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CHET TILI DARSLARIDA INTERAKTIV METODLARNING AHAMIYATI

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Annotatsiya. Mazkur maqolada zamonaviy ta'lim jarayonida chet tili darslarini samarali tashkil etishda interaktiv metodlardan foydalanishning ahamiyati yoritilgan. Chet tilini o'qitishda talabalarning faolligini oshirish, kommunikativ kompetensiyasini shakllantirish, mustaqil va tanqidiy fikrlash qobiliyatlarini rivojlantirishda interaktiv metodlarning o'rni tahlil qilingan. Maqolada "Aqliy hujum", "Klaster", "Juftlikda ishlash", "Kichik guruhlarda ishlash", "Rolli o'yin", "B-B-B", "Insert" kabi metodlardan foydalanishning pedagogik imkoniyatlari ko'rib chiqilgan. Shuningdek, interaktiv metodlarni tanlash va qo'llashda o'qituvchining vazifalari hamda dars samaradorligini oshirish omillari haqida fikr yuritilgan. Interaktiv ta'lim texnologiyalaridan maqsadli foydalanish o'quvchilarning chet tilida erkin muloqot qilish ko'nikmalarini shakllantirishga xizmat qilishi asoslab berilgan.

Kalit so'zlar: chet tili, interaktiv metod, interfaol ta'lim, kommunikativ kompetensiya, pedagogik texnologiya, innovatsion ta'lim, muloqot, mustaqil fikrlash, guruhda ishlash, rolli o'yin.

Аннотация. В данной статье рассматривается значение использования интерактивных методов в эффективной организации уроков иностранного языка в условиях современного образования. Анализируется роль интерактивных методов в повышении активности учащихся, формировании коммуникативной компетенции, развитии самостоятельного и критического мышления. Рассматриваются возможности применения таких методов, как «Мозговой штурм», «Кластер», работа в парах, работа в малых группах, ролевые игры, «Б-Б-Б» и «Инсерт». Особое внимание уделяется роли учителя в выборе и эффективном применении интерактивных методов.

Ключевые слова: иностранный язык, интерактивный метод, интерактивное обучение, коммуникативная компетенция, педагогическая технология, инновационное обучение, общение, самостоятельное мышление, групповая работа, ролевая игра.

Abstract. This article examines the importance of using interactive methods in foreign language lessons in the context of modern education. The role of interactive methods in increasing students' activity, developing communicative competence, independent thinking and critical thinking skills is analyzed. The article discusses the pedagogical possibilities of such methods as brainstorming, clustering, pair work, small-group work, role-playing, BBB and INSERT. Particular attention is paid to the teacher's role in selecting and effectively applying interactive methods. The article emphasizes that purposeful use of interactive teaching technologies contributes to the development of students' ability to communicate effectively in a foreign language.

Keywords: foreign language, interactive method, interactive learning, communicative competence, pedagogical technology, innovative education, communication, independent thinking, group work, role-playing.

INTRODUCTION

In today's era of globalization and the rapid development of information and communication technologies, the need to learn and teach foreign languages is steadily growing. Knowledge of foreign languages expands an individual's opportunities for education, professional activity, participation in international communication, and closer acquaintance with different cultures. Therefore, teaching foreign languages on the basis of modern pedagogical approaches is one of the important tasks of general secondary, vocational, and higher education.

In traditional education the teacher often appears as the main source of information, while the learner acquires knowledge mainly by listening and memorizing. Although this approach can be useful for forming certain knowledge, it may be insufficient for practical mastery of a foreign language—especially for developing oral speech and communicative skills.

In the process of learning a foreign language, the student must act actively, ask questions, express opinions, construct conversation, solve problem situations, and apply knowledge in practice. From this perspective, the use of interactive methods is of great pedagogical importance.

Interactive methods turn students into active subjects of the learning process. During the lesson they cooperate not only with the teacher but also with one another. As a result, skills of communication, teamwork, independent thinking, justifying one's own views, and listening to others develop.

MAIN PART

The Concept of an Interactive Method

The term "interactive" denotes mutual activity, cooperation, and reciprocal influence. In interactive learning, the relationship between teacher and learner is organized not as one-way transmission but on the basis of mutual cooperation.

The main aim of interactive methods is to involve the learner actively in the lesson. The student participates not as a passive recipient of ready-made knowledge, but as a person who seeks, analyses, discusses, and assimilates knowledge through practical activity.

The use of interactive methods is especially important in foreign language lessons, because language is first of all a means of communication. Alongside knowing grammatical rules, the student must be able to use learned words and grammatical units in real communicative situations.

Therefore, the following are of particular importance in foreign language lessons:

- encouraging students to speak more;
- organizing question-and-answer exchanges;
- working in pairs and groups;
- constructing dialogues and monologues;
- creating problem situations;
- using role plays;

• assigning creative tasks.

Advantages of Interactive Methods in Foreign Language Lessons

The use of interactive methods has a number of pedagogical advantages. First, such methods increase students' interest in the lesson. Compared with a simple question-and-answer session or a lecture-style lesson, games, discussions, group tasks, and role-based activities are more engaging for students.

Second, interactive methods help develop students' oral speech. The more students communicate in the foreign language, the more their vocabulary, pronunciation, and ability to apply grammatical knowledge in practice develop.

Third, interactive methods form independent thinking. Instead of giving a ready answer, presenting a specific problem or situation and requiring the student to find a solution activates thinking.

Fourth, work in groups and pairs develops cooperation skills. Students learn to listen to one another's opinions, distribute tasks, and act together to achieve a common result.

Using the "Brainstorming" Method

"Brainstorming" is an effective tool in foreign language lessons for introducing a new topic or identifying students' existing knowledge.

For example, when studying the topic "Reise" (Travel), the teacher writes the word "Reise" on the board and asks students to name related words in the target language.

Students may suggest words such as: Flughafen, Hotel, Karte, Plan, Tourist, Pass, Koffer, Tasche, Visum, Ticket, Fahrkarte, Zug, Flugzeug, Bus.

Through this method, students' vocabulary is activated and psychological readiness for mastering the new topic is created.

An important feature of brainstorming is that students' ideas are not criticized at first. This encourages them to express their thoughts freely.

The "Pair Work" Method

Pair work in foreign language lessons is highly effective for developing students' communicative competence.

Such tasks enable students to express everyday communicative situations in the foreign language.

During pair work every student has an opportunity to speak. This also helps shy students take an active part in the lesson.

The Importance of the "Role Play" Method

Role play is one of the most effective interactive methods for developing students' communicative abilities in foreign language lessons.

Students are given situations close to real life and perform certain roles in them. For example:

• passenger and airport staff member;
• hotel guest and receptionist;
• shop assistant and customer;
• doctor and patient;
• tourist and guide;
• employer and candidate in a job interview.

Role play allows the student to feel immersed in a real communicative environment. As a result, he or she learns to use acquired words and expressions in a natural situation.

Using the "Cluster" Method

The "Cluster" method is effective for systematizing new words and forming topic-related vocabulary.

For example, on the topic "Education", the central concept "Ausbildung" may be surrounded by words such as: Hochschule – Lehrer – Student – Raum – Thema – Buch – Universität.

This approach helps students remember new words in semantic connection with one another rather than memorizing them in isolation.

Small-Group Work

Small-group work is one of the important forms of interactive learning. The class is divided into groups of 3–5 students, and each group is given a specific task.

Each group then presents its results in the foreign language.

This method develops not only language skills but also cooperation, responsibility, presentation skills, and the ability to defend one's views.

The Role of Interactive Methods in Developing Communicative Competence

One of the main aims of foreign language education is to form students' communicative competence. Communicative competence means the student's ability to communicate correctly and purposefully in a foreign language in various situations.

To develop communicative competence, the student must continually listen, speak, read, and write.

Interactive methods make it possible to develop these skills in combination. For example, in a group project the student first reads a text, searches for necessary information, discusses it with group members, and finally presents ideas orally or in writing.

Thus, interactive methods allow language skills to be developed not in isolation but in interconnection.

The Student's Role in an Interactive Lesson

In interactive learning the teacher's task is not merely to transmit knowledge. The teacher organizes the lesson, directs students toward activity, and ensures their independent work.

When selecting an interactive method, the teacher should take into account:

• the aim of the lesson;
• the content of the topic;
• students' age;
• their language proficiency level;
• the number of students in the group;
• the time allocated for the lesson;
• available teaching aids.

The interactive method must match the lesson aim. For example, "Cluster" or "Brainstorming" is appropriate for teaching new vocabulary; "Pair Work" and "Role Play" for developing oral speech; and discussion or group work for debating problem topics.

Problems Encountered in Using Interactive Methods

Alongside their advantages, interactive methods also involve certain difficulties. A large number of students in a group, limited time, or differences in language level may hinder the effective organization of interactive methods.

In addition, some students may not take an active part in group work or may tend to use their mother tongue when completing tasks.

To prevent such problems, the teacher should give tasks clearly and understandably, assign responsibilities to each group member, and regularly encourage students.

Moreover, the mere use of interactive methods does not guarantee an effective lesson. The most important point is to choose the method correctly and apply it in accordance with the lesson aim.

CONCLUSION

In summary, the use of interactive methods in foreign language lessons is one of the important requirements of modern education. Interactive methods turn students into active participants in the lesson, increase their interest in the foreign language, and help organize the learning process more effectively.

Methods such as "Brainstorming", "Cluster", "Pair Work", "Small-Group Work", and "Role Play" are of great importance for developing students' oral and written speech, expanding vocabulary, applying grammatical knowledge in practice, and forming communicative competence.

Another important aspect of interactive methods is that they develop universal skills such as independent thinking, creativity, cooperation, responsibility, and free expression of one's views.

Therefore, the foreign language teacher should combine traditional and modern methods in the lesson process and select each method according to the lesson aim and students' age and individual characteristics.

As a result of the rational and systematic use of interactive teaching technologies, students' level of foreign language mastery increases and their opportunities for effective communication in real-life situations expand.

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