



INTERACTIVE MODE IN THE ENGLISH LESSON

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Annotation. The purpose is to substantiate the effectiveness of the use of interactive learning technologies to motivate the educational activities of the students, the development of their cognitive and social competencies.

Key words: interactive learning technologies, development of dialogue communication, modern approaches

Interactive activities in English lessons involve the organization and development of dialogue communication, which leads to mutual understanding, interaction, and joint solution of common but significant tasks for each participant. During dialogue learning, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with other people. To do this, individual, paired and group forms of work are organized in English lessons, research projects, role-playing games are used, documents and various sources of information are being worked on, creative work is being used.

What are the forms of interactive learning? Currently, many forms of group work have been developed for teaching law. The most famous of them are “the big circle”, “turntable”, “aquarium”, “brainstorming”, “debate”. These forms are effective if any problem in general is discussed in the lesson, about which students have initial ideas obtained earlier in the classroom or in everyday experience. The “big circle” technique is optimally used in cases where it is possible to quickly determine the ways to solve the issue or the components of this solution.

The simplest form of group interaction is the “big circle”. The work takes place in three stages.

The first stage. The group sits on chairs in a large circle. The teacher formulates the problem.

The second stage. For a certain time (about 10 minutes), each student individually writes down on his own sheet the proposed measures to solve the problem.

The third stage. In a circle, each student reads out his proposals, the group listens silently (does not criticize) and votes on each item – whether to include it in the general decision, which is fixed on the blackboard as the conversation progresses.

Modern approaches to teaching foreign languages involve active educational and cognitive activity of the student in the classroom and in extracurricular activities. The greatest activating effect in the lesson, as noted by G.K. Selevko, is given by situations in which students must independently explain the surrounding phenomena and processes, defend their opinions, take part in discussions and discussions, ask questions to classmates and the teacher, review the answers of classmates, evaluate the answers and written works of classmates, etc. Of the three learning models – passive, active, and interactive – interactive learning is most aimed at creating such situations and achieving personal, subject, and meta-subject results. "Interactive means being in the mode of interaction, conversation, dialogue with something



(for example, a computer) or someone (a person). Therefore, interactive learning is, first of all, dialogical learning, during which interaction is carried out" [1: 18].

To enable participants in the educational process to learn how to interact with each other, a variety of technologies, methods and techniques are used. G.K. Selevko identifies the following interactive technologies: distance learning, computer technology, teaching a foreign language in conversation, training technologies, technology for the development of critical thinking through reading and writing, discussions, debates. A number of researchers (T.S. Panina, V.S. Zaitsev, I.I. Golovanova, I.V. Plaksina) the forms and methods of interactive learning include role-playing, business play, working in small groups, discussion of a group of experts, staging, case method, interactive lecture, interview, etc. These technologies and methods are additionally used when working with educational material. However, modern English language teaching materials already contain tasks aimed at active communication of students. Let's look at some examples. We are well aware of such tasks for the training of lexical and grammatical material as the preparation of students' own sentences. But students do not always show interest in the answers of their classmates.

We encourage students to actively listen and organize interaction between them. The subject matter of the proposals varies depending on the material being studied. Tasks for expressing one's own opinion stimulate interest in interaction. For example, we have two statements that are opposite in content: "If tourism becomes more popular in Antarctica, people will destroy the fragile environment forever" and "If people visit Antarctica, they'll see how beautiful it is and they'll want to protect it" [4:78].

Students in pairs or micro groups discuss these statements and decide which opinion they agree with, giving arguments and asking each other clarifying questions. The next example of interaction is conducting surveys. In the methodological literature, this form of work can be called in different ways: a survey, a communicative game (Opinion Polls, Frequency Surveys), "Brownian motion", a learning structure of learning technology in collaboration with Find Someone Who. A key component of this activity is the task "to interview as many participants as possible in order to find out their opinions, judgments, and answers to the questions posed" [5:44].

When organizing work in an interactive mode, it must be remembered that one cannot focus only on the external aspects of interactive learning: the free communication of students or the performance of physical actions by students. Interactive learning mode is a combination of three types of activity: physical (transplanting, throwing a ball, etc.), we encourage students to actively listen and organize interaction between them. The subject matter of the proposals varies depending on the material being studied. Tasks for expressing one's own opinion stimulate interest in interaction. For example, we have two statements that are opposite in content: "If tourism becomes more popular in Antarctica, people will destroy the fragile environment forever" and "If people visit Antarctica, they'll see how beautiful it is and they'll want to protect it" [4:78].

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The textbook tasks allow you to organize work in this format if the settings are formulated as follows: "Ask and answer. Find the classmate with the most... (brothers, sisters, cousins, aunts, uncles)" [3: 26], «Write a questionnaire for your class to find out what they think about school. It should be noted that one of the fundamental rules of the organization of interactive learning is the implementation of the comfort principle: it is important to avoid fear or discomfort when performing tasks, as this may lead to a decrease in motivation for social interaction. Working in groups allows you to fully implement this principle and reduce the fear of making a mistake. The task for group interaction can also be found on the pages of textbooks: "Carry out a class survey about choruses.

a) Write a list of your choruses in the family.

b) Work in a group of three or four. Find out how many classmates in your group do these chores. Write the results on a sheet of paper.

c) Now report to the class» [2: 51].

When organizing work in an interactive mode, it must be remembered that one cannot focus only on the external aspects of interactive learning: the free communication of students or the performance of physical actions by students. Interactive learning mode is a combination of three types of activity: physical (transplanting, throwing a ball, etc.), social (exchange of opinions, asking questions to classmates, etc.) and cognitive (finding a solution to a problem, constructing new knowledge, etc.). Let's turn to another variant of the interactive mode – the use of information and communication technologies in the lesson. The Internet offers a wide variety of learning resources that allow you to get instant feedback. One of the most popular online services is <https://kahoot.com> / (<https://kahoot.it> /). KAHOOT is an online service for creating interactive tasks (quizzes, surveys, etc.). What distinguishes this service is the ability to implement training in such a format, when students interact simultaneously with the teacher, with the computer, and with each other, working in a team mode. The generalized scheme of work using KAHOOT is as follows: the teacher launches a pre-created task in his personal account (for example, a mini-quiz) - students log on to the platform from their gadgets <https://kahoot.it> / by entering a certain PIN code - quiz questions and answer options are displayed on the board – students on their gadgets press the conditional sign corresponding to their chosen one according to the answer option, the result and the rating of the participants are displayed on the board. Thus, we combine the entire classroom and the virtual environment into a single interactive learning space, which allows you to master new or consolidate already completed learning material in an exciting way. This resource allows you to create mini-quizzes on various educational aspects considered in the English Language Curriculum. For example, quizzes can be created based on country-specific material, based on interdisciplinary texts (from the CLIL section), or devoted to a grammatical topic and lexical units (choosing the correct definition of a word, synonyms, etc.).

In conclusion, we note once again that the implementation of an interactive mode in English lessons makes it possible to achieve the requirements of the State Educational Standard, as well as to form skills of the XXI century, primarily such as the ability to cooperate and communicate productively. It is also important to remember that when using any interactive teaching methods or online resources, we set a clear goal and understand what kind of planned result we are striving to achieve.



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