

## Using Interactive Methods In Developing Teaching

Samiyeva Surayyo Oripovna

Teacher of the faculty of Uzbek Philology, Termez State University, Uzbekistan

**[zayniddin.tersu@mail.ru](mailto:zayniddin.tersu@mail.ru)**

**Summary:** The article discusses interactive teaching methods, emphasizing their important role in improving the quality of education. The kinds of active learning methods. Marked modern teaching methods.

**Key words:** The role interactive method, teaching material, modern pedagogic and informational technologies, brainstorming activity, innovation.

Teaching learners bases on modern pedagogic and informational technologies, interactive methods became important task of period. The term “technology” is derived from greek, “techne” – “skill” and “logos” – “concept”. “Educational technology ” means ”teach with the highest experience” or “the art of teaching ”. Modern pedagogical technology is to organize teaching process correctly. It is confirmed that modern interactive methods are more useful and preferable than traditional method in teaching process.

The term “interactive” is derived from Latin and it describes a system or computer program which is designed to involve the user in the exchange of information or involving communication between people . The difference between traditional and interactive methods: in interactive method learners work individually, give their opinions freely, they work with teacher as a partner. In interactive method the partnership is created between teacher (organizer, observer and controller of teaching process) and student ( reader, learner, inquirer in teaching process). Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge.

In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher.

Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson(1.P.45).

Firstly, teachers should know the main purpose and main objects of teaching , then they should manage the class and activate learners.

*Teaching with modern technologies demands following consistency:*  
Lesson process are planned by learners.

- *Learners work on the certain planned theme themselves.*
- *Learners subject to discussion the theme*
- *Learners can participate as a partner to choose teaching methods*
- *Learners are provided with experience of sharing ideas.*

In modern technological approaches learners reach a conclusion themselves and measure each others. Certainly, we can't do all these at once, we may use all of in practice day by day. The only unforgettable and important task as a teacher is – to teach learners thinking independently during English lessons.

*In order to get good result in teaching process, we may use following methods:*

**1. Value of thoughts.** This method is intended for senior classes' pupils, it gives an opportunity for pupils to declare their thoughts and ideas freely. This method is used for senior classes' pupils after the lessons.

**2. Funny riddles.** Using riddles in teaching is important because, while learning riddles pupils try to find unknown words' meanings and then they find answers of riddles.

**3. Brainstorming.** It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here.

In brainstorming quantity of utterances is important but not the quality.

Teacher

should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

**4. Discussion.** This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this

improves their activity because every member of the group may express his/her ideas and takes part in the discussion. The forms of organizing group work are the following:

- a) *theme is selected (chosen);*
- b) *learners must have learnt the chosen problem;*
- c) *groups are formed;*
- d) *teacher gives instruction and announces the time;*
- e) *controls the activity of learners and if it is needed, helps and stimulated them.*
- f) *at the end of the discussion one representative of each group makes presentation.*

**5. Cluster.** The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. For ex.: Then teacher gives a task to make up word combinations with the word “book”: my book, a good book, an interesting book, a nice book, etc.

This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills (4.P.5).

**6. Role playing.** Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role

playing involves the learners into active work by positively influencing on their

inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps

to form practical skills and habits.

During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching.

**7. Multimedia learning.** This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

**8. Cooperative method of training** Cooperative training is a form of mutual training of students. To "cooperate" in the framework of the educational process means to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work. Subsequently, the students have to share the gained knowledge. The essence of this method is: "Everyone reaches his/her educational goals only if other team members reach theirs".

*There are five components of cooperative training which become tools in solving the tasks of this method:*

**1. Positive inter-relations.** The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another.

**2. Individual responsibility.** Everyone must help others to reach the goal.

**3. Mutual communication.** Each member of the team must listen respectfully to others.

4. Communication skills. It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage.

5. Gradual working out the skills. The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills. The duration is 40-60 minutes. The plan of the teaching session: participants receive figures of different colors, one per person.

*Advantages of using multimedia learning:*

Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap -up of ideas reinforces student learning and improves the retention of what has been learned.

New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students. Teaching foreign languages through short video clips The system of exercises for teaching grammar based on interactive methods for developing speaking skill.

**In conclusion,** the reforms carried out in education determine a particular importance of the issues of active and interactive training of schoolchildren and higher education students. Interactive methods are directed toward increasing interaction of students not only with the teacher, but also with each other and toward the dominance of the student activity in the learning process.

The game methods of social-psychological training help to reduce mental tension, relieve psychological barriers, strengthen the motivation in the activities, develop the communicative and organizational qualities of the person, etc.

While using the active group methods, the teacher can diagnose the personality traits of the students: the level of self-confidence, self-esteem, anxiety, motivation, etc.

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