EFFECTIVE USE OF INTERACTIVE METHODS IN TEACHING ENGLISH

Toshkent viloyati Bo'ka tumani MMTB,

39 – sonli umumta'lim maktablarining Ingliz tili va adabiyoti fani o'qituvchisi

Abdullayeva Xurshida Asqaraliyevna

Abstract: The article talks about the importance of using new pedagogical technologies in the teaching of English, and analyzes all the possibilities of the student, taking into account the complexity of mastering the subject. Also, examples of new methods in language development are given and its importance is revealed.

Key words: English language, methodology, science, method, lesson, student, pedagogue.

It is the task of us pedagogues to create school lessons and textbooks that can meet the standards of countries recognized by the world through development. Happily, the fact that those who can speak English can be found in the first grade of the school is a sign of the hard work of English language specialists in the system. In particular, the number of students achieving international degrees in a foreign language is increasing day by day. Besides our national university, we are also pleased that more than seven students are enrolled in the world's top 1000 universities.

By the way, mastering science is a somewhat complicated process. Mastering a foreign language as well as one's own language depends on the skill of the pedagogue. The use of new pedagogical methods is also important and effective. Compared to a traditional lesson, the student's mastery rate is higher in a lesson conducted using new technologies. Below we will talk about the essence of such new pedagogical methods and their practical application.

In many literatures, the most popular interactive learning methods today are "Case-study" (or "Educational cases"), "Blister inquiry", "Modeling", "Creative work", "Problem-based learning" " is noted. According to the data, interactive learning strategies include "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Zinema-zina", "Muzyorar", "Rotastia", "Snowball". When distinguishing interactive educational

strategies from the composition of interactive educational methods, it is based on the fact that the approach to the organization of group work is, in a certain sense, comparable to strategic planning. In fact, these strategies are more related to interactive learning methods, and there are no other differences between them.

Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and b. In the separation of interactive graphic organizers, it is based on the fact that the main ideas in such exercises are expressed in written form in various graphic forms. In fact, working with these graphic organizers is more relevant to interactive learning methods.

Brainstorming method: This method ensures the students' activity in the training process, encourages them to think freely and frees them from the inertia of the same thinking, collects various ideas on a specific topic, as well as at the initial stage of the process of solving creative tasks. serves to learn to overcome the thoughts that arise.

The main principle and condition of the "thought attack" method is to absolutely prohibit criticism of the opinion expressed by each participant of the training, and to encourage any jokes and jokes. The aim is to ensure the free participation of students in the training process. The use of this method in the educational process depends on the teacher's pedagogical skills and breadth of thinking. When using the "brainstorming" method, the number of students should not exceed 10-15 people.

The method serves to create conditions for students to come up with new ideas. Each group of 5 or 6 students is assigned a different assignment or creative task that must be solved within 15 minutes. After the successful completion of the assigned time, one of the group members will give a report about it.

The information provided by the group (the solution of the assignment or creative task) is discussed and evaluated by the teacher and other group members. At the end of the lesson, the teacher will announce the best and most unique answers among the solutions of the assigned tasks or creative tasks. During the training, the activities of the group members are evaluated according to the level of their participation.

With the help of the "6x6x6" method, it is possible to solve a certain task or issue by involving 36 students in a certain activity at the same time, to determine the capabilities

of each member of the group, and to learn their views. In the training organized on the basis of this method, 6 groups with 6 participants in each discuss the problem raised by the teacher. At the end of the specified time, the teacher reorganizes 6 groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group present to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together.

The advantages of the "6x6x6" method are as follows:

- encourages each member of the group to be active;

-ensures the expression of personal views by them;

- forms the skills to listen to the opinions of other members of the group;

- to be able to summarize several ideas being advanced, and also teaches to defend one's opinion.

The most important thing is that during each short period (20 minutes) the participants of the training will act as participants, listeners, and speakers.

This method can be used in several groups consisting of 5, 6, 7 and 8 students. However, when the "6x6x6" method is used between large groups, the time has to be increased. Because in such trainings, a lot of time is required for both discussion and information. When the method in question is used, there is an opportunity to do one or more topics by groups in training.

The use of the "6x6x6" method in the educational process requires the teacher to have activity, pedagogical skills, as well as the ability to form groups according to the purpose. Incorrect formation of groups can cause tasks or tasks not to be solved correctly. Using this method, training is organized in the following order:

1. Before the lesson, the teacher places 6 chairs around 6 tables.

2. Students are divided into 6 groups by the teacher. When dividing the students into groups, each seat is named, and those who received the name slips take their seats.

3. After the students are seated, the teacher announces the topic of the lesson and assigns certain tasks to the groups. A certain time is set and a discussion process is organized.

4. The teacher monitors the activity of the groups, gives advice and guidance to the group members in the necessary places, and after making sure that the tasks given by the groups are solved correctly, the teacher asks them to finish the discussions.

5. When the time for the discussion is over, the teacher re-forms the groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group report to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together.

In short, pedagogical technology is organized with the help of forms, methods and tools, it increases the effectiveness of pedagogical activity and determines mutual cooperation between teachers. In addition, it ensures that students acquire thorough knowledge of educational subjects. forms independent, free and creative thinking skills in students. At the same time, necessary conditions are created for students to realize their potential. It is also necessary to guarantee the priority of democratic and humanitarian ideas in the pedagogical process.

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