

ORGANIZING LESSONS USING INTERACTIVE METHODS IN ENGLISH LANGUAGE CLASSES OF GENERAL EDUCATION SCHOOLS EFFECTS OF MATURATION

Shermamatova Sevara O'ktamjon qizi

*Teacher, English language and literature faculty
Fergana State University*

Madaminova Mashrabxon Shoyatjon qizi

*Student, English language and literature faculty
Fergana State University*

Abstract. One of the processes known to all of us today is that the interest of the young generation in learning foreign languages is increasing day by day. For this reason, the teaching of a foreign language, including English, in all secondary schools throughout the republic requires the use of various interactive methods in lessons. The following article talks about the delivery of lessons to students using interactive methods in English language classes of general education schools and a number of its effects.

Annotatsiya. Bugungi kunda barchamizga ma'lum bo'lgan jarayonlardan biri shundaki, yosh avlodning chet tillarini o'rganishga qiziqishi kundan kunga ortib bormoqda. Shu sababli respublikamizdagi barcha umumta'lim maktablarida chet tilini, jumladan, ingliz tilini o'rgatish darslarda turli interfaol usullardan foydalanishni taqozo etadi. Quyidagi maqolada umumta'lim maktablarining ingliz tili darslarida interfaol usullardan foydalangan holda darslarni o'quvchilarga yetkazish va uning qator samaralari haqida so'z boradi.

Аннотация. Одним из процессов, который, очевидно, становится всё более заметным с каждым днем, является растущий интерес молодого поколения к изучению иностранных языков. И именно по этой причине, порождается весомая причина требования использования различных интерактивных методик на уроках в преподавании иностранного языка, включая английский, во всех средних школах республики. В данной статье рассматривается проведение уроков для студентов с использованием интерактивных методов на уроках английского языка в общеобразовательных школах и ряд его эффектов.

Keywords: method, interactive method, information and communication technologies, interactivity.

Kalit so'zlar: metod, interfaol usul, axborot-kommunikatsiya texnologiyalari, interaktivlik.

Ключевые слова: Метод, интерактивный метод, информационные и коммуникационные технологии, интерактивность

It is known to all of us that extensive work is being carried out in our country on the deeper formation of the information society system and the implementation of the most advanced information and communication technologies in all fields. Including, in this process, the possibilities of interactive (interactive) services are highly appreciated. In the explanatory dictionary of the Uzbek language, the term "interactive" is defined as based on the transmission or reception of information through a computer network. On the social network platform, interactivity is evaluated as a concept that reveals the nature and level of interaction between objects, information is given about its application in the fields of computer science, programming and information theory, telecommunication systems, industrial design, sociology, etc. In short, interoperability is a system of organizing a system to achieve a specific goal by establishing an exchange of information between parts of the system.

The use of interactive methods not only helps to increase the effectiveness of the lesson, but also increases the student's interest in the lesson. The main criteria of interactive education: conducting informal debates, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, the creation of opportunities for students to take initiative, small group, large group, class team, assignments, written work and other methods, which are of special importance in increasing the effectiveness of educational work.

Interactive is derived from the English word "Interact", that is, Inter means "mutually", "act" means action, influence, activity. Interactivity is the activity of two people, that is, the learning process takes place in the form of a mutual conversation, in the form of a dialogue (computer communication) or on the basis of teacher-student interactions.

Interactive learning technology ensures that each teacher delivers a lesson that all students learn as intended. In this process, each student, having his own motivation and intellectual level, learns the lesson in advance. Based on the study of some experiences in the practical application of interactive training, we can show some factors that influence the improvement of the quality and efficiency of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodical, and factors related to the teacher, students, and educational tools. We should assume that they will have a positive or negative effect according to their nature.

There are many types of interactive exercises, are selected according to the characteristics of the subject of the lesson and the intended goals, and they are prepared accordingly. Specific requirements are placed on the students' readiness to participate in the interactive training, such as mastering the necessary knowledge for active participation in the training, readiness for communication, working in mutual cooperation, independent thinking, own opinion including free expression and advocacy skills and more. Effective use of time in training is a necessary condition.

For this, it is necessary to correctly select and prepare the necessary tools, as well as clearly define the trainers and their tasks. There are specific differences between interactive methods and traditional teaching methods, and each teacher should compare these differences, their advantages and disadvantages in relation to each other, when choosing lesson planning and delivery methods should be taken into account.

The current stage of development of educational technology is characterized by the widespread use of interactive teaching methods in the educational process. The homogeneity of the teaching technology used for many years, the hegemony of the teacher in the educational process, the teacher's attempt to present the subject to the student at a level that is ready and acceptable even without excessive observation, reduce the activity of students and reduce their ability to think creatively.

So we conclude that the interactive lesson is an impromptu training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent and diligent. They don't have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find themselves involved in the cognitive process, have the ability to understand and reflect on what they know and think. Teacher's place in interactive lessons often comes down to directing students to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments, during which the student learns the material).

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