



Research Article

USING INTERACTIVE LEARNING TECHNOLOGY

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R. Dauletbaeva

Lecturer Karakalpak State University, Uzbekistan

ABSTRACT

This article deals with the use of interactive teaching methods in foreign language lessons, their definition, pedagogical interaction and qualification of interactive methods.

KEYWORDS

Positive motivation, intersubjective, realization, totality, mental activity, meaning-making, positivity, optimism, reflex, technology.

INTRODUCTION

Today, teachers of a foreign language in schools face the acute problem of "finding ways to increase the cognitive interest of students in learning the language, strengthening their positive motivation in learning." One of the possibilities of solving this problem is the use of interactive learning technology. Interactive

learning technology can be defined as "a set of methods of purposeful enhanced intersubjective interaction between a teacher and students, the consistent implementation of which creates optimal conditions for their development."

THE MAIN RESULTS AND FINDINGS



The key concept defining the meaning of interactive methods is "interaction". Interaction is understood as direct interpersonal communication, the most important feature of which is the ability of a person to "accept the role of another", imagine how a communication partner or a group perceives him, and accordingly interpret the situation and design their own actions [4].

"Pedagogical interaction is an exchange of activities between a teacher and students, in which the activity of one determines the activity of others" [4].

Interactive pedagogical interaction is characterized by a high degree of intensity of communication of its participants, their communication, exchange of activities, change and diversity of their types, forms and techniques, purposeful reflection by the participants of their activities and the interaction that took place. Interactive pedagogical interaction, the implementation of interactive pedagogical methods are aimed at changing and improving the behaviors and activities of participants in the pedagogical process.

The leading signs and tools of interactive pedagogical interaction are: polylogue, dialogue, mental activity, meaning-making, intersubjective relationships, freedom of choice, creating a situation of success, positivity and optimism of evaluation, reflection, etc. [4].

In the pedagogical interpretation, "A polylogue is an opportunity for each participant in the pedagogical process to have his own individual point of view on any problem under consideration; readiness and opportunity for participants to express this point of view; moreover, any point of view, whatever it may be, has the right to exist" [8].

Dialogue presupposes the perception of participants in the pedagogical process of themselves as equal partners, subjects of interaction [6].

Our activity as an essential feature of interactive methods consists in the organization of intensive mental activity of the teacher and students; not the translation of ready-made knowledge into the consciousness of students by the teacher, but the organization of their independent cognitive activity; organization of problem-based learning; independent performance by students of various mental operations, such as analysis, synthesis, comparison, generalization, classification, etc.; combination of various forms of organization of students' mental activity (individual, pair, group); the process of exchanging thoughts between participants in pedagogical interaction [4].

Meaning-making is the process of conscious creation by students and teachers of new meanings, the content of objects and phenomena of the surrounding reality on the problem under discussion; this is the perception by the participants of the pedagogical process of the



surrounding reality through the prism of their individuality, the expression of their individual attitude to the phenomena and objects of life [7]. The freedom of choice of students and teachers consists in their conscious regulation and activation of their behavior, pedagogical interaction, which contribute to optimal development, self-development.

The creation of a situation of success consists in the purposeful creation by the teacher of a complex of external conditions that contribute to the students' satisfaction, joy, manifestation of a spectrum of positive emotions and feelings. Success is considered as a motive for self-development, self-improvement. A variety of pedagogical tools and conditions are used to create a situation of success. The leading conditions are positivity, optimism in the assessment of students.

The positivity and optimism of the participants' assessment of each other's pedagogical interaction is manifested in their desire to elevate the achievements of the individual, to evaluate themselves and others as conditions for self-development. This is the ability of the teacher to emphasize the value, uniqueness, significance of the achieved result, individual achievements of the individual, the desire to note and emphasize positive changes in the state of development of the student when evaluating the activities of students [6].

Reflection is self-analysis, self-assessment by the participants of the pedagogical process of their activities and interactions. This is the actualization

by the teacher and students of their knowledge, experience of activity in a particular pedagogical situation. This is their need and willingness to fix changes in the state of development, to determine the causes of such changes, to assess the effectiveness of the pedagogical interaction that has taken place, the pedagogical conditions created for their development.

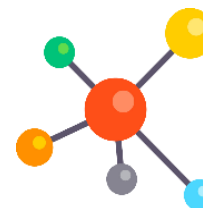
Interactive methods can be classified according to their leading function in pedagogical interaction into methods:

- creation of a favorable atmosphere, organization of communication;
- organization of the exchange of activities;
- organization of my activities;
- organizations of meaning-making;
- organization of reflexive activity.

Methods of creating a favorable atmosphere, organizing communication have their procedural basis for a "communicative attack" carried out by the teacher at the very beginning of the organized pedagogical interaction (at the beginning of the lesson, class, extracurricular activities, etc.) at the stage of introducing foreign language communication into the atmosphere for prompt inclusion in the joint work of each student. The methods of this group contribute to the self-actualization of all students, their constructive adaptation to the emerging pedagogical situation [7].

Examples of such methods can be:

"Name alliteration" (especially effective when organizing a class acquaintance or when studying the topic "Appearance and character of a



person"), "Complete the phrase", "Compliment", "Give a flower", "Weather forecast" [1].

Methods of organizing the exchange of activities involve a combination of individual and group collaboration of participants in pedagogical interaction, joint activity of both teachers and students. The leading feature of these methods is the unification of students into creative groups for joint activities as the dominant condition for their development.

For example:

"Workshop of the future", "Interview", "1*2*4", "Round table" (when teaching discussion) [5].

Methods of organizing meaning-making have the leading function of creating new content of the pedagogical process by students and the teacher, creating their own individual meaning of the phenomena and objects studied by students, exchanging these meanings, enriching their individual meaning.

For example:

"Associations", "Alphabet" (allows you to repeat almost all the vocabulary on the topic), "Minute of speaking", "Alliteration of the concept" [5].

Methods of organizing mental activity, on the one hand, create a favorable atmosphere, contribute to the mobilization of creative potentials of students, the development of their positive motivation to study, on the other — stimulate active mental activity, the performance of various mental operations by students.

For example:

"Four corners", "Choice", "A dozen questions", "Change of interlocutor" (question-answer training) [5].

The methods of organizing reflexive activity are aimed at self-analysis and self-assessment by the participants of pedagogical interaction, their activities, their results, are usually organized at the final stage of the lesson. The methods of this group allow students and the teacher to fix the state of their development and determine the reasons for this.

For example:

"Reflexive circle", "Mini-essay", "Exercise", "Chain of wishes", "Complete the phrase" [5].

The technology of interactive learning can be a technological characteristic of a separate lesson, lesson, extracurricular event. At the same time, it is possible to conduct a series or all lessons, seminars or classes on any academic discipline in an interactive mode [1].

CONCLUSION

The use of interactive methods in the pedagogical process encourages the teacher to constant creativity, improvement, change, professional and personal growth, development. After all, getting acquainted with this or that interactive method, the teacher determines its pedagogical capabilities, identifies with the characteristics of the students, the proposed content, tries on his individuality. And this innovative activity does not leave the teacher until he realizes that interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technology in the pedagogical process is a necessary condition for the optimal development of both those who study and those who teach.



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