

## ORGANIZATION OF PRODUCTIVE INTERACTION BETWEEN A TEACHER AND STUDENTS IN A FOREIGN LANGUAGE LESSON

*ULIMBETOVA DINARA – 4<sup>TH</sup> YEAR STUDENT*

*NUKUS STATE PEDAGOGICAL INSTITUTE*

*FACULTY OF FOREIGN LANGUAGES*

***Abstract:** The article explores the evolution and conceptual framework of interactive learning, including symbolic interactionism and humanistic psychology. Interactive learning emphasizes dialogical and collaborative teaching approaches, where students actively participate and engage in group-based methods such as role-playing, brainstorming, and case studies. The rise of technologies like the internet, multimedia tools, and computer-based education has significantly enhanced interactive methods, fostering creativity, independent thinking, and cognitive development. The article highlights the shift in the teacher's role from knowledge provider to facilitator, focusing on student-driven learning processes in an inclusive and dynamic educational environment.*

***Keywords:** interactive learning, pedagogy, collaboration, active learning, technology, group methods, dialogical learning, education.*

### INTRODUCTION

The effectiveness of teaching foreign languages can be greatly enhanced by instilling a form of good atmosphere in the classroom that encourages students to become active participants. Traditional approaches to teaching employed in most cases concentrate on the teacher because he/she has the major information and this hinders genuine communication and effective language acquisition. This is due to the fact that in passive learning, where learners receive information, language is not used actively and hence lacks opportunities for practice and learning of new language patterns and vocabulary.

Moving from passive learning which is centered on the learners to active participation and collaboration is a challenging task as it demands a

reconfiguration of the dynamics within the class. For this shift to be achieved, structuring engaging relations between teachers and students in the composition of the classroom is critical. Productive interaction is not just about asking students to respond to questions or do exercises; it is about enabling genuine communication, collaboration and purposeful language use within the classroom.

Group discussion, role playing, debates or group projects can help one generate more interactive and communicative methods of teaching. All these activities not only motivate students to speak the language more, but also motivate them to think, solve problems and be creative.

### **MAIN BODY**

The term "interactive learning" emerged relatively recently in the early 1990s when related sciences began to be actively incorporated into the field of pedagogy. This definition originated from the term "interactivity," borrowed from sociology. The emergence of the terms "interactive technologies" or "interactive learning" is associated with various versions.

The conceptual basis of interactive learning is the theory of interactionist orientation (symbolic interactionism, role theories, and reference group theories), which was formed in the 1930s. The concept of humanistic psychology and psychotherapy (1950s-1960s) as well as socio-perceptual cognitivism (1960s) had a significant influence on interactive learning [2;44].

"Research-based learning" develops independent thinking and the ability to think creatively. The advantages of this are obvious. However, until 1960, schools predominantly used a reproductive type of learning (where teachers spend up to 70% of the time presenting material that students reproduce). In addition to this, the development of interactive teaching technologies was significantly influenced by the theory of programmed learning, corresponding to human-computer interaction (1960s-1970s) and distance learning theory (mid-20th century).

From the late 1980s, a number of authors, including V.V. Guzeev, M.V. Klarin, E.S. Polat, V.A. Slastenin, among models of learning, distinguished not

only passive (traditional) and active but also an interactive model of learning. However, the official division of teaching methods was only into traditional and active. At the same time, expert systems began to appear. The main problem in creating expert systems was the inability to accurately model human thinking[1;128].

In the 1980s-1990s, schools began to use game-based methods for educational purposes: exercise games, role-playing games, narrative games. Games were organized for studying humanities and natural sciences, which elicited emotional responses from students, developed imagination, creativity, activated knowledge, and stimulated cognitive interest. Teachers created a majority of these games for schools, primarily using them in lessons. Role-playing games using drawings, diagrams, portraits, texts helped students recreate various historical events and solve acute social problems. The teacher's role during the game includes explaining the rules of the game, striving for active involvement of each student in the game, and organizing discussions on the results obtained. It is most beneficial to discuss game scenarios and rules together with students.

Learning truly became "interactive" after the creation of the global World Wide Web (1991) and the appearance of the first web browser (1994). This marked the beginning of the use of the term "interactive learning." The Internet is a means of communication that provides a virtual learning environment. The applied services of the Internet network provide access to educational content from anywhere in the world. These technologies allowed for a significant leap in the use of information technologies in the educational sphere.

Interactive learning is primarily dialogical learning, during which there is interaction between the teacher and the learner. The essence of interactive learning is that the learning process is organized in such a way that practically all learners are involved in the process of knowledge acquisition. They have the opportunity to understand and reflect on what they know and think. Collaborative activities among learners in the process of knowledge acquisition and mastering study materials mean that each individual contributes their unique input,

exchanging knowledge, ideas, and ways of working. This happens in an atmosphere of friendliness and mutual support, allowing not only for acquiring new knowledge but also developing cognitive activity itself, moving it towards higher forms of cooperation and collaboration [4;23].

The characteristic essential feature of interactive forms is a high level of mutually directed activity of interaction subjects, emotional and spiritual unity among participants. The term "interactive learning" is most often mentioned in connection with information technologies, distance education, the use of Internet resources, electronic textbooks and references, online work, etc. Modern computer telecommunications allow participants to engage in a "live" (interactive) dialogue (written or oral) with a real partner, as well as enable active exchange of messages between the user and the information system in real-time. Computer-based educational programs, using interactive tools and devices, ensure continuous dialogical interaction between the user and the computer, allowing students to control the pace of learning, revisit earlier stages, and more.

When using interactive teaching methods, the learner becomes a full-fledged participant in the perception process, where their experience serves as the main source of learning knowledge. The teacher does not provide ready-made knowledge but encourages learners to search independently. In comparison with traditional forms of conducting classes, interactive learning changes the interaction between the teacher and the learner: the teacher's activity gives way to learner activity, and the teacher's task becomes creating conditions for their initiative. The teacher relinquishes the role of a filter passing educational information through themselves and takes on the role of an assistant in their work, one of the sources of information.

According to I.P. Podlasky's opinion, the goal of using interactive teaching methods is "to enrich and expand children's direct sensory experience, develop observational skills, study specific object properties, create conditions for transitioning to abstract thinking, providing support for independent learning and systematizing acquired knowledge." [5;49]

The increased interest of educators in using interactive methods in the educational process is directly related to a number of common sociocultural processes aimed at finding new forms of social organization and culture of relationships between teachers and students. In lessons, a teacher can use various visual aids: real objects, their images, models of studied objects and phenomena. Knowledge of the combination of words and visual aids, their variations, and comparative effectiveness allows the teacher to creatively apply visual aids according to the set didactic task, the characteristics of the educational material, and the specific conditions of learning.

Clarity in teaching contributes to the fact that students, through the perception of objects and processes of the surrounding world, form representations that accurately reflect objective reality, and at the same time, perceived phenomena are analyzed and generalized in connection with educational tasks. K.D. Ushinsky noted that perceiving material by ear is a difficult matter that requires students' focused attention and volitional efforts. With improper lesson management, students may only "be present in class" externally, while internally they may be thinking about their own affairs or even remain "without a thought in their head." [3;346]

The use of interactive methods is not only for creating visual representations for students but also for forming concepts, understanding abstract relationships and dependencies – one of the most important provisions of didactics. Without the use of visual aids, in the broad sense of the word, correct perceptions of the surrounding environment cannot be achieved; thinking and speech cannot be developed.

The educational process based on the use of interactive teaching methods is organized taking into account the involvement of all students without exception in the process of cognition. Joint activity means that everyone contributes their own special individual contribution, there is an exchange of knowledge, ideas, ways of working. Individual, pair, and group work are organized, project work is used, role-playing games are employed, work with documents and various sources

of information is carried out. Interactive methods are based on the principles of interaction, student activity, reliance on group experience, and mandatory feedback.

To solve educational tasks and goals, teachers can use the following interactive forms:

- round table (discussion, debates);
- brainstorming;
- business and role-playing games;
- case-study (analysis of specific situations).

The round table is a method of active learning, one of the organizational forms of cognitive activity of students that allows consolidating previously acquired knowledge, filling in missing information, developing problem-solving skills, strengthening positions, and teaching the culture of conducting discussions.

Discussion is a comprehensive conversation of a controversial issue. In other words, it involves collective discussion of a question, problem, or comparison of information, ideas, opinions, suggestions. The goals of conducting a discussion can be very diverse: education, training, diagnostics, transformation, changing attitudes, etc.

At the core of a "round table" in the form of debates is free expression, exchange of opinions on the proposed thematic thesis. The debate procedure does not allow personal evaluations or emotional displays. The topic is discussed rather than the individual participants' attitudes towards it.

The brainstorming method is an operational problem-solving method based on stimulating creative activity, where discussion participants are encouraged to propose as many solutions as possible. Then, from the total number of ideas expressed, the most successful ones are selected for practical use.

The project method like business and role-playing games involves carrying out an individual or group creative project on a specific topic

Role-playing game. Students are offered to stage a specific plot. Dramatization with certain changes is allowed if the task requires it. The teacher assigns roles, and participants act according to the proposed situation.

Mandatory conditions for organizing interactive learning:

- Trusting, at least positive relationships between the teacher and students;
- Democratic style;
- Collaboration in the process of communication between the teacher and students among themselves;
- Reliance on students' personal experience, inclusion of vivid examples, facts, images in the learning process;
- Variety of forms and methods of presenting information, forms of student activity, their mobility;
- Inclusion of external and internal motivation for activities, as well as mutual motivation of students.

In conclusion, teaching methods are ways of joint activity between the teacher and students aimed at solving educational tasks, i.e., didactic tasks. Teaching methods include the activities of the teacher and students, i.e., teaching and learning activities. Although the functions of the teacher and students in the learning process are designated separately, these activities take place in interconnection, in close unity, as teaching cannot be carried out without learning, and learning cannot be done without teaching.

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