INTERACTIVE METHODS OF TEACHING LANGUAGE

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Abstract : *The article highlights the effectiveness of an interactive learning and its direct integration into educational practice*

Key words: *interactive learning, interactive methods,methodological principles,integrative approach.*

Anotatsiya: *Maqolada interfaol ta'limning samaradorligi va uni ta'lim amaliyotiga bevosita integratsiyalashuvi ta'kidlangan*

Kalit so'zlar: *interfaol ta'lim, interfaol usullar, uslubiy tamoyillar, integrativ yondashuv.*

To be convinced of the advantage and effectiveness of an interactive learning strategy is possible only with its direct implementation in pedagogical activity. Currently, many of the methods of interactive learning allow us to carry out this process quite successfully.

In pedagogical literature one can often find two categories: "Interactive methods" and "methods of interactive learning". The difference between these categories lies in the content that is embedded in the word "interactive". Saying "interactive methods", we thereby focus on the interactivity of the method itself. The student's activity is secondary, that is, the method stops working - the student ceases to be active. In interactive learning, the main activity is the student's activity, which is set not only directly by the method, but also by other factors, for example, the educational environment created in the educational institution, etc.

The book "Innovative teaching methods in civic education" outlined an approach to choosing a method of interactive learning in the process of civic education. Here is a quote from this book: "... the choice of method is a painstaking work, which includes a thorough analysis of the group (its composition, previous experience, willingness to study, level of familiarity with this type of work); determination of the purpose of using the method; understanding the problem that the method is affecting; their own problems and difficulties that may arise, and finally, just the technical conditions of use. We believe that this approach can be used in the educational process of secondary and higher schools. [11, p. 22 h 1]

It is necessary to focus on the fact that the method cannot be turned into a means of ridding students of boredom in the classroom. The favorable psychological atmosphere created by the method cannot be the only and sufficient result of the lesson. "You cannot hide incompetence in a meaningful and methodological way, overwhelming the

educational process with a variety of methods. Even non-traditional methods cannot alone guarantee the success of the educational process. Only a well-developed and thoughtful application of methods in combination with a thorough knowledge of the topic ensures the systematic development of the educational situation. ”

Principles of an interactive approach.

Among the main methodological principles of an interactive approach to teaching foreign languages, the following are distinguished:

•mutual communication in a foreign language with the aim of accepting and producing authentic information equally interesting for all participants in a situation important for everyone;

•joint activity, characterized by the interconnection of three objects: producer of information, recipient of information and situational context;

•changing the traditional role of the teacher in the educational process, the transition to a democratic style of communication;

•reflectivity of learning, conscious and critical reflection on the action, its motives, quality and results both from the teacher and the students.

Moreover, the effectiveness of the learning process depends on the implementation of the following principles:

•an integrated approach to the learning process on a communicative-situational basis;

•interactivity;

•differentiated approach;

•taking into account individual characteristics;

•variability of the operating mode;

•problems (both in the organization of educational materials, and in the educational process itself).

The principle of communicative-situational learning involves the use of a complex of communicative situations aimed at developing the student's speech, which contributes to “overcoming the sharp transition from learning conditions to natural communication due to the formation of strong associative ties among students”. At the same time, English classes are not divided by aspects, but are complex. The principle of interactivity assumes that in the course of the educational process, students not only acquire educational and professionally significant knowledge and skills, but also “change themselves as a result of performing substantive actions”.

The principle of an integrated approach is implemented in the use of all types of speech activity (including speaking) in teaching translation.

The principle of variability of the operating mode provides for the exchange of professionally significant information at the group and individual levels, as well as a combination of classroom and homework using modern means of communication.

Combining the principle of a differentiated approach with the principle of taking into account individual characteristics, the teacher becomes more free to choose teaching methods and various incentives that can support students' motivation and mental activity throughout the entire period of study.

To sum up, only through the practical application of an interactive learning method in pedagogical activity is it feasible to be persuaded of its benefits and effectiveness. Many interactive learning techniques available today enable us to complete this process pretty successfully. Psychologists have proven that the game "justifies" the transition to a new language. It is both an interesting type of work for the student and an analogue of language exercises for the teacher, thanks to which the skills of all types of speech activity are developed.

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