

TEACHING FOREIGN LANGUAGES BASED ON INTERACTIVE TECHNOLOGIES

G'ulomov sobirjon olimjon o'g'li

Student of Tourism faculty of Chirchik State

Pedagogical University, Chirchik. Uzbekistan

Laylo Alimjonova

Scientific adviser

ABSTRACT

Presently, teachers face a crucial challenge: how to make the learning process engaging and fruitful for all students. How can conditions be created in the classroom such that each student demonstrates an engaged educational and cognitive activity and experiences success and intellectual maturity? Principal to this pedagogical process is the personality-based contact between the subjects of educational activity: teacher and student, as well as students with one another. In this regard, teachers analyse the efficacy of numerous creative modern technologies in the educational process by testing them. An interactive teaching technology is therefore the most well-known of the modern technologies that try to organise the individually motivated cognitive activity of students through dialogic dialogue. The term "interactivity" is derived from the English terms "Inter" and "act" and signifies "interaction." Modern academics interpret interactivity in learning as constant, active interaction in conversation mode, the collective action of all participants in the learning process [2].

Key words: technologies, school, children, English classroom.

INTRODUCTION

The foundation of interactive technology is students' direct contact with the learning environment. The learning environment functions as a reality in which the student finds himself as a region of mastered experience, and it is not simply a matter of connecting the student's observations and life experiences as supplementary or illustrative material. The primary activator of educational knowledge is the learner's experience. When using interactive forms, the instructor's job is drastically altered. In relation to interactive technology, the instructor has multiple primary tasks. In each, he coordinates the engagement of pupils with a certain aspect of the information world. As an expert informant, the teacher presents textual content, displays a video sequence, responds to student inquiries, gives competent instruction, monitors the process's outcomes, etc. In his position as organiser, he establishes the engagement of children with the social and physical environment (splits them into subgroups, encourages them to collect data autonomously, manages the execution of tasks and the

production of mini-presentations, etc.). The instructor can utilise not only the existing interactive forms and methods, but also create new ones based on the lesson's objective, thereby actively participating in the process of improvement and modernization of the educational process. For instance, communication in English in middle and high school is realised through role-playing games that simulate authentic communication settings. By engaging in such games, instructors are able to recognise the usefulness of learning English. This becomes their motivation for dialogic communication-based activities.

METHOD

The essence of interactive learning is that the educational process is structured so that all students actively involved in the process of learning, acquiring the learning material, making their own unique contributions, and engaging in an interchange of knowledge, ideas, and working methods. The goals of interactive forms of learning are to arouse students' attention, facilitate effective learning of educational information, and encourage students' independent search for answers to educational tasks. In addition, learning to work in a team, being tolerant of all points of view, respecting everyone's right to free expression and their dignity, acquiring life and professional skills, and achieving a degree of self-aware student competency are essential. The age characteristics of students, the psychological climate of the group (class), the individual characteristics of students, and their level of preparation; the goals and objectives that the teacher sets for himself in the lesson in order to achieve the desired result are the factors that influence the selection of interactive forms and techniques in a particular group (class). For example, for children in elementary school, a working device such as a video game is essential. She is the motivating factor that leads to the required outcomes. Therefore, we should be interested in discovering and learning a variety of games, as well as developing various game-based types of work in English classrooms, so that students are engaged and want to return. By incorporating games into the classroom, the following tasks can be accomplished: the control of knowledge becomes psychologically freer; the painful reaction of students to incorrect answers is eliminated; and the approach to students in learning becomes more nuanced and differentiated. As practise has proven, not only younger children like studying while playing a game. Consequently, the implementation of game approaches and procedures remains one of our primary teaching strategies. Well, games, especially role-playing and imitation games, entail participant interaction.

RESULTS

The application of gaming training technologies achieves the following learning objectives: – increased motivation to study the subject; – stimulation of cognitive activity; – intensification of mental activity; – spontaneous recall of information; – formation of associative memorization; – formation of communicative competence [3]. In this type of exercise,

evaluating the pupils may prove to be a challenge. Therefore, it is frequently required to design extra assessment criteria so that students can engage in self- and peer-assessment. The project method is a second technique with enormous potential for strengthening students' desire for cognitive activity in the classroom, fostering a good attitude toward learning a foreign language, and fostering subsequent contact, cooperation, and communication among its participants. This is accomplished by changing the training centre from the teacher to the student. The implementation of project work enables students to realise the practical benefits of learning a foreign language, hence increasing their interest in this subject. [1] Within the curriculum of a foreign language course, the project approach can be applied to nearly any topic, as the selection of themes is based on their practical importance for students. The primary objective is to generate an issue for students to solve during the process. The textbooks are designed so that they do not contain ready-made answers to complex questions; however, they do contain interesting and fascinating tasks that, with our assistance, enable the students to formulate the main question (problem) of the lesson section and independently discover new information.

CONCLUSION

The competent application of the project method demands extensive preparation. The topic and objective of the project, as well as their significance and relevance, must be clearly defined. After mastering the design culture, the student learns to think creatively and anticipate possible solutions to his tasks. At any stage of training, project activities can be arranged while taking the age characteristics of students into account. It is preferable to begin a project with simple tasks and gradually increase their complexity. The phases of independent project implementation are motivational, organisational, indicative, executive, supervisory, and presentation. The project work is a creative endeavour. Students actively connect with one another and conduct research on issues of personal significance. This demands students to independently transfer their knowledge, skills, and abilities to a new activity context. Thus, pupils acquire creative capacity, which is correlated with intellectual talents. Each student can demonstrate initiative, ingenuity, originality, independence, and activity by completing creative assignments.

REFERENCES

1. <https://flashacademy.com/learners/language-hacks/5-benefits-learning-foreign-language/>
2. <https://www.vocabulary.com/dictionary/interaction#>
3. Andrew Griggs, UTILIZING GAMES FOR LEARNING: APPLICATIONS OF GAME-BASED TRAINING AND GAMIFICATION, Proceedings of the Human Factors and Ergonomics Society 2019 Annual Meeting.