

**THE IMPORTANCE OF USING INTERACTIVE METHODS IN THE
DEVELOPMENT OF THE ENGLISH LANGUAGE**

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Annotation: *The article deals with topical issues of the use of interactive methods in speaking lessons in secondary English classes. The degree of study of the problem in a scientific and pedagogical environment is analyzed. The features of speech activity are presented as speech activity. The characteristics of communication as a living interaction process are revealed. The goals and objectives of speaking lessons in foreign language teaching are revealed. The main goal of speaking lessons is the application of speaking skills both in pedagogical practice and in the context of everyday communication. The relevance of the use of interactive methods in the language teaching process is proven.*

Key words: *English language teaching, interactive methods, communication, discussion, brainstorming, Mental maps.*

Introduction. In today's social and professional arenas, being able to communicate in another language is essential. The goal of language instruction is to help students become competent in a foreign language, which entails learning how to communicate in that language in all contexts. Most in demand, in actuality, speaking is a form of speech activity; however, creating this kind of activity appears to be the most challenging and calls for a great deal of concentration and equal effort from the instructor and pupils. These elements establish the significance of selecting training techniques to guarantee a quicker, simpler, and more effective learning outcome. One of these tools may be interactive techniques. A technique that focuses on interaction, communication, and information sharing is called an interactive method. This also applies to studying a foreign language in the classroom at school, since kids are compelled to communicate during the learning process. When employed in the teaching process, interactive technology provides a variety of beneficial purposes. They promote information acquisition in pupils, opening up new avenues for cognitive activity and improving the learning environment. There are various aspects of interactive education theory, methodology, and practice. S. S. Kashlev described the theoretical and methodological foundations for the use of interactive teaching methods as follows the pedagogical process revealed the concept of interactive methods, determined their features, content and structure, he based on the classification of interactive teaching methods. Considered interactive educational technologies innovation is a pedagogical phenomenon.

Methodology. A vibrant process of interaction, communication entails the efficient transfer of ideas, feelings, and moral principles. The process of communication is predicated on verbal exchanges between two or more individuals

and is made up of a variety of verbal and nonverbal components, the success of which depends on the information being successfully applied. Mastering speech is the goal of speech instruction in foreign language classes. These abilities must be used in both the context of ordinary communication and educational practice. Not only can you learn specific grammatical constructions and lexical elements, but you may also learn about the overall level of language competency and the nation where the language is being studied. By increasing the student's own motive, he realizes the need to participate in the process of communication and sets for himself the goal of learning a foreign language.

In the current environment, instructors' work practices are increasingly utilizing interactive forms and teaching techniques, which diverge from and are more focused on the conventional student-teacher education paradigm in order to guarantee students' freedom of communication and involvement. Interaction, interactive communication, and the sharing of ideas and information are the foundations of interactive approaches. This implies that communication participants' emotional, cognitive, and activity domains will all be mutually enhanced.

Results. The primary objective is the development of abilities and skill formation for independently completing educational assignments while working with other pupils. This kind of tight collaboration during interactive engagement helps people use their foreign language skills in contexts that are as near to real-world communication scenarios as feasible. The ability for students to participate in the solution of educational tasks from the very beginning of the program and to demonstrate motivated mastery of problem-solving techniques are among the primary benefits of utilizing interactive methods. Other benefits include an increase in the level of intellectual and cognitive activity, improved interpersonal relationships within the learning community, the development of tolerance, the formation of teamwork skills, and the capacity to defend one's position. Interactive learning should be based on the following methodological principles:

- taking into account age, personal characteristics and abilities;
- creating a friendly atmosphere and preventing conflict situations;
- selecting instructional lexical units with care;
- using multimedia tools and visual aids (tables, diagrams, drawings, etc.);
- establishing conduct guidelines and creating an evaluation system.

In educational practice, interactive approaches such as role-playing, brainstorming, "Brownian motion," mental maps, debates and discussions, project assignments, "Choose a position," "Fishbone," "Cinquain," and problem-based

learning are extremely common. Let's examine a few of the most often used techniques, which serve as the foundation for the activities we have created.

Discussion. There are several variations of the discussion – debates, round tables, problem-based and role-based discussions. The use of this method in the classroom contributes to the formation of students' views, since the perception of contradictory arguments allows us to consider the problematic issue from several sides. A variant of the discussion can be considered the "Choose a position" method. Its basis is the ambiguity of the phenomenon or concept under discussion. The classroom should be conditionally divided into sectors, and, depending on the position, students occupy one or another corner. The main task is to explain and prove one's position, in compliance with the rules of discussion and behavior in the classroom, which are usually set by the teacher in advance and discussed before starting work. At the same time, the teacher may ask additional questions if the student's position is not clear to him.

Brainstorming is a method based on taking into account any opinion or idea of the student on a given problem. All statements must be recorded in writing without evaluating their content, without requirements for substantiation or proof of opinion. This method of work not only saves time when working with a large amount of information, but also motivates students who are lagging behind or afraid of criticism to also take an active part. Students are given complete freedom to complement and develop the ideas of other students, without criticism. In addition, the level of awareness of students on the topic of the lesson can be measured. Mental maps or clusters are usually presented in the form of a diagram or drawing that reveals the basic concept from different angles. So, having indicated the main concept in the center, students are invited to write down associations, facts or concepts related to it. One of the advantages is the ability to highlight logical connections between components. The materials and knowledge used in the mental map are systematized, easier and faster they take root in the memory. Such maps are easy to add and change, they are easy to perform and can be used at almost any stage of the lesson. For example, at the organizational level to check for background knowledge on a topic, or at the final level as a reflection and consolidation of the lexical or cultural material passed. A similar method of operation can be considered "Fishbone" (fishbone). Thus, dialogical speech and interactive approaches may both be used as a successful foundation for teaching speaking as a monologue. Students may freely develop their intellectual, creative, and personal attributes while they are conversing and interacting with their teammates and classmates on a regular basis. Using such techniques sharpens collaboration, logical link building, defending one's viewpoint,

and other abilities while also increasing enthusiasm to study and advance in the field of learning a foreign language.

Conclusions. Encouraging students to engage in discussions or work results presentations is the primary goal of the exercises that are being offered. By employing these techniques, students are able to overcome their shyness while expressing their thoughts or ideas on a certain subject and acquire some independence in their language learning process. Additionally, there is a simulation of actual communication scenarios, demonstrating the practice-focused aspect of this educational approach. Interactive teaching approaches that foster communication and idea sharing help to foster a positive work environment and help students grow both personally and academically. Because of their adaptability, teachers may use them at nearly any point in the course, and students become more motivated when they can communicate with their peers and learn new languages.

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