INTERACTIVE METHODS IN TEACHING ENGLISH: DISTINCTIVE FEATURES

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Abstract:

This article discusses the recognition of knowledge, its process, advantages, and planning, as well as language-teaching activities and games, and the challenges encountered in the application of interactive methods. It highlights that, in lessons conducted through interactive methods, students' own life knowledge and experiences are taken into account. Instead of merely providing information, the teacher enriches the lesson by drawing on students' existing knowledge and, rather than simply presenting information, encourages students to express independent opinions, thereby broadening their worldview.

Keywords: Planning, training, process, problems, interactive method, advantages, collaboration, composition, presentation, development.

Introduction

INTERAKTIV METOD ORQALI INGLIZ TILINI O'RGATISHNING HUSUSIYATLARI

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Annotatsiya:

Bu maqolada har qanday bilimning tan olinishi, Jarayoni,afzalligi,rejalashtirishi,til o'rgatuvchi mashg'ulot va o'yinlar, Interaktiv metod qo'llanishidagi muammolar yoritilgan bo'lib, Interaktiv metod orqali o'tkazilgan darsda talabalarning o'z hayotiy bilim va tajribalari hisobga olinishi yoritilgandir. Shunchaki ma'lumot berish o'rniga o'qituvchi talabalarning bilimidan foydalanib darsni boyitishi hamda talabalarga ma'lumot taqdim etish o'rniga o'qituvchi ularni mustaqil fikr bildirishga undashi va bu bilan ularning dunyoqarashini boyitishi haqida so'z yuritilgan.

Kalit so'zlar: Rejalashtirish, mashg'ulot, jarayon, muammolar, Interaktiv metod, afzalligi, hamkorlik**,** kompozitsiya, prezentatsiya, rivojlantirish .

Аннотация

В данной статье рассматриваются процесс признания любых знаний, их преимущества и планирование, занятия и игры по обучению языку, а также проблемы применения интерактивных методов. Освещается то, что на занятиях, проводимых с использованием интерактивных методов, учитываются жизненные знания и опыт студентов. Вместо простого предоставления информации преподаватель обогащает урок, опираясь на знания студентов, и вместо передачи готовых сведений побуждает их к самостоятельному выражению мыслей, тем самым расширяя их кругозор.

Ключевые слова: планирование, занятие, процесс, проблемы, интерактивный метод, преимущества, сотрудничество, композиция, презентация, развитие.

Introduction

Recognition of any form of knowledge. The main requirement of the interactive method is that students remain active participants. In lessons conducted through interactive methods, students' own life knowledge and experience are taken into account. Instead of merely delivering information, the teacher enriches the lesson by drawing on what students already know. Rather than simply presenting ready-made material, the teacher encourages learners to express independent opinions, thereby broadening their worldview.

The process. When presenting a topic, the teacher must possess deep subject knowledge in order to guide students in the right direction. Learners are given opportunities to work in groups so they can gather, explore, and study both their prior knowledge and new information related to the topic. At the end of the lesson, conditions are created for them to develop what they have learned and arrive at a reasoned conclusion.

Advantages. By applying the interactive method, it becomes easier to determine the level of students' knowledge. It is also possible to identify how deeply they have learned the language and, on that basis, design an appropriate lesson plan. The approach to the next topic becomes clearer in advance. With the help of a visual aid, students absorb facts and new vocabulary more easily. Interactive teaching is continuously improving and developing.

Professor Elliot Aronson also listed the following advantages of conducting interactive lessons in groups:

- Ease of learning;
- Greater convenience for the teacher when conducting lessons using this method;
- The ability to be combined freely with other teaching methods;
- Beginning to show results from the very first lesson;
- Ease and comfort of comprehension.

4. Planning. When planning an interactive lesson, it is very important to consider time, the situation, and the learning environment. Too many tasks should not be assigned at the same time, because this can bore both the students and the teacher. Tasks should be given to students sequentially. In this way, the teacher can monitor the entire learning process. After students are

divided into small groups, they may become somewhat noisier. Therefore, such activities should be scheduled closer to the end of the lesson.

5. Language-learning activities and games. Learning a language through engaging games brings joy to students. Nevertheless, the whole lesson should not consist only of games. Interactive games can be used with learners of all ages.

6. Challenges in applying the interactive method. As with all language-teaching methods, the interactive method has its own specific difficulties. However, these do not reduce the overall effectiveness of the method, and they can be prevented or addressed.

First challenge: a dominant student. Such a student, even in interactive group lessons, may not allow others to demonstrate their knowledge or express their opinions. One way to prevent this is to appoint a leader (group coordinator) for each group. The leader should be fair, distribute tasks appropriately, and take responsibility for ensuring the active participation of all group members.

Second challenge: a student who lags behind in knowledge. Such students may struggle to express their ideas in English, explain them inaccurately, or be unable to explain them at all. To prevent this, group work should be organized so that everyone's opinion is heard on a given issue. In this way, learners with weaker knowledge, limited ideas, or a smaller vocabulary can gradually enrich and develop their competence through participation.

The third challenge is that high-achieving, advanced students may become bored. No matter how active a lesson is, if it is too easy for some learners' level, they can lose interest and stop progressing, remaining "stuck" at the same point. To prevent this, more advanced students can be given extension tasks, such as expanding the information provided by the teacher, adding additional related content, writing a short composition on the topic, or preparing questions for groupmates. In this way, everyone stays engaged and no one becomes bored.

Cooperation and Collaboration
Differences between Cooperation and Collaboration
Until recently, when organizing interactive lessons, no distinction was made in the work of small groups. In other words, "cooperation" and "collaboration" were not differentiated at all. When conducting group activities, it is very important to distinguish between the concepts of "cooperation" and "collaboration."

1. Cooperation: working together as a group to achieve separate goals.

2. Collaboration: working together toward a single shared goal. In collaboration, the whole group is given one task.

In cooperation, different parts of the same topic are assigned to group members as separate tasks. Even though the group later combines the results, each member has an individual responsibility. For example, the beginning of a text may be assigned to one student, the middle to another, the ending to a third, and another student may be asked to draw a conclusion based on what has been understood. In collaboration, however, the entire text is assigned to the group as a whole, and students complete everything together without dividing it into fixed individual

responsibilities. Through this, they learn to discuss, debate, and develop the ability to express ideas freely in spoken interaction.

Olga Kozar argues that, in interactive group teaching, the collaboration principle (working together) is preferable. She supports this with Nelson's (2008) view that "cooperation is working toward the same goal, but without interfering in one another's work."

However, I do not agree with the claim that the cooperation principle is wrong, because cooperation has an important advantage that may not occur in collaboration. In collaborative work, students who are weaker in language acquisition may rely on stronger students during task completion and may participate less actively. In cooperation, each student has a specific individual task and is obliged to complete it. In this way, the teacher can keep everyone engaged, and all students have better opportunities to master English more effectively.

The difference between group work and individual work

Many studies show that, in language learning, group work is more effective than individual work. When language is learned and taught in groups, there is deeper exchange of information and ideas, and it encourages the development of strong intellectual and psychological connections among group members.

The goal of group work is to broaden the range of new words and ideas during discussion and to improve students' understanding of each other. In group work, students learn to listen to and understand others' opinions and to communicate their own ideas. Such outcomes are difficult to achieve through individual study alone.

Rules for organizing group-work lessons:

1. First of all, ensure that students are ready for this type of lesson;
2. Develop clear, brief, and understandable rules;
3. Ensure the active participation of all group members;
4. The teacher should be prepared to respond to students' questions on the topic;
5. Students may not be accustomed to working together. In this case, the teacher should not stop the lesson, but continue until students become familiar with this format.

For group activities to be successful, the following points should be clearly defined:

1. The importance of the task for language learning;
2. Which (and how many) forms of speech activity will be practiced (writing, reading, speaking, listening comprehension);
3. Whether students will be engaged in groups, pairs, or as a whole class;
4. Which type of interactive method the task will use;
5. The duration of the activity;
6. Whether group presentations will be oral or written;
7. Whether the presentation will be only within the group or for a larger audience (e.g., the whole class or parents). All such details should be specified in advance.

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