

EFFECTIVENESS OF INTERACTIVE METHODS IN TEACHING ENGLISH

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Abstract. The article presents the authors' experience in using interactive teaching methods in English classes when working with students of the faculties of law and economics. Interactive teaching methods give students the opportunity to take an active part in the educational process, form and develop their cognitive activity.

Keywords: interactive methods, brainstorm, business game, role-playing game, project method, multimedia, English language, educational process.

INTRODUCTION

The introduction of interactive forms of learning is one of the most important areas for improving student training in a modern university. New views on learning are not always accepted by teachers, but it cannot be ignored that using active approaches is the most effective way to promote student learning. Students understand and remember the material they have learned through active engagement in the learning process.

MATERIALS AND METHODS

Consequently, in the learning process it is necessary to use methods that allow one to be involved in the situation being studied, encourage active action, experience a state of success and motivate one's behavior. Based on this, the main methodological innovations today are associated with the use of interactive teaching methods, because they are the ones who best meet all these requirements [1]. They allow you to most effectively organize individual, pair and group work, use project work, role-playing games, work with documents and various sources of information. Due to the fact that interactive methods are based on the principles of interaction, student activity, reliance on group experience, and mandatory feedback, they give the teacher the opportunity to create an educational communication environment that is characterized by openness, constant contact between participants, and equality of their arguments. com, the accumulation of joint knowledge, the possibility of mutual assessment and control.

The leading teacher, along with new knowledge, leads the training participants to an independent search. The activity of the teacher gives way to the activity of students, his task becomes creating conditions for their initiative.

RESULTS AND DISCUSSION

Interactive (“inter” is mutual, “act” is to act) means to interact, to be in the mode of conversation, dialogue with someone. In other words, unlike active methods, interactive ones are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. The place of the teacher in interactive classes comes down to directing the students’ activities to achieve the goals of the lesson. The teacher also develops a lesson plan (usually, these are interactive exercises and assignments during which the student learns the material) [3].

The objectives of interactive forms of training are:

- effective assimilation of educational material;
- awakening students' interest;
- establishing interaction between students, teaching teamwork skills, showing tolerance for any point of view, respect for everyone’s right to freedom of speech, their dignity;
- students’ independent search for ways and options for solving a given educational task (choosing one of the proposed options or finding their own option and justifying the solution);
- formation of life and professional skills;
- reaching the level of conscious competence of the student.

When using interactive forms, the role of the teacher changes and ceases to be central. He only regulates the process and is engaged in its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of implementation of the planned plan [3].

The methodological training of the teacher plays a huge role in preparing and conducting interactive classes. After all, in order for the lesson to be carried out with maximum efficiency, he must be proficient in these techniques, have the skills to use computer and Internet technologies, and skillfully handle modern technology (computers, interactive whiteboards, etc.).

It is well known that a language is best learned in an original language environment. But not everyone and not always have this opportunity. Therefore, it is very important in English classes to be as close as possible to the original environment. In particular, at an open English lesson in the first year of the Faculty of Law, students were invited to participate in a play court session “Guilty or not guilty?” on the topic “Crime and Punishment”. All students in the group were involved in this role-playing game. They expressed their point of view and personal attitude to this problem through interactive communication.

The project method is one of the most favorite interactive teaching methods among students. For example, second-year students in the economics department are required to defend projects as part of their professional module. At the same time, they perceive this task with great enthusiasm. Defense, as a rule, is organized in a specially equipped multimedia auditorium. Students present their presentations on current issues of economics and business, answer questions from their classmates, teachers, and guests present. Students manage to process scientific and journalistic material on the topic in a short time, master a large amount of professional vocabulary, and select interesting video and audio accompaniment for their speeches. Complex topics such as Taxation, Banking, Trade, Marketing, Advertising, Inflation and Unemployment and others require a high level of language proficiency.

The study of educational, cognitive and socio-cultural modules in English in the first year of the economics department also usually ends with the public defense of projects in English. The work carried out by students under the guidance of teachers is associated not only with the search for linguistic material on the topic, but also with the preparation of a multimedia presentation using PowerPoint. Students usually attract special attention to topics related to their native culture and traditions, as well as the culture of the countries of the language being studied, for example, “Customs and traditions of Great Britain”, “Uzbekistan is my native republic”, “All about the English language”, “The history of Australia”, “Famous people of America”, etc.

CONCLUSION

Thus, the use of interactive teaching methods in English classes allows the student to be an active participant in the process, to form and develop cognitive activity.

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