

THE LATEST INTERACTIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGES

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Buxoro viloyati Buxoro shahar kasb hunar
maktabining ingliz tili fani o'qituvchisi

Abstract:

This article provides information on foreign language teaching methods, the use of the latest interactive teaching methods in foreign language teaching.

Keywords: method, skill, skill, foreign language, practice, interactive.

Pedagogy is a science in which these terms are widely used as a general theory of teaching. Didacts (educators) interpret the term "method" in the sense of the method of work of the teacher and the student in order to acquire knowledge, skills, and create worldviews and opportunities for students. Experts know that this educational concept has countless definitions. General methods of education designed for subjects that teach the basics of science have been developed. Taking into account the characteristics of the educational subject, foreign language teaching methods were created in the methodology. In the sciences that research education (pedagogy and special methodology), the term "principle" also represents unique concepts. Prof. According to Y. I. Passov, "principle -

the teaching process is the foundation of the so-called building. Information is given in the theory of knowledge that there are no principles in nature, only laws. The principle is used in the sense of "a basic guideline, law". A series of different principles are described in educational science. Methodists of foreign language teaching effectively use the researches of educationalists, but they do not recognize their existence without change, indifferently, that is, they apply it taking into account the subject of study. In the foreign language teaching methodology, several dozen principles have been put forward by various authors. The application of the methodology in foreign language teaching has been around for a long time, and the principles are relatively new methodological terms. Because earlier it was thought that the principles were a purely didactic concept. Pedagogical principles are used in the language methodology, but the goals, content and conditions of teaching are directly considered. Didactic principles are used in all educational subjects. The



principles first discovered by the great Czech pedagogue Jan Amos Comenius in the 17th century remain relevant to this day.

In foreign language teaching methodology, the term "method" mainly means three things: first, a whole direction in the history of methodology (tajjima method, correct method, comparative method, mixed method); secondly, the training system included in the above direction (e.g. Francois Guen method, Harold Palmer method, Michael West method, etc.); thirdly, the method of interconnected activities of the teacher and the student (acquaintance, practice and application methods). In the history of foreign language teaching, the first and second are usually called "historical" methods, and the third is called "methods in the process of foreign language teaching".

In methodology, historical methods consist of certain principles, a set of principles creates a specific method. Process methods appear through teaching methods, therefore, teaching methods and teaching principles are discussed separately. Didactic, psychological and methodical principles can be used in teaching.

Foreign language teaching methods

Methods in the history of foreign language teaching. Historically, the methods were grouped into four groups, adding the words "tajjima", "straight (or untranslated)", "comparative (or conscious-comparative)", "mixed" to their names as qualifiers. It is said. Thus, all methods in the centuries-old history of foreign language teaching are grouped into these four categories. It is necessary to briefly analyze each of them, because in today's methodology, some features of the system are used in a certain way. (The history of methods was thoroughly studied by the famous methodologist, Prof. I. V. Rakhmanov. The name of this method is usually used in the plural with the term "translation methods").

It is not difficult to understand the meaning of the name: the material of a foreign language is translated into the native language. In Europe, tajjima was used as a method of understanding, first when Greek was taught, and later when Latin was taught. During the second half of the 18th century and during the 19th century, the French language, and in the 20th century the English language and, finally, the German language, were learned through translation. In the Muslim world, mostly Arabic and partly Persian were studied as foreign languages. 0 (for example, Latin) and live languages were taught by the tajjima method, and this process was



considered a factor in the development of logical thinking. The Arabic language is a means of teaching the works of the Islamic religion, and most of the students learned it by rote memorization. Arabic, Persian, Turkish, etc. in higher religious schools. languages are learned.

It is permissible to look for the reason for the birth of the correct method in the purpose of practical learning of foreign languages. By the end of the last century, this method was discovered as a result of reforming foreign language teaching in Western European countries and the United States of America. Later, this method spread to Asia, Africa and other continents. Efforts to teach a foreign language without the participation of the mother tongue began to be called the correct method, inductive method, natural method. The main goal of these methods is to teach a foreign language. is to teach practically. The conditions for learning the mother tongue have been accepted unchanged in this method.

Two modern versions of the correct method are audiolingual and audiovisual methods are widespread. According to the founders of the audiolingual method (the famous American Methodists Charles Carpenter Freeze and Robert Lado)

the language is studied for practical and educational purposes. An important place is given to the selection and teaching of foreign language sentences (speech samples) from language materials. The order of learning the types of speech activity is as follows: listening comprehension—*• speaking—>reading—writing. Oral speech is taught as a means of communication in a foreign language, and written speech is taught based on oral speech material.

Mixed method. It can be seen that this method has absorbed the scientific and practical aspects of two major methodological directions. Mixed methods emerged in the late 19th and early 20th centuries as a combination of translation and direct methods. Information about the mixed method can be obtained from the scientific works of its representatives, the Danish psychologist K. Flagstad, the German linguist E. Otto, the German methodist F. Aronstein, the German linguist G. Paul. Another different view of the mixed method is correct. was created as a combination of method and comparative method principles. Representatives of this modern mixed method are methodists American P. Hegboldt, Belgian F. Klosse, German A. Bolen and Russian foreign language teaching psychologist V. V. Belyayev is known and famous for his research.



Both directions of the mixed method do not have their own special principles, they are more inclined to a certain method, and at the same time, the rules of both methods are used in a gentle way.

It was noted above that the tasks can be performed by students through familiarization, practice and application methods. Each method has its own characteristics. Familiarization is the first step in learning the educational material. When starting to learn a language unit, the student learns about its form (hearing the sound side clearly in oral speech or being able to read a graphic symbol from a written text), its meaning (thinking about an object, event, action) and its use (combination with other units, in which case it is used). Form, meaning and usage are the three aspects studied in each lexical or grammatical unit. Acquaintance with them means the beginning of mastering the educational unit. One of the main conditions for the retention of this unit in memory is its perception with the help of auditory and visual senses. At this time, the language unit goes through the training phase. By practicing, the learned language phenomena are strengthened, and a dynamic stereotype is formed about them. This dynamic stereotype comes into operation in the speech process. Using language material for the purpose of practical communication is the third stage. During the training period, information exchange (that is, skill building) exercises are performed.

The tasks of familiarization, practice and application of the students are called teaching methods in the methodology language. They are also called "methods used in the teaching process". While these methods are tools for realizing educational goals, they can also be viewed as stages of mastering educational material.

During the use of the "Familiarization" method, words, phrases, grammatical events, texts, etc. are memorized. The student can hear, see, and listen to it. When perceiving, a two-way task is performed, i.e., noticing and reading the content of the word through the senses. Teacher

and showing a thing/event in a foreign language, e.g. speaks English. Some simple explanations and comments are also part of the teacher's duty. Pictures, flannelograph, magnetic board are widely used to show an object or event. It is possible to effectively use the types of technical means that sound, show, show and broadcast sound.

During the familiarization with the educational material, preparations are made for the practice stage. In training, special attention is paid to the quantity and quality of



exercises, that is, how many and how to perform exercises. During the training, the student learns the skill under the control of the teacher. The most cost-effective way to control is to conduct a test.

It is very important to teach the student to control himself and eliminate his mistakes independently. The decisive stage of skill formation is the use of educational material. The method of application is useful in the process of verbal and written exchange of ideas. The previously learned material is now subordinated to the purpose of conveying/receiving information. The activity indicator of methods, in turn, is used in practice through methodical actions (methods). E.g. the method (action) of discovering the meaning of the lexicon without effort, the method of obtaining information from the text, the method of lexical teaching of a grammatical unit (in the form of a whole event without giving rules), teaching pronunciation by imitation, etc. A specific set of methods constitutes a process method. The methodical method means that the teaching of educational material is an action that is clearly visible in learning.

In short, interactive methods encourage the student to be an active member of the class, to think independently, to use his brain, and as a result, long-term memory is preserved. Not only the knowledge of the students, but also their interest, strength, knowledge, teamwork, and freedom of thought will increase. It is known that in all types of methods, a problem or question is set around a specific topic and students are paired. Each student is given enough time to come up with a correct conclusion and students are allowed to share their conclusions in their own voice.

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