

The Role and Importance of Interactive Methods in Teaching English

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Abstract:

In this article the aim of the research is to explain the importance of interactive methods used to effectively organize the lesson and equally involve students in the learning process, as well as to cover the most commonly used training and problem-solving methods and their applications.

Keywords: Interactive teaching methods, round table, business games, Selective discussion (training), problem-solving solutions, tasks, standard lessons, interactive lessons, discussion, exchange information, learning models.

Introduction

The pedagogical and philological cycle of sciences currently being developed in Uzbekistan is faced with the tasks of intensifying the search for the foundations of new didactics, vocabulary, text theory, translation studies, etc¹. In this regard. After President Sh. M. Mirziyoyev of Uzbekistan implemented a series of decisions regarding foreign language education, a new era and atmosphere has been initiated in our country. According to the decision of Cabinet of Ministers No. 312 on Effective organization of foreign language learning, allocation of funds from local budgets in an amount not less than 1 billion soums for the provision of necessary literature, equipment and modern information technologies for teaching foreign languages in schools and Universities in districts (cities) annually by the Council of Ministers of the Republic of Karakalpakstan, regional and Tashkent city administrations, it is also recommended that the allocation of these funds be managed in a separate special account opened by the financial authorities of the local public education departments in accordance with the programs agreed with the Agency. This decision aims to provide financial resources in order to develop the field of foreign language learning, to provide necessary literature and technologies for institutions and schools.

Interactive methods of teaching English significantly accelerate the process of learning a foreign language. In pedagogy there are several learning models:

1) passive - the student acts as the “object” of learning (listens and looks) 2) active - the student acts as the “subject” of training (independent work, creative tasks) 3) interactive - inter (mutual), act (act). The learning process is carried out in conditions of constant, active interaction of all students. The student and teacher are equal subjects of instruction.

Main body

Interactive learning in classrooms promotes communication and collaboration, leading to a shared understanding and the ability to solve problems together. Students develop critical thinking skills, analyze information, consider different perspectives, make decisions, engage in discussions, and communicate effectively. Interactive lessons incorporate individual, group, and collaborative activities, such as research projects, role-playing, document analysis, and creative work. The learning process involves four main aspects:

Content: What is being taught

Process: How it is being taught

Motivation: How students are engaged

Organization: How the teacher and students interact

Each aspect includes various concepts, such as:

Content: Meaningful generalization, integration of subjects, expanded units

Process: Programmed learning, problem-based learning, interactive learning

Motivation: Motivational support, development of cognitive interests

Organization: Humanistic pedagogy, cooperative learning, subject immersion, concentrated training.

Our research used analysis and synthesis methods to emphasize the importance of interactive methods and identify the most widely used and effective types. But the most popular methods are brainstorming, think-pair-share, role play.

Brainstorming

Brainstorming involves facilitating a discussion where students work together to produce various viewpoints, potential actions, or solutions related to a specific subject. Brainstorming serves several purposes, including directing students' focus on a specific topic, generating numerous ideas, fostering acceptance and respect for differences, prompting students to confidently share their opinions, reinforcing the value of students' knowledge and language skills, introducing the concept of idea generation before tasks like writing or problem-solving, and allowing students to share ideas and enhance their understanding by building on each other's contributions.

Think-pair-share

“Think-Pair-Share” is an interactive method where students:

1. Think: Individually consider a question or problem, writing down their answers and reasons.
2. Pair: Discuss their ideas with a partner, exchanging perspectives and asking questions.
3. Share: Present their insights to the class, including both their initial thoughts and those developed through discussion.

Role play.

Role-playing in university education offers several benefits:

Enhanced learning: It makes learning more engaging and effective.

Improved interdisciplinary collaboration: It fosters connections between different disciplines.

Practical application of theory: It links theoretical knowledge to real-world professional needs.

Skill development: It allows students to practice skills that are challenging to acquire in traditional learning settings.

The core of role-playing is its ability to develop skills that are essential for future professionals.

We also use the classification method (to explain the importance and types of interactive methods introduced and recommended by scientists in the examples and the lessons and tasks that need to be considered in the lesson), the system method (research materials to for plash). Induction and deduction methods have also been used in part.

Conclusion

When considering interactive teaching methods for effective lesson planning, educators should remember that these methods are supported by research and evidence. Using interactive methods (role play, brainstorming, think-pare-share and others) in the classroom enables students to actively and efficiently acquire knowledge and skills, while also fostering teamwork.

Interactive lessons are characterized by their improvisational and unconventional structure. Notably, some lesson types previously categorized as auxiliary or extracurricular activities are now considered interactive lessons. The names of these lesson types often indicate their goals, objectives, and teaching methods. One key observation is that students in interactive lessons tend to be more engaged and motivated.

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