

Modern Interactive Technologies In Teaching English

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Abstract:

This article discusses modern interactive technologies in teaching English. In the process of active learning of students in educational institutions, teachers of foreign languages should find ways to increase the level of involvement of students in the learning process, increase their motivation to learn languages. The use of interactive technologies in the classroom helps to develop the creativity, imagination of students, increase their cognitive interest in learning foreign languages and improve their communication skills.

Keywords: interactive technologies, teaching English, foreign language, conditions, pedagogical self-awareness, professional growth, self-education, development, optimal style, professional activity, practice-oriented tasks, oral presentation, a multimedia presentation.

Introduction

The modern world is dynamically developing and changing. A successful professional and social career today is impossible without a willingness to master new technologies, adapt to different working conditions, solve new professional tasks, and bring creative ideas to life.

It is no longer effective to conduct a traditional lesson, since it will not evoke a sufficient response from students, and, accordingly, will not contribute to increasing learning motivation. Therefore, the teacher is forced to apply various methods in English language lessons that could contribute to the development of the child and give him the opportunity to be a competitive person, integrated into international communications.

Of course, each teacher chooses the best technologies for their work. But there are also universal ones that allow you to build a high-quality educational process. The personality-oriented approach is at the forefront, since it is he/she who contributes

to the creation of a learning and upbringing environment that is favorable for the student.

The main findings and results

The need to put the student at the center of the educational process, to make him an active subject of learning, to organize his interaction with other students, to give the educational process a real practical orientation - this is the only way in the realities of the modern world to keep students motivated to study such a complex subject as a foreign English language.

Project technology, critical thinking technology and interactive technologies allow to reveal the personal potential of each child in English lessons.

The latter allow organizing multilateral communication in English language lessons, when a dialogue arises between all the participants in the lesson. The student becomes liberated, gains self-confidence, which cannot but contribute to his activity in studying the subject, the practical application of the language.

The essence of interactive learning lies in a certain organization of the educational process. Almost all students involved in the learning process have the opportunity to understand and reflect on what they know and think.

Interactive technologies include:

- ✓ dialogue communication;
- ✓ acquisition of self-acquired experienced knowledge and skills;
- ✓ development of critical thinking;
- ✓ development of problem-solving skills;
- ✓ formation of personal qualities of students.

Interactive learning simultaneously solves several problems: it develops communication skills, helps to establish emotional contacts between participants in the learning process, solves the information problem, since it provides students with the necessary information, without which it is impossible to implement joint activities; develops general learning skills and provides an educational task, as it teaches to work in a team.

There are a huge number of methods that allow the use of interactive learning. The teacher can independently come up with new forms of work with the class. However, it is worth emphasizing that the effectiveness of techniques is different in each class. Pupils may differ in the level of preparedness, educational motivation, emotional characteristics. Therefore, the teacher needs to select the most effective and optimal of the forms and methods of work in order to achieve the goals and the intended result. It is also necessary to take into account the age characteristics of students, to adequately assess the goals and objectives that the teacher sets for the lesson in order to achieve the desired result.

Great help in the use of interactive technologies in English language lessons is provided by Internet resources. They can be used for:

- ✓ inclusion in the content of the lesson, that is, to integrate them into the curriculum;

- ✓ independent, in-depth study, elimination of gaps in knowledge, skills;

- ✓ students' search for information as part of their work on a project (individual or group);

- ✓ independent preparation for passing the qualification exam as an external student;

- ✓ systematic study of a certain course of a English language remotely under the guidance of a teacher.

The teacher can use the information resources of the global network and the services provided by it in different ways in the educational process in the classroom.

Firstly, it is possible to use specially designed training programs in the network, which provide materials for different types of speech activity, different aspects of the language; the method of their use in the lesson is also proposed. Various educational portals for children do an excellent job with this task.

Secondly, it is possible to carry out an independent selection of individual materials that can be adapted at the discretion of the teacher to the specific educational tasks of a certain group of students. This category of resources offers a wider field for teacher creativity: thematic presentations, videos, music files, and more.

The main purpose of using the Internet is the formation of communicative competence within the framework of a personality-oriented approach, which provides for the formation of the ability for intercultural interaction. Computer telecommunications provide such an opportunity. The student enters into a live dialogue (written or oral) with a real partner who is a native speaker.

The integration of Uzbekistan into the world community contributed to the fact that the Uzbek education system was given new tasks to train specialists in various fields of knowledge, able to actively communicate and cooperate with representatives of various countries, social and professional groups.

The new educational paradigm as a new image of pedagogical science involves the creation of a language education system

focused on the creative and developmental nature of the pedagogical process.

Such changes required a significant transformation of both the system of language education in general and the teaching of English languages to future translators in a language university in particular, who must have the following professional qualities: sociability, competence, mobility.

These qualities are developed in the course of training and ensure success in future professional activities. In the process of teaching a English language, it is necessary to create conditions that awaken the pedagogical self-awareness of the future teacher of a English language, stimulate a constant desire for creative professional growth, his self-education and self-education, and the development of an optimal style of professional activity. The need to improve and develop English language communicative competence of future English teachers gives graduates the opportunity to speak one or another foreign language both for everyday and professional communication, in order to successfully cooperate with foreign partners, achieving personal and professional success.

The use of interactive methods of teaching a English language within the framework of modern educational technologies allows organizing learning activities, creating a certain communicative environment that is as close as possible to real communication in a English language in the absence of a natural communicative environment, and also significantly increases the intellectual activity of students, the level of motivation and learning efficiency.

Practice-oriented tasks are developed and implemented by teachers within the framework of interactive educational technologies, one of which is an educational web quest that involves solving problematic tasks with elements of a role-playing game. Role-playing game, as is known, is one of the best ways to activate search and research activities in the process of solving a game problem. Note that in the process of using web quests and other tasks based on Internet resources in teaching a language, students

are required to have an appropriate level of language proficiency to work with authentic Internet resources.

In this regard, the effective integration of web quests into the process of teaching English languages is possible in cases where the web quest is a creative task that completes the study of a topic, accompanied by training lexical and grammatical exercises based on the language material used in the web quest authentic resources. Doing these exercises can either precede work on the quest, or be carried out in parallel with it. The results of the implementation of practice-oriented tasks, depending on the material being studied, can be presented in the form of an oral presentation, a multimedia presentation, a web page, etc. The educational technology of the web quest has a certain structure and consists of the following sections: introduction, task (statement of the problematic task), work procedure and necessary resources, assessment, conclusion, materials used, guidelines for teachers.

Considering the web quest as a problematic task with elements of a role-playing game in the methodology of teaching a English language, we can conclude that it has a high practical potential. Analyzing the experience of practical activities, we can say that modern web quest technology contributes to the formation and development of a high level of information and communication competence of both a English language teacher and a student. This technology allows you to individualize and activate the educational process even within the framework of group training.

The restructuring of modern education puts educators in the conditions of finding new ways and ways to optimize the process learning. Achieving a high level of development of information and communication competence is carried out in the process of using the “flipped classroom” technology in English language classes. Currently, there is a tendency to reduce classroom hours while maintaining the same goals and objectives of the disciplines. Therefore, in order to fulfill the requirements of the program, it is necessary

to properly organize the classroom and extracurricular educational activities of part-time undergraduates, teaching them to work effectively independently.

This technology allows the teacher to provide material for self-study at home, and in the classroom, the practical consolidation of the previously received theoretical material is carried out.

Educational material for preliminary study may include podcasts (audio lectures), as well as vodcasts (video files), which the teacher sends to students by e-mail. Homework, therefore, includes watching a video lecture or listening to an audio file, reading educational texts, viewing explanatory drawings, diagrams, tables, as well as passing tests for the initial assimilation of the topic of the lesson. The work in the classroom is devoted to the analysis of complex theoretical issues and takes 25–30% of the lecture time and is mainly aimed at performing practical tasks of a creative and research nature.

It should be noted that within the framework of this technology, the academic lecture as the main traditional organizational form of education at the university is replaced by interactive forms of organizing English language teaching, which contributes to the optimization of the educational process as a whole. The solution of practice-oriented tasks with creative and research potential is carried out under the supervision of a teacher.

It should be noted that even when using interactive teaching methods, the level of proficiency in one or another foreign language will be different, for this reason, constant monitoring should be introduced to identify the level of proficiency in the skills and abilities that have been formed during training, and understanding the previously studied material among students. Control of the degree of proficiency is an integral part of the entire process of teaching foreign languages. Mastering the methods of testing students' knowledge and grading is one of the most difficult tasks of a teacher. The problem of forming a set of assessment tools that correspond to all programs of academic disciplines, schools of assessment tools, as

well as the level of development of students, the optimal time spent by the teacher to control knowledge is relevant. You can conduct computer testing, analyze and evaluate the results using the MyTest software package.

Online Test Pad is a multifunctional web service that was developed to create crossword puzzles, questionnaires, logic games and complex tasks. The program is available from all modern gadgets. The platform can be used to test students, carry out express checks of knowledge, tests and tests. The functions of the online constructor make it possible to implement a test of any complexity, conduct surveys, as well as test students and make statistics.

Currently, the state educational standard has high requirements for students. Short terms of mastering topics, a large amount of information are modern conditions for the general educational process. In order to fulfill such requests, new teaching methods must be found. Due to this, in the methodology of teaching English, there has been a transition from a communicative approach to an interactive one. The interactive approach is one of the varieties of the communicative approach.

Interactive (“Inter” - mutual and “act” - movement) - means the ability to interact, to be in the mode of conversation, dialogue with someone. That is, interactive learning is interactive learning, during which the teacher interacts with students.

The purpose of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher acts as an assistant.

In the course of interactive communication, students learn to think, solve problems, make decisions and participate in discussions. Modern pedagogy has many interactive methods. Among them are the following:

- Creative tasks;
- Educational games (role-playing games, educational games, etc.);
- Work in small groups, pairs, triplets (reception “2.4, together”);
- Carousel method;

- “Aquarium”;
- “Brainstorming”;
- “Jigsaw”;
- “Brownian motion”;
- Drawing up a mental map;
- “Choose a position”;
- Debate;
- Using the design

methodology.

This list can be replenished, because each teacher can implement their own techniques and methods. The scope of one article does not make it possible to describe all interactive methods of teaching English, so we will consider only those that are used in practice.

Recently, a variety of methods of teaching English have appeared. It is important for both the teacher and the learner of English to know and understand the various methods and techniques in order to be able to navigate in a modern foreign language, make informed choices and enjoy teaching or learning a foreign language.

The purpose of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher acts as an assistant. Tasks of interactive teaching methods:

- to teach independent search, analysis of information and development of the correct solution to the situation,
- teach teamwork: respect other people’s opinions, show tolerance for a different point of view,
- learn to form your own opinion based on certain facts.

Interactive technologies are based on dialogic communication between a student and a teacher, so the learning process involves all students in cognitive activity. This means that there is an exchange of ideas, knowledge and experience. By participating in interactive activities, students learn to interact, think logically, analyze information, and solve problems.

In the process of active learning of students in educational institutions, teachers of foreign languages should find ways to increase the level of involvement of students in the learning process, increase their motivation to learn languages. The use of

interactive technologies in the classroom helps to develop the creativity, imagination of students, increase their cognitive interest in learning foreign languages and improve their communication skills. The use of interactive technologies in English lessons is very effective and motivating for students of any age group and level of language proficiency. For those students who are not accustomed to interactive activities, it is difficult at first to participate in discussions or dialogues, but gradually they learn and begin to actively participate in the lesson on an equal basis with everyone else. When they complete an assignment, they don’t think about grammatical errors and the teacher doesn’t have to correct them during the conversation. Doing a case study or project requires students’ creativity, imagination, and logical thinking. Such tasks are effective methods for achieving the goal of the educational process - teaching student communicative competence. In other words, modern interactive teaching methods make it possible to transfer the educational process from inefficient methods of transferring knowledge to promoting foreign communicative competence to students, ensuring the implementation of system-activity student-centered approach and learning.

This list can be replenished, because each teacher is able to come up with and implement in the educational process effective techniques and methods for organizing the speech interaction of students in a foreign language lesson.

When planning an English lesson using interactive teaching methods, the teacher is invited to follow the recommendations:

- Interactive learning will be successful and beneficial for students if the teacher sets the goal of the activity in advance; determine the methods and means of interactive interaction, that is, think over the tactics of activity; draw up a plan for the implementation of activities; determine the sequence of their actions, that is, the logic of the flow and development of activities, its internal laws; prepare the necessary materials, get acquainted with the literature on the problem of interest to him/her.

- When developing a lesson using interactive methods, it is necessary to choose the right form of work. To do this, remember about such criteria as the tasks; the number of participants in the lesson; age characteristics of students; the level of knowledge of students; experience of students in this type of activity; your own experience; conditions for this lesson.

- The teacher should imagine in detail the organization and conduct of the lesson, which involves: setting goals and working on them; selection of content, forms and means of work; thinking over ways to organize activities; logical construction of activities and planning of actions in time; forecasting the nature of the course of activities, the assumption of possible difficulties and problems, the choice of ways to overcome and eliminate them.

- When planning an interactive lesson, the teacher must properly organize the work of each student and exercise constant control over its implementation. Use the following organization guidelines:

- organize the work of students in groups in which they compare the statements they have proposed, and choose the most or least popular, and then speak on behalf of the group;

- organize the work of students in groups in which each member of the group receives a personal task that should work for a common result; invite students to discuss what each individual information and find only one correct solution;

- organize work in pairs so that students show their attitude to the problem, express their own opinion;

- organize a role-playing game so that all students understand the tasks assigned to them, are able to solve the situations you created, activating the feelings and thoughts of each student;

- invite students to discuss problem situations, raise debatable issues that have at least two opposing points of view;

- give students the opportunity to discuss problems both in pairs and in front of the whole class;

- organize the work so that all students are involved, control the process of their interaction, make sure that the “weak” do not shift all the work to the “strong” ones and do not switch to their native language when discussing the issue.

- When preparing and conducting lessons using interactive methods, methodological errors may occur. Try to avoid them. These errors include: lack of clear goals for interactive interaction and understanding of its final results; the chosen form or method of conducting an interactive lesson is in no way connected with the set goals or contradicts them; the teacher assumes those functions that the students themselves could implement; inconsistency in the organization of interactive interaction is allowed; students do not receive the necessary information in order to correctly perform certain actions.

- When preparing and delivering lessons using interactive methods, remember to follow the three-part model for organizing an interactive activity; you should not skip any of the stages (preparatory, meaningful, final); summing up should be based primarily on the result of the work (whether the students coped with the problem on their own); more attention should be paid to group and pair forms of work; students should be encouraged to join into interactive interaction (choose lesson material, taking into account the interests of students at this stage of learning).

The use of the proposed set of recommendations in practical training and in foreign language lessons will ensure the effectiveness and efficiency of training. Classes built in an interactive mode arouse a noticeable interest among students, primarily because they violate the usual and somewhat boring order of work in the lesson, allow everyone to be not in the role of a passive listener, but in the role of an active participant, organizer of the educational process.

Conclusion

In conclusion, from the foregoing, it follows that the use of interactive teaching methods makes it possible to make the student an active participant in the pedagogical process,

to form and develop the student's cognitive activity. The use of interactive methods contributes to the formation of a creative, active personality capable of changing in a changing world. In the course of preparing a lesson based on interactive forms of learning, the teacher is faced with the task of choosing the most effective form of learning for studying a particular topic, it opens up the possibility of combining several teaching methods to solve a problem, which contributes to a better understanding of the material by students. But this does not mean that traditional methods and methods of work should be rejected. They can be applied in a new way, along with modern technologies.

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