

INTERACTION COMPETENCE IN TEACHING PROCESS

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ABSTRACT

Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. It tells how the students have interaction among them and teacher even with the whole class. The aim of this study is giving the teacher some suggestions to achieve classroom interaction in the teaching reading. It offers some strategies to improve the interaction in the classroom. Then it can be applied in the teaching of reading. Several previous studies about classroom interaction which is show the different outcome happen. Several studies show that classroom interaction is important in the teaching learning process. Some studies show that the students' interaction happens in the classroom. By using classroom interaction, the students are more active in the learning process. The result of the study concludes that classroom interaction has important role in the teaching and learning process.

Key words: *Classroom, Interaction, Teaching Reading*

ANNOTATSIYA

Sinfdagi faoliyatda o'zaro ta'sir zarur. Bu o'qitish va o'quv jarayonining muammosiz o'tishiga yordam beradi va o'quvchilarning muloqot qobiliyatini oshiradi. Bu o'quvchilarning ular va o'qituvchi o'rtasida hatto butun sinf bilan qanday munosabatda bo'lishlarini aytadi. Ushbu tadqiqotning maqsadi o'qituvchiga o'qishni o'rgatishda sinfning o'zaro ta'siriga erishish uchun ba'zi takliflarni berishdir. U sinfdagi o'zaro munosabatlarni yaxshilash uchun ba'zi strategiyalarni taklif qiladi. Keyin uni o'qishni o'rgatishda qo'llash mumkin. Sinfdagi o'zaro ta'sirga oid bir nechta oldingi tadqiqotlar turli xil natijalarni ko'rsatadi. Bir qator tadqiqotlar shuni ko'rsatadiki, o'qitish jarayonida sinfning o'zaro ta'siri muhim ahamiyatga ega. Ba'zi tadqiqotlar shuni ko'rsatadiki, o'quvchilarning o'zaro ta'siri sinfda sodir bo'ladi. Sinfdagi o'zaro ta'sirni qo'llash orqali o'quvchilar o'quv jarayonida faolroq bo'ladilar.

Tadqiqot natijalari shuni ko'rsatadiki, sinfdagi o'zaro ta'sir o'qitish va o'qitish jarayonida muhim rol o'ynaydi.

Kalit so'zlar: *Sinfxonasi, O'zaro aloqa, O'qishni o'rgatish*

АННОТАЦИЯ

Взаимодействие имеет важное значение в классной деятельности. Это помогает процессу преподавания и обучения проходить гладко и улучшает коммуникативные навыки учащихся. В нем рассказывается, как ученики взаимодействуют между собой и учителем и даже со всем классом. Цель данного исследования – дать учителю несколько предложений по достижению взаимодействия в классе при обучении чтению. Он предлагает некоторые стратегии для улучшения взаимодействия в классе. Затем его можно использовать для обучения чтению. Несколько предыдущих исследований взаимодействия в классе показали неоднозначные результаты. Ряд исследований показывают, что взаимодействие в классе важно в процессе обучения. Некоторые исследования показывают, что взаимодействие учащихся происходит в классе. Используя взаимодействие в классе, учащиеся становятся более активными в процессе обучения. Результаты исследований показывают, что взаимодействие в классе играет важную роль в преподавании и обучении.

Ключевые слова: *класс, взаимодействие, обучение чтению.*

INTRODUCTION

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students.¹ Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. (Bailey. G. D. 1974) Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own

¹ Bailey. G. D. 1974. A study of Classroom Interaction Patterns from Student Teaching to Independent Classroom Teaching. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_197412_bailey.pdf retrieved 10 augustus 2016

communicative abilities and in socially, constructing their identities through collaboration and negotiation.²

Main body

According to Urquhart and Weir (cited in Grabe, 2010), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Grabe also state that reading is an interactive process in two ways.

They are pattern of parallel interaction and also the interaction between the reader and the writer. Meanwhile, Carrel et al. (1988) define reading as an ‘interactive process’ where readers employ their background knowledge and past experience to make sense of the text. Snow (2002) states reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the comprehension there are three elements.³

They are the reader who is doing the comprehending, the text is to be comprehended and the activity in which comprehension is a part. It adds in the sociocultural context which mediates students’ experiences and vice versa. Urquhart and Weir (1998: 22) have tried to give a precise, shortcut and acceptable definition of reading after observing and analyzing the definition of others.

According to them, reading “is the process of receiving and interpreting information encoded in language form via the medium of print.” Goodman (1977) and others posited a psycholinguistic view of reading in which reading is viewed as an interactive process between language and thought. (Choudhury. S. 2005)

According to Hughes (2016) “Reading is an interactive, problem-solving process of making meaning from texts.” Thus, reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated. Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. (Goodman, K.S. 1977)

² Choudhury. S. 2005. Interaction in Second Language Classroom. BRAC University Journal.[http://dspace.bracu.ac.bd:8080/xmlui/bitstream/handle/10361/530/Vol.2%20No.1.7.p df;sequence=1](http://dspace.bracu.ac.bd:8080/xmlui/bitstream/handle/10361/530/Vol.2%20No.1.7.p%20df;sequence=1) retrieved 10 agustus 2016

³ Goodman, K.S. 1977. Miscue Analysis: Application to reading instruction. Urbana: ERIC Clearing House on Reading and Communication Skills

CLASSROOM INTERACTION

Teaching is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

In terms of the language learning Flanders and Moskowitz (cited in Brown, 2001) categorized the language activities in the classroom into 2 categories, namely teacher-talk and student-talk. The foreign language interaction (FLINT) model adapted from Flanders and Moskowitz.⁴

Indirect influence:

1. Deals with feelings: in a nonthreatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students.
2. Praises or encourages: praising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct. 2.a. jokes: intentional joking, kidding,, making puns, attempting to be humorous, providing the joking is not at anyone expense. (unintentional humour is not included in this category)
3. Uses ideas of students: clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being students' contributions. 3.a. repeats students response verbatim: Repeating the exact words of students after they participate.
4. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category)

Direct influence:

5. Gives information: giving information facts, own opinion or ideas: lecturing or asking rhetorical questions. 5.a. correct without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

⁴ Grabe, W. 2010. Reading in a Second Language, Moving from Theory to Practice. New York; Cambridge University Press

6. Give direction: giving directions, requests or commands that the students are expected to follow; directing various drills; facilitating whole class and small group activity.

7. Criticizes student behaviour: rejecting the behaviour of the student; trying to change the non-acceptable behaviour; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. 7.a. telling the students his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonations.

STRATEGIES OF PROMOTING CLASSROOM INTERACTION Jia (2013) found that there are five strategies of promoting classroom interaction. They are as follows:

a. Improving Questioning Strategies.

The attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should ask the question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners.

b. Attending to Learners' Linguistic Level The activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached.

c. Implementing Cooperative Learning Working cooperatively can help development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.

d. Building Positive Teacher-Learner Rapport Mutual respect between teacher and learners is essential part of education. The dynamic qualities of classroom learning need the responsible from both of teacher and learner.

e. Reducing Classroom Anxiety The teacher helps the learners to boost their self-esteem and self-confidence and create comfortable and non-threatening environment. Papaja (2011) conducted a study for a period of one school year in a secondary school in Krakow to the geography, biology and mathematics were offered in English. The result showed that all of the basic types of classroom interaction in Van Lier occurred.

Meanwhile, the function of interactions cannot be noticed in CLIL. Choudhury (2005) conducted a study about Interaction in Second Language Classroom. The subject was some researcher's view about how interaction takes place in a second language classroom and its importance. The result showed that making learners

actively participates as much as possible cannot be universally right, as not all learners learn best in the same way.⁵

Conclusion

This article has summarized some of the results of studies in order to see classroom interaction. Interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students' language performance.

Not only students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk.

It can be concluded that classroom interaction is beneficial in the teaching and learning process. This article is intended to give additional information of classroom interaction. It is hoped that this article can give more suggestion to increase the teacherstudents, students-student, students-teachers' interaction in the classroom so the teaching and learning process can be effective.

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