Using Interactive Methods in Teaching English to Students in Higher Educations

Karimova Zulnura Gulamkadirovna

Associate Professor of the Department of Languages of the Tashkent State Agrarian University

Annotation: *Nowadays, when the demand for learning foreign languages is increasing, different methods of language teaching and learning are developing day by day. In this regard, interactive methods give the expected results. Interactive methods are student-oriented methods that activate students and encourage independent thinking. This article presents ideas about learning English using interactive methods in higher education institutions.*

Keywords: *teaching, interactive methods, media, oral and written speech.*

Effective teaching of foreign languages is one of the most pressing problems. The use of interactive methods in teaching students oral and written speech in higher educational institutions gives the expected result. Handouts, videos, listening to dialogues play a big role in this situation. As the student listens to a new topic, he imagines each sentence in his own way and interprets it from his own point of view.

A number of problems arise if the student does not have enough vocabulary, if he cannot differentiate between the meanings of the words and cannot use the words in their proper place.

If a certain consistent system of working with dictionaries is formed in the teaching of foreign languages, including English, it will be possible to turn it into a student's daily task. The more words a student knows, the deeper and wider the student's understanding of their meanings, the better his thinking ability will develop and he will master the skill of independent thinking in English.

Oral and written speech is the most important aspect of human activity. Oral speech requires immediate response, quick finding of a word related to the topic being described, and when necessary, referring to synonyms. In oral speech, there is no possibility to reflect on the necessary words, to compare them with each other. Therefore, "ready" words are used in most speech. [1].

Different methods of language teaching and learning are developing day by day in the present time, when the demand for learning foreign languages is increasing. In this regard, interactive methods give the expected results. Interactive methods are considered to be student-centered methods that activate students and encourage them to think independently. With the help of these methods, the teacher encourages the student to participate actively and quickly. The student will be at the center throughout the lesson and will be continuously involved.

It is known that they use interactive methods such as "Brainstorming", "Basic Signals", "Muz Yarar", "Working in a Small Group", "Zigzag", "Cubic", "On a Deserted Island", "The Wise Men's

Book", "Written Debate", "Jigsaw", "6x6x6", "Role-playing games", "Dispute", "Debates", "Adventure journey". [2]

During the explanation of a new topic to the student, new words and expressions, additional information, questions, and expressions familiar to the student are identified, that is, the analysis of the whole text is carried out on the basis of the "insert method". Clustering explanation of the same topic with a broader definition is called "cluster method". If question-and-answer games are organized on the topic, it is recommended to use the "brainstorm" method. This method will have the following structure:

a problem question is asked > thoughts and ideas are expressed and summarized > thoughts and ideas are grouped > fnic and correct answers are selected.

Asking questions about the topic, listening to the opinion of each student and drawing a conclusion is carried out through the "discussion-discussion" method. In addition, it is possible to perform the topic as a dialogue in roles, and to use the methods of competition and working in pairs. Recommended for use in the course of the lesson, it is desirable to be focused on practical exercises that develop speech, expand the mind and are rich in many necessary information, easy to master.

It should also be noted that the use of social media is also becoming widespread in the current era of rapid technology development. The potential and characteristics of using social media are primarily related to their access and speed of information, and their use for educational purposes allows classes to be held outside the classroom, which additionally motivates students. [3]

A modern teacher should understand that he is not only an executor during the lesson, but rather a leader in the course of the lesson. It is certainly difficult to deceive young people who have studied a lot, have a broad worldview, and have learned about life, and lead them to ideas that are strange for us. In this regard, it is possible to talk about some pedagogical tools that the teacher can use in the lessons: emphasizing questions. The advantage of interactive methods is that they aim to achieve high results in a short time, without spending excessive mental and physical effort. Conveying certain theoretical knowledge to the student in the course of the lesson, creating skills and competences in certain types of activities, forming moral qualities, controlling, checking and evaluating the student's knowledge requires high skill and speed from the teacher. In this case, depending on the question asked by the student, it is possible to determine the scope of his thinking, the level of thinking. Therefore, the main task of the student education process is to create skills in students, to teach them to express their thoughts logically and fluently. The role of technical tools in the effectiveness of foreign language teaching methods is observed. The constant use of technical tools helps the teacher to expand and direct the ways of listening and speaking as much as possible in the process of teaching a foreign language. Wide use of technical tools in the course of the lesson greatly helps in learning the main tasks of a foreign language. In recent years, in education, teachers have been creating multimedia programs related to the subject for lesson processes, using laptops and projectors to support them in the classroom. Students are also making progress in presenting their independent work and other assignments using laptops and projectors. Multimedia programs and presentations are created using the Microsoft Office Power Point program on the computer based on materials related to the theme, news included in it, images related to the topic, audio data, videos.

According to, multimedia projects allow students to explore subject matter using film, audio, and even software they create. Technology provides the possibility of including multimedia and interactive resources that can make adult learning more attractive and realistic, encouraging and even inspiring adults to develop their skills. Videos, radio, mobile phones, and television are among the information communication technology (ICT) tools that are gaining popularity in enhancing agricultural terms for students to access agricultural-related knowledge and information.[4]

In short, the success of the educational system is directly related to the education of a deep-thinking, independent, self-confident person. Teaching using advanced pedagogical technologies in the process of teaching foreign languages greatly helps to develop students' oral speech, listening comprehension skills, and reading skills. At the same time, it provides practical support for students to think freely and communicate.

REFERENCES:

1. Г.Мамедова. Талабаларда оғзаки нутқни ўстиришнинг энг муҳим тамойиллари. Ташқи сиёсий ва иқтисодий алоқалар учун кадрлар тайёрлашда тил таълими ва таржима масалалари. Тошкент-2014; Б.93.

2. Қиличева М. Инглиз тилини ўрганишнинг инновацион технологиялари; Scientific Progress. Volume 2/Issue 1/202/ ISSN: 2181-1601.

3. Сулайманова Б. А. Талабаларга инглиз тилини ўқитишда ижтимоий медиадан фойдаланиш бўйича таълим имкониятлари ва уларда касбий ахборот компетенциясини шакллантириш.//Ўзбекистонда хорижий тиллар. – 2021. — №1(36). – С. 138–147. https://doi.org/10.36078/1618987737

4. Otamurodova S.A. (2023). Teaching Academic Termins by Various Methods in English Language. Journal of Integrated Education and Research, 2(1), 2–6. https://ojs.rmasav.com/index.php/ojs/article/view/682