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TEACHING ENGLISH BY USING INTERACTIVE METHODS

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Today, understanding at least one foreign language has grown into a crucial component of a specialist's professional skills. Thus, it is important to consider effectiveness of the method used to acquire new languages. Interactive methods are the most successful for learning languages. The article's main goal is to outline the function of interactive teaching techniques for English. This article discusses one of the most effective methods in the learning system. On the basis of the foregoing material the authors reach the conclusion: the interactive learning method stimulates learning foreign languages, teaches to work in a team, develops communication skills. In addition, this conclusion supported with examples from own experience.

Key words: *teaching methods, active teaching method, interactive methods and techniques, student, teacher.*

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ ИНТЕРАКТИВНЫХ МЕТОДОВ

На сегодняшний день владение хотя бы одним иностранным языком превратилось в важнейшую составляющую профессиональных навыков специалиста. Таким образом, важно учитывать эффективность и действенность метода, используемого для изучения новых языков. Интерактивные методы являются наиболее успешными для изучения языков. Основная цель статьи состоит в том, чтобы наметить функцию интерактивных методов обучения английскому языку. В данной статье рассматривается один из самых эффективных методов в системе обучения. На основании вышеизложенного авторы приходят к выводу: интерактивный метод обучения стимулирует изучение иностранных языков, учит работать в команде, развивает коммуникативные навыки. Кроме того, этот вывод подкрепляется примерами из собственного опыта автора.

Ключевые слова: *методы обучения, активный метод обучения, интерактивные методы и приемы, ученик, учитель.*

INGLIZ TILINI INTERFAOL USULLAR ORQALI O'QITISH

Bugungi kunda kamida bitta chet tilini tushunish mutaxassisning kasbiy mahoratining muhim tarkibiy qismiga aylandi. Shunday qilib, yangi tillarni o'zlashtirishda qo'llaniladigan usulning samaradorligini hisobga olish muhimdir. Til o'rganishda interfaol usullar eng muvaffaqiyatli hisoblanadi. Maqolaning asosiy maqsadi ingliz tilini interfaol o'qitish usullarining funksiyasini ko'rsatishdir. Ushbu maqolada ta'lim tizimidagi eng samarali usullardan biri muhokama qilinadi. Yuqoridagi materiallar asosida mualliflar shunday xulosaga kelishadi: interfaol o'qitish usuli chet tillarini o'rganishni rag'batlantiradi, jamoada ishlashga o'rgatadi, muloqot qobiliyatlarini rivojlantiradi. Bundan tashqari, ushbu xulosa o'z tajribasidan misollar bilan tasdiqlangan.

Kalit so'zlar: *o'qitish usullari, faol o'qitish usuli, interfaol usul va uslublar, talaba, o'qituvchi.*

Introduction. By being interactive, individuals collaborate and have an impact on one another. Dialogue or communication are implied in this circumstance. The relationship among learners and one other as well as between them and the teacher is the goal of these approaches, and as a result, learners must engage in a proactive part in the educational procedure. The goal of open courseware is to confirm the unique circumstances that will enable all learners to take an active role engaged with the instructional process. People who participated will be capable of comprehending and recognizing everything that occurs, have an impact on one another, and contribute independently after developing cordial and helpful relationships. In order to foster a good association between the instructor and the students, individuals have primarily focused on the teacher's mindset and function in this area.

Main part. However, this does not indicate that learners play a unique position as individuals with autonomous personalities and capacity for self-construction. In an interactive classroom, the teacher acts as a facilitator rather than an initiator, and the relationship between teacher and student is one of equality. Learners' information framework may be built, their insights and opinions can be communicated and motivated, and educators' teaching skills can be enhanced through the use of this dynamic approach. The main objective of the instruction at this point is being implemented directly between the instructor and the students. There are two stages in this learning phase. The first is knowledge; a teacher might start by responding to the questions on the forms that made you feel interested the most. Also, at this point, the primary instructional material is given via techniques like seminars, seminars, role acting, conversations, and working together in small groups. The second level is practice-focused and is meant to assist the students in gaining actual experience. It can be accomplished through the use of role acting, exaggeration, discourse, "brainstorming," and other collaborative kinds of work. The decision is based on the circumstances. Making the pupils more involved in the educational process and active participants in the lessons is the goal of innovative instructional tactics. Beyond merely attaining instructional objectives, interacting activities have other advantages. In addition, you can simply integrate this kind of activity into your digital classroom instruction to assist your students develop their originality, logical analysis, real concern, and decision-making talents as well as their collaboration and teamwork skills. At the initial stage, they learn, play and play, develop and learn. And at the same time, it is important to teach students to regulate their gaming activities. Self-regulation occurs when staging fairy tales, during dialogical speech, according to the reference scheme, according to pictures. Students need to be taught how to predict their results.

Only social communication, in accordance with the appropriate instructional principle, can lead to an advantageous learning outcome. This demonstrates how crucial conversation is to learning. The only engagement in the conventional method of teaching is between the teacher and the students, which is viewed as unfavorable or unimportant. This circumstance is more typical in written instruction, in particular. Typically, a student's work is always finished within her own circle of thinking after the teacher has made a decision, looked into the matter, chosen the content, and designed the layout. The students then enhanced their comprehension as a result of the teacher's corrections to their works. The educational process is mainly based on two actions: on the transfer and acquisition of knowledge. In the first case, the teacher gives the right information, and students perceive it. Innovative methods also face this process and their the goal is to evaluate the actions teachers and students using new ways and methods of learning, including new technical training aids. It should be mentioned that the methodological approach in teaching foreign languages is carried out by three methods:
• passive method;
• active method;
• interactive method.
If we talk about the passive method, then it should be noted that here the teacher is
at the center of the educational process: he plays an active role, while students
passive. Control can be done with the help of questions, tests, etc. The
The method will only be effective if used by an experienced teacher. A lecture is an example of a passive method. Active learning methods are methods learning, in which the teacher and students interact with each other, their role and activities are equal. An example would be didactic games, analysis of specific situations, etc. The generally accepted definition of the method sounds like "brainstorming" – a method of group, collective production of new ideas. It is used quite widely: from solving scientific, technical and creative problems before looking for options for behavior in complex social or personal situations. This is a technique for generating new ideas on a given topic, a method that promotes creative activity of students in solving problems. In this technique, usually various solutions to the problem are provided. The condition for effective teaching of a foreign language in the context of a scientific, technological and information explosion is, in my opinion, a combination of traditional intensive teaching methods with the development and use in teaching practice of a number of modern interactive methods that are focused on the personality of the student, wider interaction of students not only with the teacher , but also with each other, as well as to increase the activity of students in the learning process. It is necessary to create such pedagogical conditions that would contribute to the optimal use of the reserve capabilities of the individual and would lead to effective accelerated learning.

Effective teaching of a foreign language is possible if the teacher who organizes the training knows modern teaching technology. Any modern pedagogical technology is a synthesis of the achievements of pedagogical science and practice, a combination of traditional elements of past experience and what has been created by social progress. Modern pedagogy and methodology offer a wide variety of interactive

technologies that are advisable to use in the accelerated learning of students in foreign languages. As practice has shown, only interactive forms of education can provide high motivation, strength of knowledge, creativity and imagination of students, sociability, active life position, team spirit, freedom of expression, desire to improve. The use of interactive methods in the period of teaching a foreign language corresponds to the modern concept of teaching, which is based on the principle of active activity of students. The task of the teacher is to teach them to consciously master the language material in the process of collective activity and the widespread use of situational and communicative approaches in teaching a foreign language.

Here the communicative involvement of the student in the process is important. The teacher must listen to all positions student and, without criticizing, to give an objective assessment of the answer. In addition, the students should be encouraged to respond. If all these conditions are met, then create an enabling environment for learning, when the student has the opportunity to express your ideas freely. The advantage of this method, as experience shows, is increasing students' interest in learning a foreign language, as well as the development of creative thinking. Brainstorming would be another engaging interactive technique that enables the formation of practically important traits in aspiring analysts and the development of their welfare economics. Mind mapping is the collaborative exploration for the concepts required to address any issue. The key benefits of this approach are that pupils perceive to be "liberated"; the verbal communication evaporates, there is no longer any anxiety about uttering the incorrect word, the restriction is lifted, etc. Using the right techniques helps people think creatively and associatively, take the initiative, generate a lot of concepts quickly, and voice their own opinions. In contrast to the debate approach, "divergent thinking" means the dismissal of any concept criticisms.

Discussion (from the Latin discussion - consideration, research) is an active learning method based on a public discussion of the problem, the purpose of which is to clarify and compare different points of view, to find the right solution of the controversial issue. This type interactive learning requires the study of educational material for a certain topic. Having studied the lexical and grammatical material on the topic, students can begin to discuss. This method consistently helps students and expresses their ideas logically. For this method to be effective, students should be divided into small groups then each participant will be able to express their ideas and take an active part in the discussion of the topic. This method consistently helps students and expresses their ideas logically. For this method to be effective, students should be divided into small groups then each participant will be able to express their ideas and take an active part in the discussion of the topic.

To achieve the effectiveness of this method must be followed instructions:

1) the teacher, together with the students, chooses a topic for discussion;

2) students study the topic;

3) the teacher forms groups;

4) the teacher gives instructions;

5) the teacher manages the activities of the students and, if this or that assistance is needed, helps and stimulates the work;

6) At the end of the discussion, one participant from each group makes a presentation.

It is currently one of the widely used foreign language teaching methods. This method can be used at any level of language learning, and also used in teaching schoolchildren and older people. Role-playing games encourage creativity, out of difficult situations, ingenuity. When using this method the following instructions should be followed: the teacher needs to create a cozy atmosphere among the students who take part in the game; students should not be shy. This will help them feel more comfortable and be interested in the process. Undoubtedly, role-playing games help to learn foreign languages in an entertaining way. Any lesson (a foreign language in particular) in interactive learning is a certain social environment in which the teacher and students enter into certain social relations with each other, where the learning process is the interaction of all those present. At the same time, success in learning is the result of the collective use of all opportunities for learning. The use of role-playing games has sample opportunities for the implementation of interactive learning. Role-playing game is a methodical method of active methods of teaching practical knowledge of a foreign language. The role-playing game creates conditions for real communication, thereby increasing interest in the subject. Role-playing motivates speech activity, as students find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized. Students are visually convinced that language can be used as a means of communication. The game activates the desire of the children to contact each other and the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between the teacher and the student. Here everyone gets a certain role and must be an active partner in verbal communication.

Role-playing games are included in almost all textbooks and teaching aids in foreign languages. Role plays, as is well established, promote trans disciplinary interactions, relate theory to the actual demands of the corporate world, and foster the abilities that potential professionals will need. They also make university academics more efficient and informative. The crucial component is role acting, which offers the chance to develop abilities that are challenging to develop under common learning circumstances. Type of development provides for the establishment of the settings necessary to educate the current expert that are more suitable as well as successful than the conventional teaching approach by modeling the occupational activity's usual interactions. Interactivity will be more effective if multimedia technology is applied in practice. Multimedia is an innovative teaching method. It is a combination of different media types such as audio, video materials, presentations, with the help of which the teacher presents information to students on an interactive whiteboard. Information technology helps the teacher to motivate students to active knowledge through real problems. An analysis of the experience of pedagogical activity shows that a productive technology for learning a foreign language by students, a means of increasing the motivation for learning, is a role-playing game.

The main stages of a teaching role-playing game are: putting forward and discussing an idea regarding a communicative situation (an obligatory element of a role-playing game is the resolution of a problem situation), a set of roles and an approximate course and rules of the upcoming game; distribution of roles and determination of the content (scenario) of the role-playing game; conducting a role-playing game debriefing. The advantages of using this method lie in the positive impact on emerging speech skills. But there are also negative from the side of this approach. It should be noted that each stage in the algorithm for the implementation of a role-playing game is important, but it is especially necessary to note the final stage, which consists of assessments and self-assessments of the individual contribution of each student to the preparation and conduct of the game, the adequacy of foreign language statements of the role played and the existing communicative situation, as well as the truthfulness and expressiveness of role behavior. A detailed and methodically well-organized role-playing game contributes to the active involvement of students (even the most timid and shy) in the learning process, their self-affirmation and self-esteem, high-quality assimilation of didactic material; creates a need for communication; focuses on the ability to plan one's own speech behavior and the behavior of the interlocutor; develops creative abilities, attention, memory, thinking, the ability to control one's actions; improves relationships with classmates and teachers. Role play is learning by doing. The situation of role-playing communication improves the quality of learning and is a stimulus for the development of spontaneous speech. Role play gives students the opportunity to go beyond their context of activity through a variety of social and interpersonal roles; allows you to anticipate your future personal experience by playing the roles of people of various professions; creates a favorable psychological climate in the classroom. With the right organization, the role-playing game creates an atmosphere of communication, which should cause students to have an internal need to express thoughts in a foreign language.

The task of the game is to develop an optimal behavior strategy for the performer of each role. The main parameters that determine the nature of the role situation are the presence of a single plot corresponding to the chosen communicative situation, and role relations between the participants in communication. When students assume a role, they play themselves or some character in a specific situation. Therefore, there are no spectators in the role-playing game and each of the participants can imagine themselves in the proposed situation. In addition, over-subject competencies are formed: research, communication, organizational and managerial, teamwork skills. The role-based organization of educational material contributes to the effective organization of students' educational activities, creates the psychological readiness of students for speech communication, and prepares them for situational spontaneity of speech. Thus, students systematize knowledge on the studied grammatical topic and train lexical material. Also at the final stage, students can be asked to complete the test.

The results are summed up and the whole group is rated, or the best group is called. The use of this technique is also possible when working with vocabulary or with educational text. In order to achieve a new quality of education that is truly adequate to modern times, an English teacher must not only master information and computer technologies, but also realize how much the approach to the learning process changes when the traditional leading and controlling functions are gradually replaced by orienting and systematizing ones. Only under these conditions can the purposeful joint activity of the teacher and students in the information and educational environment be fully implemented. In recent years, electronic interactive whiteboards have become the most universal technical means of teaching. Interactive whiteboards are an effective way to introduce electronic content of educational material and multimedia materials into the learning process, providing motivation for the student to be active and fruitful. Pre-prepared texts, tables, pictures, music, maps, thematic video clips allow teachers to effectively present the material, conduct classes

dynamically, using different learning styles, develop creative activity, passion for the subject, which ultimately ensures the effectiveness of mastering a foreign language. A qualitatively new training of graduates, the formation of their creative abilities and creative thinking, readiness for rationalization and inventive activity is the main guideline and indicator of the professional suitability of modern forms of education. The search for ways to enhance the cognitive activity of students through the use of interactive teaching methods, through the introduction to independent research of scientific sources based on the potential use of their own practical experience continues.

The interactive methods used in the learning process also include the method of projects, discussions, competitions, the use of Internet resources, and work with videos. The use of interactive methods allows you to create an authentic virtual language environment at any stage of teaching foreign languages, include students in real situations of intercultural communication, gain individual experience in communicating with a different culture, which ultimately affects the effectiveness of the formation of a foreign language communicative culture of a future specialist. Dojo360 is ideal for excellent digital or blended learning settings. Lessons can be transparently put up by professors with ease. To build content, import multimedia presentations, integrate videos from any Site, and more, you follow a step-by-step tutorial in the course builder. After that, adding students to your class is simple. Teacher simply drop their names into your class by dragging them from a master list. Echo360 makes it simple for teachers to give a live web presentation of your lesson. Educator may communicate with your pupils as if they were in the same room as you thanks to a real-time video feed. It's also much simpler than you might think to create videos. Simulation-imitation modeling in professionally oriented teaching of foreign languages opens up wide opportunities for creating situations that increase the motivation for learning foreign languages, creates an imitation of the language atmosphere. The computer acts as a consultant, providing information of a reference nature, as well as a partner, carrying out work on the program in an interactive mode. One of the types of such programs are games that can be of a cognitive, social, linguistic nature.

Conclusion. Summing up the above, it is worth noting that the interactive teaching method increases motivation in learning foreign languages, students feel more comfortable in the learning process. Besides, all methods discussed in this article and techniques develop communication skills, teach to work in a team and listen to each other, and also contribute to the solution of a particular pedagogical problem. In conclusion, it should be noted that all interactive methods and techniques develop communication skills, help establish emotional contacts between students, teach them to work in a team, listen to the opinions of their comrades, and establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves students' nervous tension, makes it possible to change forms of activity, switch attention to the key issues of the topic of the lesson.

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