INTERACTIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGES

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Annotatsiya: Ushbu maqolada o'qitish jarayoni turli xil yangi usullar, uslublar, yondashuvlar, shuningdek, interfaol mashqlar va vazifalar yordamida turli xil tadbirlarni o'z ichiga olishi ta'kidlanadi.

Kalit so'zlar: rolli o'yin, aqliy hujum, o'yinlar, hikoya qilish, klaster, muhokamalar, multimedia, tengdoshlar bilan ishlash.

Аннотация. В статье подчеркивается, что процесс обучения включает в себя разнообразную деятельность с использованием различных новых методов, приемов, подходов, а также интерактивных упражнений и заданий.

Ключевые слова: ролевая игра, мозговой штурм, игры, рассказывание историй, кластер, дискуссии, мультимедиа, коллегиальная работа.

Annotation: This article emphasizes that teaching process includes variety activities with the help of different new methods, techniques, approaches as well as interactives exercises and tasks.

Key words: role play, brainstorming, games, storytelling, cluster, discussions, multimedia, peer working.

Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive[1]. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher. Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions; express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during

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[1] Fries Ch. C. Teaching and Learning English as a Foreign Language. Ann Arbor, 1947.

the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks.

Interactive teaching methods are effective in teaching foreign languages as they engage students actively, encourage communication, and enhance language acquisition. Here are some interactive teaching methods for foreign language instruction:

1. *Communicative Language Teaching (CLT):* Focuses on communication as the goal of language learning. Activities include role-playing, discussions, and real-life scenarios that encourage students to use the language in meaningful contexts[2].

2. *Language Games:* Incorporate games like word searches, crossword puzzles, and board games to make learning more enjoyable. These games promote vocabulary retention, grammar understanding, and overall language skills.

3. *Role-Playing and Simulations:* Have students participate in role-playing activities where they take on different roles and interact using the target language. Simulations of real-life situations help students practice language in context.

4. *Storytelling and Storybuilding:* Encourage students to create and share stories in the target language. This fosters creativity, expands vocabulary, and improves sentence structure. Collaborative story building in groups can also be effective.

5. *Language Exchanges:* Connect students with native speakers through language exchange programs or online platforms. This provides authentic language practice and cultural exposure.

6. *Technology Integration:* Use language learning apps, online resources, and multimedia content to engage students. Interactive platforms with exercises, quizzes, and multimedia elements can make learning more dynamic.

7. *Task-Based Learning:* Structure lessons around real-world tasks that require language use. This could involve planning a trip, solving a problem, or completing a project using the target language.

8. *Group Discussions and Debates:* Facilitate group discussions on various topics or organize debates. This helps students express their opinions, improve their argumentation skills, and develop fluency.

9. *Interactive Whiteboards and Multimedia:* Utilize interactive whiteboards and multimedia presentations to make lessons visually engaging. Incorporate videos, audio clips, and interactive activities to cater to different learning styles.

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[2] Littlewood. W. Communicative Language Teaching. An Introduction. Cambridge. CUP. 1981.

10. *Cultural Immersion:* Integrate cultural elements into language lessons. Explore traditions, customs, and cultural practices to provide a broader context for language use.

11. *Peer Teaching:* Allow students to teach each other, either in pairs or small groups. This promotes collaboration, reinforces learning, and provides an opportunity for students to explain concepts in their own words.

12. *Role of Authentic Materials:* Integrate authentic materials such as newspapers, songs, movies, and literature into lessons. This exposes students to real-world language use and cultural nuances.

13. *Language Labs:* If available, use language labs for interactive exercises, pronunciation practice, and listening comprehension activities.

These methods to the specific needs and proficiency levels of your students, and continuously assess their progress to tailor your approach accordingly.

The key to successful language instruction lies in variety and adaptation to the needs and preferences of the learners. Mixing and matching these methods based on the language proficiency levels and interests of your students can create a vibrant and effective learning environment.

1. *Total Physical Response (TPR):*

TPR is a method that links physical movement with language learning. It's particularly effective for beginners and involves commands and actions in the target language. For example, the teacher might say, "Stand up," and students respond by standing.

2. *Socratic Seminars:*

Socratic seminars involve group discussions on a specific topic. Students take turns expressing their thoughts, responding to each other, and building on ideas. This method encourages critical thinking and improves conversational skills.

3. *Jigsaw Technique:*

In the jigsaw technique, students work in small groups to become experts on a specific topic. They then share their knowledge with members of other groups. This promotes collaboration, communication, and information retention.

4. *Mind Mapping:*

Mind mapping involves creating visual representations of concepts or vocabulary. Students draw connections between words or ideas, reinforcing their understanding of relationships within the language.

5. *Concept Attainment:*

In concept attainment, the teacher introduces a concept without explicitly stating it. Students then analyze examples to determine the characteristics of the concept. This promotes deductive reasoning and language exploration.

6. *Gallery Walks:*

A gallery walk involves placing visuals or written materials around the classroom. Students move around, examine the materials, and discuss them in the target language. This method encourages exploration and discussion.

7. Think-Pair-Share:

Think-Pair-Share is a cooperative learning strategy. Students first individually consider a question or topic, then discuss it with a partner, and finally share their thoughts with the class. This method promotes individual reflection and group interaction.

8. Sentence Building:

Students construct sentences using provided words or phrases. This hands-on activity helps reinforce grammar rules, vocabulary, and sentence structure in a creative way.

9. Dictogloss:

Dictogloss involves the teacher reading a passage at a moderate pace, and students work collaboratively to reconstruct the text. This activity enhances listening skills, grammar understanding, and collaborative learning.

10.   Language Portfolio:

Students maintain a language portfolio where they collect samples of their work, self-assessments, and reflections. This encourages autonomy, self-awareness, and goal setting in language learning.

11.   Word Association:

Students generate associations with a given word in the target language. This activity stimulates vocabulary recall, creativity, and word connections.

12.   Role Rotation:

Students take on different roles in a discussion or activity, allowing them to practice using the language in various contexts. This fosters adaptability and a deeper understanding of language functions.

There are many scholars who had done many contributions to the development of methodological aspects in teaching the language. One of Krashen's central contributions to SLA is the Input Hypothesis. This theory posits that language acquisition occurs when learners are exposed to "comprehensible input," which is language that is slightly beyond their current proficiency level. The idea is that learners acquire language best when they understand messages that contain some new linguistic elements. Krashen has emphasized the importance of creating an environment where learners receive input that is both interesting and understandable. This aligns with his broader advocacy for a natural approach to language learning, emphasizing exposure to language in context rather than explicit instruction. Another influential concept introduced by Krashen is the Affective Filter Hypothesis. This hypothesis suggests that the emotional state of a learner can impact the degree to which they effectively acquire

a second language. A low affective filter (i.e., a positive and relaxed emotional state) facilitates language acquisition. Krashen's ideas have had a profound impact on language teaching methodologies. His work has influenced language educators worldwide, leading to the incorporation of principles such as comprehensible input and a focus on communication in language classrooms. While Stephen Krashen's contributions are primarily focused on theoretical frameworks and principles for effective language acquisition, his work has had a substantial influence on language education practices globally. His research has sparked discussions and debates in the field of second language acquisition, shaping the way educators approach language instruction.

### *Below some types of interactive methods are given:*

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 freckly. 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[3]. 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 type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion. The forms of organizing group work are the following:

a) a theme is selected (chosen);

b) learners must have learnt the chosen problem;

c) groups are formed; d) teacher gives instruction and announces the time;

e) controls the activity of learners and if it is needed, helps and stimulated them.

f) at the end of the discussion one representative of each group makes presentation.

Cluster. The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word.

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[3] Palmer H. Scientific Study and Teaching of Languages. London, 1922.

For ex.:
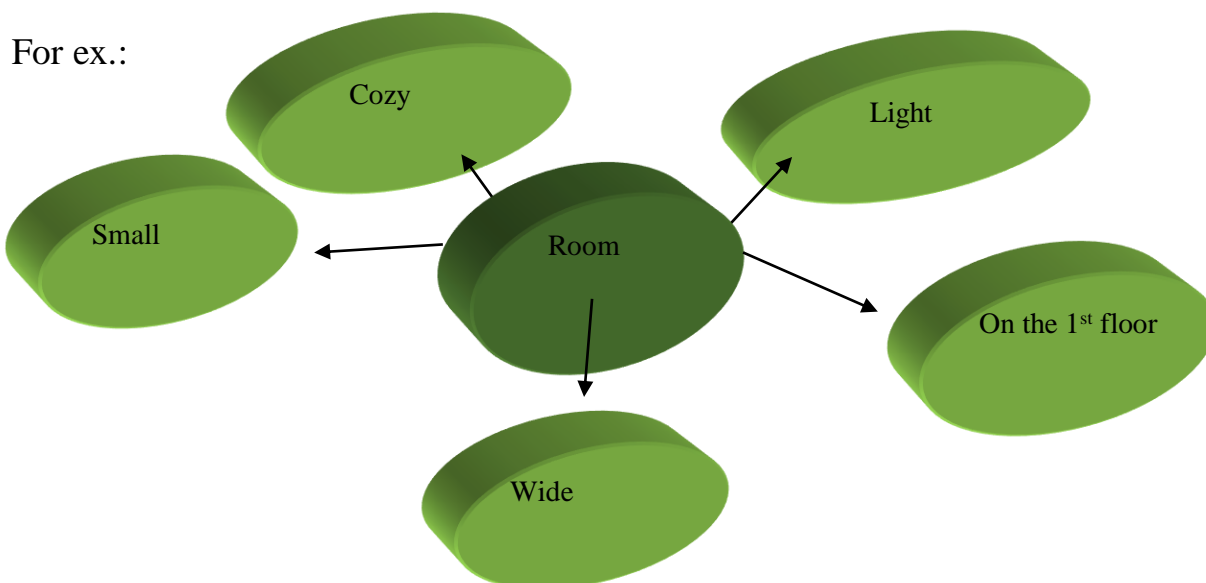
Then teacher gives a task to make up word combinations with the word "room": my room, a light room, a cozy room, a wide room, etc. This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills.

Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching[4]. When a teacher uses role playing method in teaching the foreign language he/she should follow the below given instructions:

Creating cordial atmosphere among the learners who take part in the play;

Learners should feel free themselves and this will help them to play their role perfectly;

Creating favorable conditions in the teaching process and using pros;

Taking into consideration the personal features of the learners.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative

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[4] Livingstone Card. Role play in Language Learning. 1988.

teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems. Advantages of using multimedia learning:

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Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students.

In conclusion, interactive teaching methods play a pivotal role in enhancing the effectiveness of teaching foreign languages. By actively engaging students in dynamic and participatory activities, educators can foster a more immersive and enjoyable learning experience. The integration of technology, group discussions, and real-life simulations not only promotes language acquisition but also cultivates critical thinking skills and cultural understanding. As education evolves, embracing interactive teaching methods becomes imperative for creating a vibrant and interactive language learning environment, preparing students for the globalized world ahead.Furthermore, the adaptability of interactive teaching methods caters to diverse learning styles, allowing of these techniques encourages students to take ownership of their learning journey, fostering a sense of autonomy and self-efficacy. Additionally, the immediate feedback inherent in interactive activities enables quicker identification and correction of language errors, facilitating a more efficient learning process. In essence, embracing interactive teaching methods not only transforms language classrooms into dynamic hubs of engagement but also equips learners with the skills and confidence needed to navigate a multilingual world. Moreover, the benefits of interactive teaching methods extend beyond the classroom, influencing long-term language retention. The memorable experiences created through interactive lessons often leave a lasting impression on students, reinforcing their connection to the language. This heightened engagement can lead to increased motivation, making language learning a continuous and enjoyable pursuit. As technology continues to advance, incorporating interactive tools and platforms will likely become even more integral, opening new avenues for immersive language education. In essence, the ongoing integration of interactive teaching methods is not just a pedagogical choice; it is a pathway to fostering lifelong language proficiency and a genuine appreciation for global communication. Furthermore, the collaborative nature of interactive teaching methods cultivates a sense of community within the language learning environment. Group activities, discussions, and peer interactions create opportunities for students to learn from one another, fostering a supportive atmosphere that mirrors real-world language use. This collaborative approach not only enhances linguistic competence but also instills

interpersonal skills crucial for effective communication. So, interactive teaching methods transcend traditional language instruction, offering a holistic and engaging approach that addresses cognitive, social, and emotional aspects of learning. As educators continue to innovate and adapt, the integration of interactive techniques will remain pivotal in shaping the future of foreign language education, preparing students to communicate fluently and confidently in an interconnected global society.

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