

## The Usage and Role of Interactive Technologies in Teaching English to Students - Guide - Interpreters

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**Abstract:** The article deals with the importance of introducing interactive teaching methods into the educational process. The main focus is on teaching English to students. The author emphasizes that it is not enough for a new generation teacher to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. The author considers a number of interactive methods, the introduction of which will contribute to the achievement of the set goal - increasing the efficiency of the educational process, achieving high performance by all students.

**Keywords:** interactive methods, problem-based learning, discussion, training, brainstorming.

At the present stage of development of society, knowledge of the English language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself testifies to this. Television programs are conducted in English, scientific literature is published, modern songs are heard and foreign films are shown, in addition, instructions for various household appliances are written in English, etc. In most cases, if there is a translation, it is not always correct and therefore, learning English is very relevant. But to make the process of learning a language more effective, you need to use interactive teaching methods.

The introduction of interactive forms of education is one of the most important areas for improving the preparation of students in modern universities. For a teacher of the new time, it is not enough to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. The introduction of interactive forms of education is one of the most important areas for improving the preparation of students in modern universities. For a teacher of the new time, it is not enough to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [3, p. 102].

Learning with the use of interactive educational technologies implies a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. Panina T.S. and Vavilova L.N. [1] identify the following general results and effects of interactive learning:

1. Interactive learning methods allow intensifying the process of understanding, assimilation and creative application of knowledge in solving practical problems. Efficiency is ensured by more active involvement of students in the process of not only obtaining, but also direct (“here and now”) use of knowledge. If the forms and methods of interactive learning are used regularly, then students develop productive approaches to mastering information, the fear of making a wrong assumption disappears (since an error does not entail a negative assessment) and a trusting relationship with the teacher is established.
2. Interactive learning increases the motivation and involvement of participants in solving the problems discussed, which gives an emotional impetus to the subsequent search activity of the

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participants, encourages them to take specific actions, the learning process becomes more meaningful.

3. Interactive learning forms the ability to think outside the box, to see a problem situation in its own way, ways out of it; justify their positions, their life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnerships, while showing tolerance and goodwill towards their opponents.
4. Interactive teaching methods make it possible to carry out the transfer of methods of organizing activities, to gain new experience in activities, its organization, communication, experiences. Interactive activity provides not only an increase in knowledge, skills, methods of activity and communication, but also the disclosure of new opportunities for students, is a necessary condition for the formation and improvement of competencies through the inclusion of participants in the educational process in a meaningful experience of individual and collective activities for the accumulation of experience, awareness and acceptance of values.
5. The use of interactive learning technologies makes it possible to make control over the assimilation of knowledge and the ability to apply the acquired knowledge, skills and abilities in various situations more flexible and humane.
6. Outcome for a particular student: - experience of active development of educational content in interaction with the learning environment; - development of personal reflection; - development of new experience of educational interaction, experiences; - development of tolerance.
7. Outcome for the educational micro group: - *development of communication and interaction skills in a small group*; - *formation of value-oriented unity of the group*; - *encouragement to flexible change of social roles depending on the situation*; - *adoption of moral norms and rules of joint activity*; - *development of skills of analysis and introspection in the process of group reflection*; - *development of the ability to resolve conflicts, the ability to compromise*.
8. Result for the "teacher-group" system: - non-standard attitude to the organization of the educational process; - multidimensional mastering of educational material; - formation of motivational readiness for interpersonal interaction not only in educational, but also in extracurricular situations.

The purpose of interactive learning is to increase the effectiveness of the educational process, in which all students achieve high learning outcomes.

Let's consider this problem on the example of teaching students a foreign language as a second language, in particular, English. Interactive learning involves immersing students in a real environment of business cooperation to solve problems in order to develop the necessary qualities of a future specialist.

All participants in the educational process interact with each other, exchange information, jointly solve problems and model the situation. The use of interactive forms of learning when working with students has a number of advantages, namely:

- involving students in the learning process no longer as passive listeners, but as active participants;
- increasing the motivation of this category of students to study the subject;
- development of modern technical teaching aids;
- formation and development of skills of independent work on information search and productive use of acquired knowledge in practice.

It should be noted that the educational process with students during training, based on the use of interactive technologies, aims to involve all students in the learning process, regardless of their level of language proficiency. Collaboration means that all participants exchange information and ideas. At such a lesson, an atmosphere of free communication is created, which is characterized by cooperation between the participants in the educational process, equality of arguments, the accumulation of common knowledge, fair assessment and mutual control. Consider a number of interactive teaching



methods, the introduction of which will help achieve this goal - to increase the effectiveness of the educational process and achieve results for all students.

**1. Discussion in groups.** Discussion in groups is usually held on a specific topic and is aimed at finding the right solution and achieving a better mutual understanding. Group discussions contribute to a better assimilation of the studied material. At the first stage of the group discussion, part-time students are given a task for a certain time, during which they must prepare a reasonable, detailed answer.

The teacher can establish specific *rules for conducting group discussions*:

- Implementation of an algorithm for identifying a consensus;
- Appointment of a leader to lead the group discussion.

At the second stage, such discussions with the teacher lead to group decisions. A kind of group discussion is the "*Round Table*", the purpose of which is to exchange information about the problems and their own understanding of this issue in order to get acquainted with the experience and achievements in this area.

**2. Training.** Training is a form of interactive learning that aims to develop interpersonal skills and professional behavior in communication. The advantage of the training is that all participants are actively involved in the learning process.

Training requirements:

- the optimal number of participants is 15-20 people, according to the number of participants in the audience, which contributes to the active cooperation of its members;
- familiarization of participants with the objectives of this session at the beginning of the training;
- conducting at the first lesson the training-exercise "acquaintance" and acceptance of the "agreement", that is, the rules of the group's work;
- creating a friendly atmosphere of trust and maintaining it throughout the training;
- inclusion of all participants in active work during the training;
- respect for the feelings and opinions of each participant;
- technical support of the educational process;
- effective combination of theory and interactive exercises;
- Mandatory summarizing the results of training after the completion of the training.

The teacher conducting the training must have psychological and pedagogical knowledge and be able to skillfully use it in the learning process, know the methods of obtaining information, collect and present it to the participants, influence their behavior and their attitudes.

**3. Discussion.** During the discussion, participants should discuss problems publicly or freely exchange knowledge, opinions, ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-clash of different points of view and positions. Discussion is student-centered learning. It is characterized by active interaction of students with each other and intensive, personality-oriented learning by the teacher. The merit of a discussion is that it shows how well the group understands a given problem. *Any discussion*, as a rule, takes place in *three stages*:

1. Statement of the problem;
2. Solving this problem;
3. Summing up.



*The first stage* is the adaptation of the participants to each other, through which it is possible to formulate the problem, the goals of the meeting, the rules and rules of the debate. *The second stage* involves the performance of the participants, their answers to questions, the collection of as many ideas and suggestions as possible, the suppression by the teacher of the personal ambitions of the participants in the discussion and deviations from the discussion of topics. And *the third stage* is the analysis of the results of the discussion, the coordination of opinions and views, the joint formulation of decisions and their adoption. During the discussion, students can either complement each other or oppose each other [2, p. 10].

The type of discussion chosen by the teacher, depending on the task set by him, can be a combination of various types of discussions (*classical discussion, express discussion, text discussion, discussion of the problem, role-playing game, round table*). The advantage of the discussion is that the discussion within a short period of time allows the teacher to model real problems, develop students' ability to listen and share their thoughts with other participants, interact and analyze the real situation, separate the important from the unimportant. Thus, the discussion provides an opportunity to understand and evaluate the diversity of existing views on any problem, to conduct a comprehensive analysis of each of them, having heard the individual opinion of each participant in the discussion on this topic.

This form of work with students is very important and productive, because in the course of the discussion they acquire the communication skills they need for their further professional development.

**4. The method of "brainstorming".** This is a fairly popular method of solving problems by stimulating creative activity. According to this method, the teacher invites a group of students to give as many answers to a question as possible. "Brainstorming" takes place in three stages [2, p. 16]. The first step is to pose a problem to the group. Participants one by one make suggestions in a precise and concise manner, the teacher writes their ideas on the blackboard or poster without any commentary. The second stage is the discussion of these ideas and the exchange of points of view. At this stage, the group needs to find a way to use or improve their ideas. At the third stage, the group presents a presentation of the results of the work. For "Brainstorming" participants can be divided into several groups:

- idea generators who formulate various proposals to solve the problem;
- critics who try to find the negative in the proposed ideas;
- Analysts linking the developed proposals to real conditions, taking into account critical comments, etc.

**5. Problem-based learning.** In the context of problem-based learning, not only the problem of education or the problematic task is important, but also the skillful presentation of questions by the teacher. Questions in the process of organizing the activities of students will help teach them to reproduce the information received from memory and perform reproductive actions.

As a result, this will stimulate the creative thinking of students, allowing them to discover and acquire new knowledge, skills and abilities.

Questions might include:

- What is the real idea? What is the point? Define... Describe... Tell... Explain... What's the difference? Give examples... Summarize... Classify.
- How can you decide differently? What are the reasons? Do you agree with this statement? Provide a counterargument? What are the disadvantages? What is your forecast?

*Basic principles* of work in an interactive lesson:

- all participants are the same regardless of age, social status, experience and place of work;
- each participant has the right to express his opinion on each issue;
- there is no place for direct criticism of the individual (only the idea itself can be criticized).



The interactive teaching methods and educational technologies considered in this article are aimed primarily at increasing the students' own activity and their motivation for educational and professional activities. They make it possible to move from passive assimilation of knowledge by students to their active application in model or real situations of professional activity, which, of course, improves the quality of training of future specialists.

Thus, the considered methods are aimed at increasing the efficiency of mastering the material studied by students, and stimulating them to study and master new knowledge. These methods can be used not only with students in a foreign language (English) class, but also for studying other subjects in any educational institution with a different level of education.

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