



INTERACTIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract:

The issues of communicative teaching of a foreign language in the system of vocational education have acquired special importance in the context of the increasing importance of foreign languages caused by the trends of globalization and internationalization in recent decades. Orientation to new educational goals requires changes in methods and forms of organization of the educational process. A teacher of a foreign language should be proficient in modern teaching technology, using interactive technologies, which are especially appropriate for accelerated teaching of a foreign language to students. The combination of traditional intensive teaching methods and modern interactive methods is an important condition for effective teaching of a foreign language at a university.

Keywords: interactive methods of teaching a foreign language, intercultural communicative competence, foreign language.

The interactive method ("inter" is mutual, "act" is to act) means to interact, to be in the mode of conversation, dialogue with someone. In other words, in contrast to active methods, interactive methods 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 teacher's place in interactive classes is reduced to the direction of students' activities to achieve the goals of the lesson. Classes conducted in an interactive mode allow all students to be involved in active work, to ensure that each student participates as much as possible in solving problems. As a result, the weak gain some confidence in their own abilities, the strong feel the benefit of helping their comrades understand the material. If under the traditional system of education, the teacher and the textbook were the main and most competent sources of knowledge, then under the new paradigm, the teacher acts as an organizer of independent cognitive activity of students, a competent consultant and assistant, while students receive knowledge as a result of their active cognitive activity. In the process of working interactively, they develop communication skills, the ability to cooperate and interact, develop critical thinking, which is necessary for their future professional activities.

Modern pedagogical science is rich in a whole arsenal of interactive approaches, among which the following can be distinguished: creative tasks; work in small groups; educational games (role-playing games, imitations, business games and educational games); project methodology (social projects, competitions, radio and newspapers, films, exhibitions, performances); warm-ups; study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, "student as a teacher", "everyone teaches everyone", mosaic (openwork saw), use of questions, Socratic dialogue); discussion of complex and debatable issues and problems ("Scale of opinions", POP formula, projective techniques, "One-two -all together", "Change your position", "Carousel", "Discussion in the



style of a TV talk show", debate, symposium); problem solving ("Decision tree", "Brainstorming", "Case analysis", "Negotiations and mediation", "Ladders and snakes"); cluster, comparative diagram, puzzle, targeted reading and a number of others.

Let's take a closer look at some methodological techniques.

Reception "Fishbone" (translated as "fish skeleton").

Students convey the content of the read or studied material according to the following pattern: the head is the question of the topic, the upper bones are the basic concepts of the topic, the lower bones are the essence of the concept, the tail is the answer to the question. Entries should be brief, represent keywords or phrases that reflect the essence.

The "Ideological Carousel" technique. Each member of the micro group (4-5 people) is given a blank sheet of paper and everyone is asked the same question. Without a verbal exchange of opinions, all students write down the wording of the answers on their sheets of paper. Then they exchange sheets. When receiving a sheet of notes, each member of the group must make a new entry without repeating the existing ones. Then students discuss the answers among themselves and highlight the most important or precise formulations. In conclusion, all micro-groups exchange their results in the plenum.

The "Dictation of values" technique. Description: the reception of extraactive learning. An interesting way of vocabulary dictation, when the teacher dictates not words, but their meanings. Students should identify words by their meanings and write them. This technique requires students to have a certain vocabulary and perform a variety of lexical exercises at the preparatory stage.

It is necessary to remember about some rules of the organization of interactive learning.

1. All participants of the educational process should be involved in the work in one way or another. To this end, it is useful to use technologies that allow all participants of the seminar to be included in the discussion process.
2. It is necessary to take care of the psychological preparation of the participants. The point is that not everyone who came to the class is ready to be directly involved in certain forms of work. A certain enslavement, stiffness, and traditional behavior affects. In this regard, warm-ups are useful, constant encouragement of students for active participation in work, providing opportunities for self-realization.
3. Rule three. There shouldn't be many students in interactive technology. The number of participants and the quality of training may be directly dependent. It is important that everyone is heard, each group is given the opportunity to speak on the issue.
4. The fourth rule. Pay attention to the preparation of the room for work. The audience should be prepared in such a way that it is easy for participants to transfer to work in large and small groups. A certain comfort should be created for students in the room. It is better to put tables so that each student has the opportunity to address a small group. It is good if the materials necessary for creative work are prepared in advance.
5. Rule five. Talk to the students about the procedure of the lesson and the rules of the speech. It is useful to recall that all participants should be tolerant of any point of view, respecting everyone's right to freedom of speech.



6. The sixth rule. Divide the seminar participants into groups. Initially, it is better to build it on the basis of voluntariness. Then it is appropriate to use the principle of random selection.

In recent years, electronic interactive whiteboards have become the most universal technical means of teaching. Interactive whiteboards are an effective way of introducing electronic content of educational material and multimedia materials into the learning process, providing motivation for active fruitful activity of the student. Pre-prepared texts, tables, pictures, music, maps, thematic video clips allow you to effectively submit material, conduct classes dynamically using various learning styles, develop creative activity, passion for the subject, which ultimately ensures the effectiveness of foreign language acquisition.

The interactive whiteboard allows you to:

- active commenting on the material: highlighting, clarifying, adding information using electronic markers with the ability to change the color and thickness of the line;
- simultaneous work with text, graphics, video and audio materials;
- stimulating the development of students' intellectual and creative activity and the work of the whole group with significant time savings.

Conclusion. The use of an interactive learning model involves modeling life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. It follows from the above that the use of interactive teaching methods makes it possible to make the student an active participant in the pedagogical process, to form and develop the cognitive activity of the student. The use of interactive methods contributes to the formation of a creative, active personality capable of changing in a changing world. During the preparation of classes based on interactive forms of learning, the teacher is faced with the task of choosing the most effective form of learning for studying a specific topic, it opens up the opportunity to combine several teaching methods to solve the problem, which contributes to a better understanding of the material by students.

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