

USE OF INTERACTIVE TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE STUDENTS

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Annotation.

The article substantiates the importance of introducing interactive teaching methods into the educational process. The main focus is on teaching English to part-time students. The author emphasizes that it is not enough for a teacher of the new generation to be competent in their field of knowledge; it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. The author considers a number of interactive methods, the implementation of which will contribute to the achievement of the set goal - increasing the efficiency of the educational process, achieving high performance by all students.

Key words:

Interactive methods, problem learning, discussion, training, "brainstorming".

At the present stage of development of society, knowledge of the English language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself bears witness to this. TV programs are conducted in English, scientific literature is published, modern songs are played and foreign films are shown, in addition, instructions for various household appliances are written in English, etc. In most cases, if there is a translation, it is not always correct and therefore learning English is very relevant. But to make your language learning process more effective, you need to use interactive teaching methods.

The introduction of interactive forms of education is one of the most important areas for improving the training of students in modern universities. It is not enough for a teacher of the new era to be competent in his field of knowledge; it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [2, p. 102].

The purpose of interactive learning is to improve the efficiency of the educational process, in which all students achieve high learning outcomes.

Let us consider this problem using the example of teaching part-time students a foreign language, in particular, English.

Interactive learning involves the immersion of part-time students in a real environment of business cooperation to solve problems in order to develop the necessary qualities of a future specialist. All participants in the educational process interact with each other, exchange information, jointly solve problems and simulate the situation.

The use of interactive forms of education when working with correspondence students has a number of advantages, namely:

- involvement of students in the learning process no longer as passive listeners, but as active participants;
- increasing the motivation of this category of students to study the subject;
- mastering modern technical teaching aids;
- formation and development of skills of independent work on information search and productive use of the acquired knowledge in practice.

It should be noted that the educational process with correspondence students, based on the use of interactive technologies, aims to involve all students in the educational process, regardless of their level of language training. Collaboration means that all participants exchange information and ideas. In such a lesson, an atmosphere of free communication is created, which is characterized by cooperation between the

participants in the educational process, equality of arguments, the accumulation of common knowledge, fair assessment and mutual control.

Consider a number of interactive teaching methods, the implementation of which will help achieve this goal - increasing the efficiency of the educational process and achieving results for all students.

1. Group discussion

Group discussions are usually held on a specific topic and are aimed at finding the right solution and achieving better mutual understanding. Group discussions contribute to a better assimilation of the studied material.

At the first stage of the group discussion, correspondence students are given an assignment for a certain time, during which they must prepare a substantiated, detailed answer. The teacher can set specific rules for conducting group discussions:

- introduction of an algorithm for identifying a unanimous opinion;
- Appointing a leader to guide the group discussion.

At the second stage, such discussions with the teacher lead to group decisions. A type of group discussion is the "Round Table", the purpose of which is to exchange information about the problems and their own understanding of the issue in order to familiarize themselves with the experience and achievements in this area.

2. Training

Training is a form of interactive learning, the purpose of which is to develop interpersonal skills and professional communication behavior. The advantage of the training is that all participants are actively involved in the learning process.

Training requirements:

- the optimal number of participants is 15-20 people, according to the number of participants in the audience, which contributes to the active cooperation of its members;
- familiarizing the participants with the objectives of this lesson at the beginning of the training;
- conducting at the first lesson a training-exercise "acquaintance" and acceptance of an "agreement", that is, the rules of the group's work;
- creating a friendly atmosphere of trust and maintaining it throughout the training;
- inclusion of all participants in active work during the training;
- respect for the feelings and opinions of each participant;
- technical support of the educational process;
- effective combination of theory and interactive exercises;
- compulsory summing up of the training results after the completion of the training.

The teacher conducting the training must have psychological and pedagogical knowledge and be able to skillfully use it in the learning process, know the methods of obtaining information, collect and present it to the participants, influence their behavior and their relationships.

3. Discussion.

During the discussion, participants should discuss problems publicly or freely exchange knowledge, opinions, ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-collision of different points of view and positions.

Discussion is student-centered learning. It is characterized by active interaction of students with each other and intensive, person-centered learning on the part of the teacher. The merit of a discussion is that it shows how well the group understands the issue.

Any discussion usually takes place in three stages:

1. Statement of the problem;
2. Solution to this problem;
3. Summing up.

The first stage is the adaptation of the participants to each other, through which it is possible to formulate the problem, the goals of the meeting, the rules and rules of the debate. The second stage involves the participants speaking, their answers to questions, collecting as many ideas and proposals as possible, suppressing the personal ambitions of the discussion participants and deviations from the discussion of topics by the teacher. And the third stage is the analysis of the results of the discussion, agreement of

opinions and views, joint formulation of decisions and their adoption. During the discussion, students can either complement each other or oppose each other [1, p. ten].

The type of discussion chosen by the teacher, depending on the task assigned to him, can be a combination of different types of discussions (classical discussion, express discussion, text discussion, problem discussion, role play, round table).

The advantage of the discussion is that the discussion for a short period of time (and the volume of hours for correspondence students is limited) allows the teacher to model real problems, develop students' ability to listen and share their thoughts with other participants, interact and analyze the real situation, separate the important from unimportant.

Thus, the discussion makes it possible to understand and evaluate the diversity of existing views on any problem, to conduct a comprehensive analysis of each of them, having heard the individual opinion of each participant in the discussion on this topic. This form of work with correspondence students is very important and productive, since during the discussion they acquire the communication skills they need for their further professional development.

Literature

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