

## GAINING PRACTICAL COMMUNICATION SKILLS WITH INTERACTIVE METHODS FOR ESP GROUPS

**Лайло Халилова**

Гулистон Давлат Университети

“Масофавий Таълим” Кафедраси Ўқитувчиси.

E-Mail L.Khalilova\_89@Mail.Ru

Тел: 998997908250

Гулду Профессори, Филология Фанлари Номзоди Х. Тожиев Такризи Асосида

### Abstract

This article is about interactive learning - a modern way of learning, which consists in the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students.

It is important that interactive teaching methods for ESP groups can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone.

### Keywords:

Interactive learning, interactive activities, standard lessons, interactive lessons, discussion, exchange information.

Interactive methods of teaching English help students not only exchange information, but also gain practical communication skills in the language they are studying, learn to formulate their thoughts, quickly respond and respond to replicas of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who can quickly tell the right word, correct a mistake. Interactive methods of teaching English significantly accelerate the process of learning a foreign language.

In pedagogy there are several learning models:

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

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 ability to understand and reflect on what they know and think. The joint activity of students in the process of cognition, development of educational material means that everyone makes their own individual contribution; there is an exchange of knowledge, ideas, and ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only obtaining new knowledge, but also develops the cognitive activity itself, translates it into higher forms of cooperation and cooperation.

The concept and technology of interactive learning are based on the phenomenon of interaction (from English interaction - interaction, impact on each other). In the learning process, there is interpersonal cognitive communication and interaction of all its subjects. The development of the individuality of each student and the education of his personality occurs in situations of communication and interaction of people with each other. Adequate, from the point of view of supporters of this concept, and the most frequently used model of such situations is the educational game. M.V. Klarin, Y.S. Tyunnikov studied the educational possibilities of the game used in the learning process: games provide the teacher with opportunities related to the reproduction of learning outcomes (knowledge, skills and abilities), their application, development

and training, taking into account individual differences, involving students with different levels in the game training. At the same time, games carry the potential for significant emotional and personal impact, the formation of communicative skills, and value relationships. Therefore, the use of educational games contributes to the development of individual and personal qualities of the student.

So we conclude that the interactive lesson is an impromptu training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent and diligent. They don't have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons.

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