sort of intuitively strategy requires to ponder instructing fabric on the topic some time recently beginning discourse. After having learnt the lexico-grammatical fabric on the subject the learners may begin talk. This strategy makes a difference the learners reliably and consistently express their thoughts by displaying grounds for their articulations. Here the learners work in little bunches and this moves forward their action since each part of the gather may express his/her thoughts and takes portion within the talk.

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 classroom techniques. Most of the listed interactive methods relate to cooperative learning technologies, when students unite to complete assignments, assimilate 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 common work. The difficulty lies in the ability to organize the activity of students, to introduce them to this

type of work as permanent. The methods mentioned in the article can serve as a basis for creating more and more new forms. The interactive creativity of the teacher and student is limitless, this is the main advantage of interactive learning.

INTERACTIVE METHODS:

Provide the mechanisms to enable group members to explore, on a regular basis, the reasons they are doing their work and why it is important. They provide people with opportunities to consider and share the experiences, understandings, and commitments that brought them to the group. Being in touch with these fundamental elements is critically important if group members are to be invested in the group's work and motivated to make difficult decisions, resolve disagreements, and apply energy and focus to their work.

Interactive techniques can be used to help a group define its own dynamics and its own problems—the first step in moving through the issues and toward the group's goals. When tension between people, general stress, or individuals' personal issues or behaviors are impeding a group's functioning, these can be dealt with most effectively when the group itself, rather than the leader, articulates the problems. Interactive techniques can be used to help a group define its own dynamics and its own problems—the first step in moving through the issues and toward the group's goals.

EDUCATIONAL GAMES:

When teaching English as a second language to adult learners, games and fun activities can be just as important as when teaching younger age groups. Fun adult-oriented educational games and activities can help teachers to build class cohesion, raise energy levels and most importantly, provide a framework that motivates learners to produce the target language. Role games, imitations,

business games can be used at the lessons to improve communicative skills of students.

DRAMATIZATION:

An exciting world of performances, songs, games, improvisations, imitations can provide invaluable help to teacher in formation and developing language competence, solving problems of aesthetic upbringing, developing creative abilities students. Activity that stimulate imagination awakens feelings and inspires to play different roles is called drama. In the process of study of foreign language, dramatization turns the lesson into a pleasant and fascinating activity and frees students from a sense of fear. Project methodology after completing the exercises at the lesson, discussing particular topic, and students get homework assignment: make a presentation or project on the given topic. Students may write a script, make a presentation, and prepare a play or video. Although implementing project work in the English language classroom may require some creativity, it's certainly possible and effective. Teacher works with students throughout the entire project to give feedback. Audio and video tasks Interactivity in the process of viewing of a video in a foreign language begins on an emotional level: students feel enthusiastic watching the film and exchanging their views, thinking and speaking during the discussion. Teachers may use such popular films as "Twilight", "Patriot", "The Queen Elizabeth", "Romeo and Juliette" and others. The teacher chooses those methodical methods that contribute to the achievement of learning objectives: to intensify learning process. Interactive teaching methods and principles of foreign language teaching are a more advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of

thought, emotion and information, thus to achieve the best learning effects.

It's necessary to organize different forms of activity at the foreign language classes that is individual, pair, group and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E. g. jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic. So, innovative methods of teaching English language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, cheap establish emotional contact with the students, provide with realization of educational task, that is: to train them to work in a team, to consider somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main questions of the lesson.

To summarize the innovative methods of teaching give the foreign language teachers the possibility to master some new techniques of communicative methods of foreign language training. Risk taking and conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the innovative methods of training. Such, knowledge will give some healthy, perspective in evaluating the innovations of new approaches to methodology that will continue to emerge over time.

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