

## INTERACTIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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**Abstract:**

An interactive lesson is an impromptu learning session that has a non-traditional structure.

**Key words:**

Communication technologies, motivation, cognitive activity, interactive teaching, technologies of interaction, teacher, student, learning language, pedagogy, pedagogical technologies

The objective need of modern society is to find the best ways to organize the educational process at school. The world of the latest information and communication technologies occupies an increasing place in our lives. Using them in foreign language lessons increases the motivation and cognitive activity of students, broadens their horizons and allows you to apply a student-oriented technology of interactive teaching a foreign language, i.e. learning in interaction.

Interactive technologies are technologies of interaction between a teacher and students, which provide for the modeling of life situations, the use of role-playing games, the general solution of problems based on an analysis of circumstances and specific situations. When learning a foreign language at school, interactive technologies are of particular importance, because they allow the student to enter into a dialogue with the teacher or classmates, take an active part in the cognitive process, perform creative, search, problem tasks in a pair or group, develop language competence, promote learning language in direct colloquial speech in unprepared, unforeseen situations.

Interactive learning is a special form of cognitive activity, the purpose of which is to create comfortable learning conditions, when the student feels his abilities, his success, intellectual viability. According to W. Edmondson, language interactivity is a mandatory component of any discussion, in our case, a discussion in a foreign language.

In pedagogy, there are several models of learning:

- passive - the student acts as an "object" of learning (listens and looks);
- active - the student acts as the "subject" of learning (independent work, creative tasks);
- interactive - inter (mutual), act (act). The learning process is carried out in conditions of constant, active interaction of all students. The student and the teacher are equal subjects of learning.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. The dominance of any participant in the educational process or any idea is excluded. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to receive new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation. In the course of interactive learning (and this is what interactive learning implies), students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people.

Interactive learning simultaneously solves several problems:

- develops communication skills, helps to establish emotional contacts between students;

- solves the information problem, since it provides students with the necessary information, without which it is impossible to implement joint activities;
- develops general educational skills and abilities (analysis, synthesis, setting goals, etc.), that is, provides a solution to learning and developmental tasks;
- provides a solution to educational problems, as it teaches and teaches to work in a team, to listen to the opinions of others.

Interactive learning partly solves another significant problem. We are talking about relaxation, relieving nervous stress, switching attention, changing forms of activity, etc. In this understanding, interactive learning as a form of the educational process is really capable of optimizing the essence, content and structure of pedagogical interactions.

The game method in foreign language lessons allows you to form the personal qualities necessary for the successful socialization of children in society. The game is the strongest motivating factor that satisfies the need of schoolchildren for the novelty of the studied material and the variety of exercises performed.

Role-playing is one of those teaching methods that allows you to “learn with joy, teach with joy”, and at the same time retain great learning opportunities. “The greatest art is to be able to turn for children into a game everything they have to do or learn” (John Locke).

Game technologies are an integral part of pedagogical technologies. The problem of using gaming technologies in the educational process in pedagogical theory and practice is not new.

When using gaming technologies in the classroom, the following conditions must be met:

- 1) compliance of the game with the educational goals of the lesson;
- 2) accessibility for students of this age;
- 3) moderation in the use of games in the classroom

The goals of the game teaching of schoolchildren are:

- development of thinking by means of a foreign language;
- increasing the motivation to study the subject;
- ensuring the personal growth of each participant in the game;
- Promoting the improvement of skills to actively and benevolently interact with each other.

According to the goals and objectives of teaching, educational games used in foreign language classes can be divided into language (aspect) and speech.

Language games, helping to learn various aspects of the language (phonetics, vocabulary, grammar, syntax, style), are divided into phonetic, lexical, grammatical, syntactic, stylistic, respectively. Language games contribute to the activation of students in the classroom, develop their speech initiative.

Speech games are aimed at the formation of skills in certain types of speech activity. Each type of speech activity corresponds to a certain type of educational game aimed at teaching listening, teaching monologue and dialogic speech, learning to read and learning to write.

According to the form of conducting, games are subject, mobile with a verbal component, plot or situational, role-playing, competition games, intellectual games (puzzles, crosswords, chainwords, charades, quizzes, etc.), interaction games (communicative, interactive).

According to the method of organizing games, there are computer and non-computer, written and oral, with and without supports, simulation-modelling, creative, etc.

According to the degree of complexity of the actions performed, all training games are divided into "simple" (monosituational) and "complex" (polysituational), and according to the duration of the conduct, they are divided into long and short.

According to the quantitative composition of the participants, the games are divided into individual, pair, group, team and collective.

The use of gaming technologies in the classroom and in extracurricular activities contributes to the activation of the cognitive and creative activities of students, develops and improves the speech-thinking activity of children, fosters initiative, develops organizational skills, positively affects the quality of education, increases its effectiveness.

It can be concluded that interactive learning, due to the various forms and possibilities of its implementation, allows not only to solve a lot of problems in the field of developing communicative skills and abilities, but also contributes to the socialization of the individual, the ability to work in a team, and reduces the psychological stress of the teacher and student. As a result, the following opportunities are achieved:

Simplicity of dialogue communication, access to gigantic volumes of information:

- Possibility of visualization
- Combination of high economic efficiency and flexibility of the educational process;
- Increasing the speed of information transfer to the trainee, increasing the level of his understanding;
- Development of intuition, logical and figurative thinking.<sup>1</sup>

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<sup>1</sup> <https://infourok.ru/metodicheskie-rekomendacii-tehnologii-interaktivnogo-obucheniya-inostrannomu-yaziku-447378.html>