

APPLICATION OF THE INTERACTIVE METHOD IN TEACHING FOREIGN LANGUAGES.

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Annotation: Currently, the approach to learning should focus on introducing novelty and innovation into the learning process, determined by the peculiarities of the dynamics of the development of life and activity, the specifics of various teaching technologies and the needs of the individual, society and the state in developing socially useful knowledge, beliefs, character traits and qualities in students, relationships and behavioral experience. The main methodological innovations today are associated with the use of interactive teaching methods. This article attempts to provide information on the effective organization of the lesson through various new interactive, pedagogical and methodological methods and recommendations that have been developed and are considered effective for students who learn English as a second language.

Key words: passive, active and interactive method, critical thinking, discussions, student, teacher, role play games, master classes, case study, student, teacher

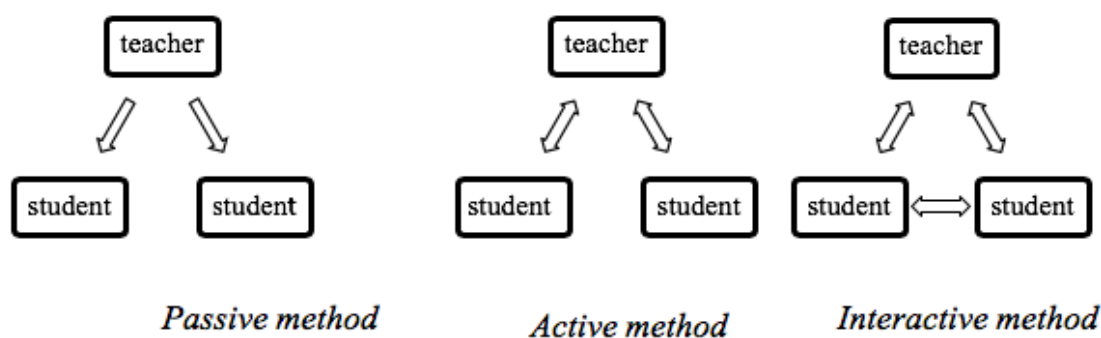
Introduction: The interactive method means interaction, being in a conversation mode, a dialogue. This means that interactive methods are focused on broad interaction of the student not only with the teacher, but also with each other in the learning process. These methods are most consistent with the personality-oriented approach to learning. They involve co-learning, with both the student and the teacher being subjects of the learning process. The teacher often acts only as an organizer of the learning process, a group leader, and a creator of conditions for students' initiative. Thus, interactive learning consists in the fact that the educational process is organized in such a way that almost all students are involved in the process of cognition, they can have the opportunity to understand and reflect on what they know and think. Joint activities of students in the process of cognition, mastering educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, and methods of activity. Moreover, this happens in a good atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops cognitive activity itself. When using interactive methods, students

- interest in the educational process and acquisition of material increases

- feedback is provided
- opinions and views are formed
- life skills.

Main part: In education, three forms of interaction between teacher and student have developed, become established and have become widespread, which are presented in the figures.

The passive method is a form of interaction between students and the teacher, in which the teacher is the main actor and the manager of the lesson, and the students act as passive listeners, subordinate to the teacher's directives. The teacher's communication with students in passive lessons is carried out through surveys in the lesson, independent work, tests, etc.



The active method is a form of interaction between students and the teacher, in which the teacher and students interact with each other during the lesson. Students here are not passive listeners, but active participants in the lesson. If in a passive lesson the main actor and manager of the lesson were the teacher, then here the teacher and students are on equal terms. If passive methods assumed an authoritarian style of interaction, then active methods assumed a more democratic style. Many people put an equal sign between active and interactive methods, however, despite the commonality, they have differences. Interactive methods can be considered the most modern form of active methods.

The interactive method means interacting, being in a conversation mode, a dialogue with someone. In other words, unlike active methods, interactive methods are focused on a broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. The teacher's place in interactive lessons is reduced to directing students' activities to achieve the objectives of the lesson. The teacher also develops a lesson plan (usually these are interactive exercises and tasks, during which the student studies the material).

Interactive methods: essence, tasks, principles. Interactive methods are based on a two-way exchange of information between the training participants.

Objectives of interactive teaching methods.

- Involvement of each participant in the active process of acquiring knowledge.
- Implementation of a differentiated and individual approach to students.
- Formation of successful communication skills, such as the ability to listen, build a dialogue, ask questions, work in a team.
- Development of the ability to independently obtain knowledge, divide tasks into smaller ones, determine the consequences of their choice and take responsibility for the result.

Principles of interactive methods

- Equality of all participants.
- No criticism of the individual.
- Any answer is not the truth, but information for reflection.

Interactive methods widely use various technologies: audio and video are used to pose the problem; computers are used to search and format the results. Modern technologies make learning more effective.

We will consider several interactive forms of learning, and the techniques used in them using specific examples.

Examples of interactive teaching methods

Role-playing game. What is the benefit: children learn to play different roles, express their position, influence other participants, conduct a dialogue and find a compromise, and resolve conflict situations.

Types of role-playing games: connected with discovery, profession, art; fantastic, creative, travel games. How to conduct. The teacher sets the rules of the game and the environment in which the action will take place, makes a list of roles, defines the tasks and, if necessary, ethical guidelines for each role. Children distribute roles, prepare the necessary props and conduct other preliminary preparations. Then comes the time for the game, where students demonstrate the acquired knowledge, interact with each other. They can try out different options and models of behavior and choose the best one.

Examples of role-playing games

Zoo. Children are given the task of creating conditions for keeping animals in a zoo: find out what they eat, where they live, etc. Then they conduct a "tour" for their classmates.

Dramatization. Children get acquainted with the script of a work of art, distribute roles, prepare costumes (or costume elements) and scenery. To make the effect of such

a lesson stronger, after the dramatization you should have a conversation with the children and ask how they felt in their role, what conclusions they made.

Association game. What is the benefit: improves memory and attention, develops figurative and logical thinking, enriches vocabulary. Association games are ideal for Russian and foreign language lessons.

Types of association games: verbal (words), figurative (using images or pantomimes), subject (using objects).

How to conduct. You can play association games at the beginning or end of a lesson, use the game as a warm-up or reinforce what was learned in the lesson. The teacher explains the rules. Then, depending on the type of game, the children sit in a circle and take turns naming words or guessing the hidden word.

Examples of association games. Chain of associations. Students take turns coming up with an association for the word said by the previous participant. The words should not be repeated. A more difficult option is to explain your association.

Flower of associations. The students' task is to name as many associations as possible to the same word or object.

Guess the word. The class is divided into two groups. One person from each group becomes the leader. They think of the same word and take turns trying to tell their group what the word is in any way - by naming association words or showing pantomime. The team's task is to guess the word. The one who is faster wins.

Mini research. What is the benefit: children learn to collect and analyze data and formulate a version based on it, select facts to justify or refute it, defend their point of view; thinking, self-control and mutual control are developed. Can be used in any lesson.

Types of mini research: by number of participants (individual, group and collective); by place (classroom and extracurricular), by time (short and long), by topic (subject and interdisciplinary).

How to conduct

1. Determine the subject of the study - it is suggested by the teacher or the students themselves.
2. Formulate the essence of the problem.
3. Make a research plan and ways to solve the problem. This stage is the most difficult for students, they should be told what questions need to be answered and where to find the necessary information.
4. Conducting the research. In addition to studying sources, this stage may include conducting an experiment, tests, a survey, analyzing statistical data.
5. Registration of results and summing up.

Examples of mini research. Compiling a reference book. For example, it could be a reference book of medicinal plants of the region or a book of Russian proverbs. The class is divided into groups of 2-3 people. Each group studies one topic (one plant, one proverb, etc.) and presents the results in the form of a description, drawings, historical information. The results can be presented both on paper and electronically: as a presentation, video or slideshow. Experiment. A group of students defines a problem and conducts an experiment in the classroom or at home, interviews other people, collects statistical data, analyzes it. The result is research work with tables, diagrams, illustrations.

Case method (situation analysis)

What is the benefit: children learn to apply theoretical knowledge to solve practical problems; the material is absorbed more effectively due to emotional involvement; communication skills, the ability to analyze and think critically are developed. Suitable for use in lessons on any subject.

How to conduct. The essence of this method is to analyze a problem created based on facts from real life. Its task is to help not so much master knowledge, but to develop new qualities and skills. As a rule, a problem situation has several solutions and many alternative paths that lead to this solution.

1. The teacher divides the students into small groups, introduces the situation and deadlines, and explains how he will evaluate the work.
2. In groups, students work with the case and form their own solution.
3. Each group presents its solution to the class.
4. The teacher organizes a discussion of the solutions, after which he summarizes the results.

Case examples. Situation analysis method. Groups of students analyze the presented situation, find problems in it and come up with possible solutions. Then they evaluate the proposed solutions and choose the best one.

Incident method. Students receive an incomplete case - in the form of a short message "It happened..." or "Occurred...". The students' task is to understand the problem, determine what knowledge is missing to make decisions. They ask the teacher questions and, having received enough information, analyze them and make decisions.

Business correspondence analysis method (basket method, information labyrinth). This is work with documents. Each group receives the same set of disparate documents related to a certain problem, person or organization - reports, memos, letters, personal documents, etc. The students' task at the first stage is to sort out all these documents, address them to the correct executor. At the second stage, they analyze all the documents and determine what happened and how to solve the problem, that is, get out of the labyrinth.

Tools

Learning tools are objects that the teacher uses for the learning process and presentation of materials.

The basis of interactive learning is visualization, since a child perceives 80% of information through vision.

The following are often distinguished among them:

- interactive whiteboards,
- interactive consoles, projectors, displays,
- robotics and LEGO constructors,
- interactive table,
- wireless tablet,
- document camera - a device under which a textbook is placed, and its image is projected onto a computer and interactive whiteboard,
- interactive sandbox, which, in addition to sand, has a projector and software that creates an additional reality,
- mobile planetarium - a dome with a projector inside,
- computers and office equipment.

Separately, it is worth mentioning e-learning, where interactive webinars and online conferences are held.

Interactive learning forms

Learning forms are types of classes. Here, the teacher needs to be more active and creative than in other types of lessons. At the same time, when preparing for each specific topic or subject, you can use different forms or a combination of them:

- Master classes - transfer of practical experience from the teacher to the students.
- Interactive webinars - a traditional lecture along with discussion, analysis, demonstration of slides or films.
- Cases - a solution to a specific situation.
- Voting, polls - a discussion during which students are actively involved in the search for truth, openly share opinions and learn to argue their point of view.
- Brainstorming - joint generation of ideas and search for non-standard creative solutions.
- Projects - independent work on a given task.
- Trainings - a joint search for a solution to a problem with subsequent discussion.
- "Microphone" - one student's statement on a given problem, the others do not comment.
- "Brownian motion" - chaotic movement around the classroom in search of a solution.
- Debates - reasoned and argued statements by both sides.

- Business games - role-playing situations.
- "Aquarium" - a type of business game where participants who were not involved in the process comment on what is happening.
- Rotational triplets - work in a group of three people, in which the composition changes with each subsequent task.
- Pairs and small groups - work in pairs or more.
- "Decision tree"- work with Whatman paper: groups write down a solution to a situation, and then exchange Whatman papers, adding their ideas to their neighbors' Whatman papers.

Conclusion. Interactive methods of teaching play a pivotal role in enhancing the learning experience by fostering engagement, critical thinking, and collaboration among students. These methods move beyond traditional lecture-based approaches, creating dynamic environments where learners actively participate in the educational process. Strategies such as group discussions, hands-on activities, technology integration, and problem-solving exercises encourage deeper understanding and long-term retention of knowledge. By tailoring these methods to suit diverse learning styles and needs, educators can create inclusive and stimulating classrooms that empower students to become active, independent, and lifelong learners. As education evolves, interactive teaching methods remain indispensable for cultivating creativity, adaptability, and the essential skills needed in an ever-changing world.

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