

THE USE OF INTERACTIVE FORMS AND METHODS IN TEACHING A FOREIGN LANGUAGE

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Abstract:

The article considers the peculiarities of teaching foreign languages with the help of interactive forms and methods of teaching, as the most relevant at the present stage of teaching.

Some forms and methods of teaching for their practical implementation in the educational process are considered.

Keywords: interactive learning , methods , foreign languages .

Today, foreign language teachers are faced with the problem of finding ways to increase the cognitive interest of students in learning a language, strengthening their positive motivation in learning. One of the possibilities of solving this problem is the use of interactive teaching technology.

S.K. Bondyreva notes that in recent years in the methodology of teaching foreign languages there has been a tendency to move from the communicative approach to its variety - the interactive approach, which was proposed by Western methodologists. Foreign language is a subject which, due to its specificity (creation of an artificial language environment for students due to the lack of a natural one) implies the most flexible and extensive use of various technical means of teaching.

Interactive learning (a direct translation of the term "interactive" - interacting) - a modern way of learning, which is the interaction of all participants in the learning process: teacher and students. Today, this method of teaching is widely used everywhere: schools, universities, courses and trainings, because this method is extremely effective not only in terms of knowledge acquisition, but also in terms of forming personal skills and character development of students.

The essence of interactive learning is that the learning process involves all students as much as possible in the learning process. It gives each participant the opportunity to understand and express his or her own opinions .The use of interactive methods of teaching foreign languages is based on a person-centered approach.Tasks for all interactive teaching methods are the same:

- Let the student learn to form his or her own opinions on specific grounds
- To create an atmosphere in which students feel comfortable and free. -Stimulate students' interest and develop a desire and need to learn a foreign language, thereby achieving real results in the successful mastery of the subject.

-To influence the whole personality of the student by including emotions, feelings and sensations in the learning process, relating them to practical needs, stimulating speech, cognition and creativity.

a- Activation of students by making them actors in the educational process and active interaction with other participants in the process.

- to teach how to work

as a team: treat each other with respect

to respect each other's opinions, be tolerant of different points of view

- Create a situation where the teacher is not the central figure.

-Students should realize that learning a foreign language has more to do with their personality and interests than with the methods and materials established by their teachers.

The main goal of group work is to development of thinking. At the same time, group work has been effective both in accelerating problem solving, creating favorable conditions for learning self-determination, and in forming organizational abilities and, perhaps most importantly, in forming reflexive abilities. Group work is a creative process. Students look for solutions to problems independently or under the guidance of the teacher. This requires not only knowledge of the language, but also possession of a large amount of subject knowledge, possession of creative, communicative and intellectual skills. Foreign language courses can use project methods as part of program materials on virtually any topic. Project work develops imagination, dreaming, creative thinking, independence and other personal qualities. This mainly requires students to independently transfer their knowledge, skills and abilities to use in new situations. Therefore, it is safe to say that the development of students' creative abilities is an indicator of a certain level of communicative proficiency in a foreign language. This creates a natural and free situation in the learning process in which students' use of foreign languages is manifested in their native language. In this situation, it is clear that project students must be able to focus on the content of the statements rather than on the linguistic form. All students working in groups, even the linguistically weakest and least psychologically active ones, have the opportunity to show their imagination and creativity, activity and independence.

Nowadays there are many different interactive games. Take an example: "Brownian Motion", "Brainstorming", "Circle of Ideas", "Windmill", "Take a Stand", "Aquarium", "Carousel", "Decision Tree".

"Brainstorming is a problem-solving method that generates the maximum number of problem-solving ideas from the participants in the discussion. This includes even the most fantastic and silly ones. Then the best practical solution is chosen from the resulting options.

Another interesting interactive technique is "Aquarium." It consists in having another group of students act out a certain situation in which the participants have to

convey their emotions. And the rest act as a critic, an observer. As specialists, they analyze behavior and learn new words and phrases from the speakers' speech. Theme of the "Aquarium" and the emotional role of the participants set by the teacher and presented in the form of dialogues on cards and other means of visualization.

"Debate" is an educational group discussion held with a small group of students (6 to 15 students) on a selected issue. Educational debates differ from other debates in that the issue being discussed is new only to the group of people participating in the discussion. That is, in the learning process known solutions to problems are discovered. The search process should lead to new knowledge, although objectively known, from the student's point of view.

"Circle of ideas" is a form of work aimed at solving controversial and serious problems. A list of ideas is created. All students participate in the discussion of the issue. The groups have to perform the same task, consisting of several successively given questions (positions). In response, each group addresses only one aspect of the problem, and the teacher continues to ask questions in a circle until they run out of ideas. This eliminates the possibility of one group answering all the questions.

Interactive methods allow you to move away from the monological system of education to a dialogue or polylogue, when students are not only free to exchange judgments, their own opinions and assessments of the facts, but have the right to argue with the teacher, defending their point of view, position. Interactive methods of teaching a foreign language helps students not only to exchange information, but also to get practical skills of communication in the language studied, learn how to formulate their thoughts, quickly respond to the remarks of the interlocutor. At such lessons, the teacher is not just a presenter, but an assistant who can quickly suggest the right word, correct a mistake. Interactive learning involves a different logic from the usual of the educational not from theory to practice, but from the formation of new experience to its theoretical comprehension.

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