



THE EFFECTIVENESS OF USING INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES

Submission Date: November 30, 2022, **Accepted Date:** December 05, 2022,

Published Date: December 08, 2022

Crossref doi: <https://doi.org/10.37547/philological-crijps-03-12-04>

Journal Website:
<https://masterjournals.com/index.php/crijps>

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ABSTRACT

In this article we are talking about the effectiveness of using interactive methods of teaching foreign languages, about the formation of personality and teaching methods to improve teaching and upbringing techniques.

KEYWORDS

Mobility, intercultural communication, emotion, communicative, personality, competence, differentiation, association.

INTRODUCTION

Today there is a rapprochement of different cultures, countries and peoples, the formation of a whole interdependent, multicultural world. Increasing mobility, both real and virtual, increases the need for successful cultural adaptation and effective communication, which,

in turn, makes a change in the requirements for secondary education, including the study of foreign languages, the purpose of which should be to ensure the ability and readiness of schoolchildren to participate in intercultural communication.



THE MAIN RESULTS AND FINDINGS

Recently, there has been a tendency in the methodology of teaching foreign languages to move from a communicative approach to its kind — an interactive approach, which was proposed by Western methodologists. Some authors identify it with the communicative approach, considering that "the interactive model of language acquisition assumes that learning takes place on time and in the process of participating in language acts (speech events)." Others define the interactive method as a modified direct method that includes a number of other methods. Foreign language teaching technologies are in constant development. Civilization dictates new standards, knowledge is rapidly becoming obsolete. To form a successful language personality, more modern approaches to learning are needed.

Information competence increasingly determines the level of each graduate and his education. Each stage of the society's development corresponds to its own form and content of the process of training new generations, transferring to them accumulated knowledge, skills, traditions. A special place in the modernization of education at the present stage is occupied by its informatization. Informatization of education is the process of providing the field of education with methodology and practice for the development and optimal use of modern or information technologies focused on the implementation of psychological and pedagogical goals of teaching, upbringing and identifying the effectiveness of using interactive teaching

methods in German lessons at school. Using an interactive approach to teaching German, it is possible to optimize the process of mastering the skills of basic school foreign language communication and make it more effective in the conditions of a comprehensive secondary school. As G.L. Saltovskaya notes in her work "Theoretical foundations of new technologies for teaching foreign languages", the main goal of modern linguodidactics is the formation of a "new type" linguistic personality. A "new type" personality is a person capable and ready to carry out intercultural communication in various forms of speech-thinking and socio-cultural activities in conditions of active social interaction with representatives of other cultures [4]. For the formation of this personality, the teacher must organize training in such a way that students are aimed at an independent search for knowledge, a continuous desire to find and comprehend new things.

In their article "Interactive Learning Technologies", K.E. Kazaryants and E. Kocharova emphasize that "interactive learning is, first of all, dialog learning, through which not only the teacher and the student interact, but also the students interact with each other." There are a number of features possessed by interactive learning technologies that allow them to be used quite effectively in the learning process: the organization of the process of acquiring new experience and sharing existing ones; the possibility of maximizing the personal experience of each student; the use of social modeling (replaying life situations) [2].



V.O. Nikishina in her article "Interactive methods of teaching a foreign language He notes that "at any stage of learning a foreign language, it is equally important for students to master the system of language and speech norms of the language being studied, as well as to develop their ability to use the acquired knowledge, formed skills and abilities to transmit relevant information, express their thoughts in various speech situations."

In the work "The use of an interactive whiteboard in foreign language lessons in secondary school", E.S. Krasnozhonova reports on the advantages of using interactive teaching methods, namely, the use of an interactive whiteboard for teaching various types of language activities.

So, when teaching grammar, you can use colored pencils that help to highlight the main thing and draw attention to it (for example, when differentiating verb forms, when specifying the place of an auxiliary verb, etc.).

When teaching lexical skills, the "Dice Image" tool (image-word), the "Clone" function, which help to organize a speech situation and beat it in the learning process.

When teaching listening, an interactive whiteboard can be useful for using Flash animation with voiced text and many other tools [3].

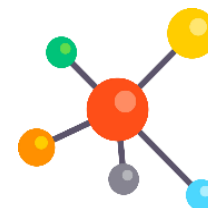
Using interactive methods in the process of teaching a foreign language, you can quickly notice their effectiveness. For example, it is extremely effective to use the associogram method to memorize sufficiently large amounts of information. Interacting with each other, students

depict on paper all their associations (reference words, illustrations) related to a particular topic. Then, using the map data, it becomes quite easy for students to build meaningful statements on a certain topic.

When using business games in the process of learning a foreign language, the quality of mastering oral speech skills significantly increases. Thanks to the use of a business game, it becomes possible to play typical speech situations without leaving the classroom. So, for example, by distributing roles among students, you can play dialogues taking place in a hotel, airport, bank, store, etc. Students are fascinated by this kind of work because they understand that the use of these dialogues is really applicable in life.

Using another method — "two private diary" — involves writing down words (phrases, sentences) in the notebook in the section "excerpt" that cause students to have various associations, emotions, and in another section — "reactions" — to record their thoughts and feelings in connection with the read part of the text. Then the results of the work are discussed. The system of classes within each teaching method includes the three above-mentioned stages of assimilation and consolidation of the material: challenge, comprehension, reflection [1].

In the context of the requirements of the new Federal State Educational Standard, teaching a foreign language at school should move to a fundamentally new stage. New developments are needed to form a "new type" of linguistic personality. To achieve these goals, the learning process should be organized in such a way that the



child becomes a subject of the educational process, a person who is ready to learn all his life. That is why a modern English lesson should be built in a completely new way. In this regard, the use of interactive methods in the teaching process has an undeniable advantage for both students and teachers.

CONCLUSION

In conclusion, we can say that it confirms the possibility of changing, supplementing, and improving the methods of teaching and upbringing. The development of students will be carried out more effectively using interactive teaching methods, which make it possible to change, supplement, improve teaching and upbringing techniques if:

take into account the age and individual characteristics of children;

the activity of reproduction will be characterized by the desire of the learner to understand, remember, reproduce knowledge, master the ways of applying knowledge in changed conditions;

the activity of the student implies his aspiration to theoretical understanding of knowledge, independent search for solutions to problems;

the teacher will understand the importance of using interactive teaching methods for the development and education of schoolchildren, possess the technology of including interactive teaching methods in the pedagogical process and provide guidance to them.

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