

INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Annotation: Pedagogical innovations in the international community open up wide opportunities for humanity in global educational processes. This article explores the significance of interactive methods in foreign language teaching, emphasizing their effectiveness in enhancing learner engagement, motivation, and communicative competence. It examines various interactive techniques, including collaborative learning, role-playing, and technology integration, and discusses their implications for language acquisition. The findings suggest that employing interactive methods can lead to improved language proficiency and a more enjoyable learning experience.

Keywords: Interactive methods, foreign language teaching, communicative competence, collaborative learning, role-playing, technology integration.

Introduction

The Strategy of action for the Further Development of the Republic of Uzbekistan noted the task of "Promoting research and innovation and the creation of effective mechanisms for the implementation of scientific and innovative achievements", as well as the priority areas of the Ministry of Innovative Development, such as ensuring the development of innovations in the education system, indicate that teachers in educational institutions need to organize innovative activities [1]. The introduction of new pedagogical technologies in the system of training qualified personnel on a social order, as well as the implementation of innovative activities, will all contribute to the improvement of the educational process from the perspective of professional education's complete compliance with international standards. The development of personal and professional qualities (reflectivity, self-activation, creativity, a positive "I-concept" and professional mobility, research and development of pertinent information) is necessary in accordance with global pedagogical experience in preparing teachers of professional education for innovative activities. The introduction of variable educational technologies aimed at the formation of self-development skills, self-manifestations and self-control, critical analysis and innovative thinking, making optimal decisions, the constant search for new ideas, technologies and putting them into practice.

In an increasingly globalized world, the ability to communicate in multiple languages is essential. Traditional methods of foreign language instruction often emphasize rote memorization and grammar drills, which can lead to disengagement and limited practical application of language skills. In contrast, interactive methods of teaching foreign languages focus on active participation, collaboration, and real-life communication. This article aims to explore the various interactive methods employed in foreign language teaching, their benefits, and their implications for effective language acquisition.

Methodology

Interactive methods involve teaching strategies that promote active engagement between students and teachers, as well as among students themselves. These methods encourage learners to participate in discussions, collaborate on tasks, and practice language skills in meaningful contexts. The shift from teacher-centered to student-centered approaches fosters an environment where learners take ownership of their education.

One of the most crucial aspects of enhancing student training in a contemporary professional educational setting is the implementation of interactive teaching techniques. These days, interactive teaching techniques are linked to the major methodological advancements [2]. The English word "interact" ("inter" meaning "mutual" and "act" meaning "act") is where the term "interactive" originates. One unique way to structure cognitive activity is through interactive learning. It suggests very clear-cut objectives. One of these objectives is to establish a welcoming learning atmosphere where students feel successful and intellectually viable, which enhances the learning process [3].

A unique approach of structuring the educational process, interactive learning revolves around students working together to create educational materials and sharing ideas, knowledge, and methods of instruction. In interactive classes, dialogue communication is organised and developed to foster mutual understanding, interaction, and the cooperative resolution of tasks that are shared but important to each participant [4].

Interactive learning's primary objectives are:

- encouragement of cognitive and educational motivation;
- development of independence and activity;
- fostering analytical and critical thinking;
- formation of communication skills;
- self-development of students.

In interactive learning, the student's needs are considered, his own experience is considered, knowledge is adjusted specifically, cooperation, co-creation, independence, and freedom of choice are used to get the best outcome, and the student evaluates his own work. The structure of the relationships between the participants in the educational process is undergoing a fundamental shift; students feel more at ease when they are in contact with their teachers and peers.

There are various distinct learning paradigms in pedagogy:

- passive - the student acts as the "object" of learning (listening and looking);
- active - the student acts as the "subject" of training (independent work, creative tasks);
- interactive interaction. The use of an interactive learning model includes modeling life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. A student of a professional college becomes the subject of interaction from the object of influence, he actively participates in the learning process, following his individual route.

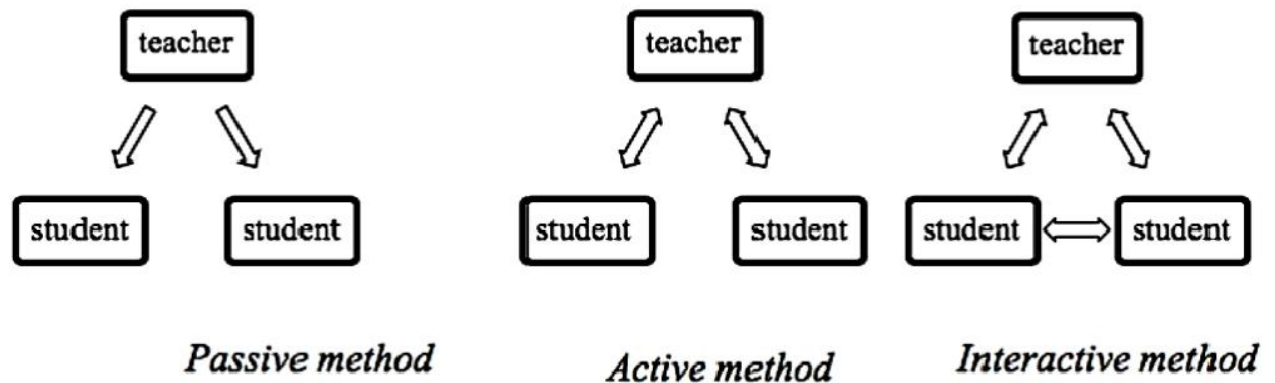


Figure 1. Methods of interaction between the teacher and students [5].

Based on the use of interactive teaching methods, the educational process is structured to ensure that every student, without exception, is included in the group. In a joint activity, each person contributes in a unique way, and knowledge, ideas, and methods of operation are shared throughout the work process. Project work, role-playing games, individual, couple, and group work are all planned, and documents and other information sources are employed.

Results and discussion

The implementation of interactive methods in foreign language teaching offers several advantages:

1. Enhanced Engagement

Interactive activities capture students' interest and motivate them to participate actively in the learning process. When learners are engaged, they are more likely to retain information and apply it in real-life situations.

2. Improved Communicative Competence

Interactive methods emphasize authentic communication, allowing learners to practice speaking, listening, reading, and writing in contexts that mirror real-life interactions. This approach enhances learners' ability to use the language effectively in various situations.

3. Development of Critical Thinking Skills

Collaborative activities often require learners to analyze information, solve problems, and make decisions collectively. This fosters critical thinking and encourages students to express their opinions and ideas confidently.

Types of Interactive Methods

Collaborative Learning

Collaborative learning involves students working together in pairs or small groups to achieve common goals. Techniques such as group discussions, peer teaching, and project-based learning allow learners to share knowledge and support each other's language development. For example, students might work together to create a presentation in the target language on a specific topic.

The Direct Method

With this approach, all instruction is conducted in the target language. The student is not permitted to speak in their mother tongue. Pronunciation is emphasised and grammar rules are avoided. The approach is based on a methodical process that starts with naming everyday items like floors, doors, pencils, etc. and progresses through question-and-answer sessions. The learner starts utilising a foreign language almost instantly, which gives them a motivating start.

Grammar-translation method

The main method of learning is translation to and from the target language; grammar rules are to be memorised and lengthy lists of vocabulary are to be learnt by heart; oral ability development is given little to no attention.

Audio-lingual method

The audio-lingual method is based on the idea that learning a language entails developing habits; dialogues in all contexts are practiced extensively; new language is first heard and thoroughly drilled before being seen in written form.

Role-Playing

Role-playing activities immerse students in realistic scenarios where they must use the target language to communicate effectively. By assuming different roles—such as a customer in a restaurant or a traveler at an airport—learners practice vocabulary and phrases relevant to specific contexts while developing their conversational skills.

There are several advantages of role play:

- Provides opportunity for students to assume roles of others, therefore appreciating another person's point of view.
- Allows for a safe exploration of solutions and an opportunity to practice sexual health skills.
- Tends to motivate students to learn.
- Promotes and develops critical and creative thinking, attitudes, values, and interpersonal and social skills.

Technology Integration

The use of technology in language learning has become increasingly prevalent. Interactive tools such as language learning apps, online forums, and virtual classrooms facilitate

communication and collaboration among learners. For instance, platforms like Duolingo or Babbel offer gamified experiences that make language learning engaging and interactive.

Task-Based Learning

Task-based learning focuses on completing meaningful tasks using the target language. This method encourages students to use their language skills to achieve specific outcomes, such as planning a trip or conducting an interview. By focusing on tasks rather than isolated grammar points, learners gain practical experience in using the language.

The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb <to be is introduced and practiced before the present continuous tense which uses to be as an auxiliary.

Suggestopedia

This approach is based on the premise that a student can only acquire a language if they are receptive and free of mental obstacles. Through a variety of techniques, the learner is led to believe that the language is simple, which helps to break down learning barriers.

Total physical response

TPR, or total physical response - simple instructions like "Stand up," "Close your book," and "Go to the window and open it" are used in TPR to get the learner to respond. The approach emphasises how crucial auditory comprehension is.

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue. The Silent Way is a discovery learning approach, invented by Caleb Gattegno in the early 1970s. The teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact. The role of the teacher is to give clues, not to model the language

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion

This is largely in line with the circumstances at our institution. ESL students are expected to learn maths, science, humanities, and other subjects in English, the target language, and are immersed in it throughout the school day. Puerto Rican pupils attending American schools or Bosnian refugee children attending German schools are examples of immigrant students who find themselves in an immersion situation when they attend local schools.

Task-based language learning

The completion of a job that is engaging for the students on its own is the main goal of the instruction. Learners finish the work using the language they already know, and mistakes are rarely fixed. The assignments are part of a larger subject that is studied over several weeks. For instance, when studying ecology, students complete a variety of assignments that lead to a poster presentation for the class. Reading, internet research, listening to recorded content, choosing key words to impart to other students, and other activities are among the assignments.

Problem-solving

Problem-solving is a process an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-theses, testing those predictions, and arriving at satisfactory solutions.

Problem-solving involves three basic functions:

1. Seeking information
2. Generating new knowledge
3. Making decisions

To successfully integrate interactive methods into foreign language teaching, educators can consider the following best practices:

- Create a Supportive Environment. Foster a classroom atmosphere where students feel safe to express themselves without fear of making mistakes.
- Set Clear Objectives. Clearly define the goals of each interactive activity to ensure that students understand the purpose and expected outcomes.
- Encourage Feedback. Provide constructive feedback to students during and after interactive activities to help them improve their language skills.

Conclusion

In conclusion, interactive methods of teaching foreign languages represent a shift towards more engaging and effective approaches to language acquisition. By promoting active participation, collaboration, and real-life communication, these methods enhance learners' motivation and communicative competence. While challenges may arise during

implementation, the benefits of interactive techniques far outweigh the drawbacks. Educators are encouraged to embrace these innovative strategies to create a dynamic learning environment that fosters language proficiency and prepares students for successful communication in a globalized world. As we continue to explore new methodologies in foreign language education, the integration of interactive methods will remain a vital component of effective teaching practices.

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