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INTERACTIVE METHODS IN LANGUAGE LESSONS USAGE METHODOLOGY

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Abstract: This article looks at the ways of using interactive methods in language classes, the history of their emergence. Based on the topic of the lesson, it is considered what type of interactive methods can be used.

Key words: interactive methods, discussion, competition, cooperation.

The Uzbek language, one of the oldest and richest languages in the world, is a sense of identity, the wealth, pride and pride of our nation. There is no doubt that there is no country that did not glorify its mother tongue, did not fight for its honor and prestige. On October 21, 1989, the adoption of the Law "On the State Language" was an important step towards independence. Our mother tongue has gained its place and status. The Uzbek language was recognized internationally.

Many educational institutions and mass media operate in Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, and Turkmen languages along with Uzbek. The Law of the Republic of Uzbekistan "On the State Language" stipulates that television and radio broadcasts are carried out in the state language, as well as in other languages. The teaching of Uzbek language and literature in higher education institutions in foreign countries, and the increasing number of foreign scientists conducting scientific research and research in the field are proof that our native language is developing.

The demands of the Republic of Uzbekistan "On Education" and "National Program of Personnel Training" for higher educational institutions are as follows: graduates of higher education institutions should become mature people in all aspects; secondly, it is to train specialists who know their field well, who can think freely and critically, and who can withstand any competition.

The realization of the set goal begins with the teaching process. A lesson is a clear explanation of this or that issue in the correct logical sequence, and according to scientists, all the wealth of the teacher who conducts the lesson is in communication with the inner world of students through his mind, will, feeling, knowledge, experience and faith. will be, and the lesson is an effective form of such lively communication.

When planning language classes, depending on the essence of the subject, if different methods are not used in active, passive and interactive ways, since the lessons consist mainly of practical exercises, teachers cannot conduct the lesson in the same way from the beginning. Although some laws of the language are explained by the teachers in the lesson, most of them become boring without the active participation of the students. Therefore, interactive methods are widely used in language classes. Now what are interactive methods? Where did they come from? If we take a look at the evidence presented by scientists comparing traditional teaching methods and interactive methods, if we consider the learning process as a pyramid, 10% of what we teach, 20% of what we hear, and 20% of what we see 30%, 50% of what we see and hear, if we talk, 70% if we participate, we remember 90%. According to them, the teaching method is active and interactive. Therefore, the interactive teaching method remains the most urgent issue. Now let's talk about some types of interactive teaching. Scientists who created a school in this field, Bepalko, Talizin, Davidov and others, demonstrated many interactive teaching methods. We mainly studied the history of the origin of training brainstorming, brainstorming, negotiation, presentation, various games, etc. We tried to express our opinion about which of the types of interactive methods can be used in practical training. Looking a little further back in history, we found that some of the interactive teaching methods also existed in Eastern teaching methods.

For example, academician Botir Valikhojhaev in his "History of Madrasahs" wrote about the existence of discussion, analysis, question-answer, and scientific observation teaching methods in the teaching process. informs that it is mentioned in

his scientific works. It is not surprising that such teaching methods in madrasahs were important in the formation of our world-famous great-grandfathers like Al-Farabi, Beruni, Al-Khorazmi, Ibn Sina, Alisher Navai, Mirza Ulugbek, Zahiriddin Muhammad Babur.

It has been more than half a century since interactive methods appeared and began to be talked about in Europe. Among the interactive methods, the most common is training (group training), which is mainly the public discussion of projects created by large enterprises, companies, studying their opinions and opinions, and introducing noteworthy ideas into the project. Group training as a form of training has more than half a century of history. The first training group appeared unexpectedly in 1936.

It is related to the famous American sociologist and psychologist Kurt Lewin. In those years, the American government issued a draft "recruitment law". His goal was to help businessmen and trade union leaders improve this law. Within the framework of this project, scientists started training with special groups selected from citizens. In the evenings, the results obtained from groups of citizens were collected, discussed and analyzed by scientists. On one such night, a group of citizens expressed their desire to stay the evening and participate in the discussion. Then it became known that the observations of scientists and the perception of ordinary people do not always match. Such meetings took a certain shape and became an effective method of teaching. In 1937, it led to the establishment of a training laboratory in Botham, Maine, and began to be studied as an effective method of teaching. The effectiveness of training group work often depends on the selection of methods used in the training process. Each participant has his own style that he knows well and can use successfully, which he prefers over others. When making a firm decision, it is always necessary to take into account the final goal of training, the specificity of the audience and the material, the general structure of the training, and other factors.

Graphic organizers - the use of drawings, tables, graphs, which help to achieve the goal of learning the module of the change of sounds in the process of speech in

the educational process, also guarantees high results. If the graphic organizers are used by the teacher in a ready (filled) form, they will act as a tool, and if they are used to strengthen the knowledge and develop the thinking of the students on the subject of the lesson, they will act as a method. For example, among such graphic organizers, such organizers as "How", "Why", "BBB" can be cited.

The interactive method is a component of the educational process, a set of teaching methods aimed at activating both the teacher and the student at the same time. In this case, it is necessary to use interactive methods in teaching the module of the change of sounds during the speech process and get effective results from it. When studying this module, it is possible to mention "Venn diagram", "FSMU", etc.

Acquaintance with new researches in the field of pedagogical technologies, knowing and using active methods of teaching are among the main requirements of the time that every pedagogue faces. Analyzing the information published in the following sources, we present the following interactive methods used in the educational process.

The teacher organizes the educational process using various educational methods. "Educational method is the working methods used by the teacher to increase students' knowledge, skills and abilities, to form their worldview, to develop their mastery abilities." The method is used in practical training through methods appropriate to its essence. "...the principles of education and training under certain conditions expand their sphere of influence, have a strong influence on education and training. In such a case, we use some principle as a method, or in other words, a principle becomes a method.

The educational process has a two-way character: the teacher teaches, the student learns. Naturally, there is a certain goal in the activity of both the teacher and the student. The main goal of a teacher's work is to provide education, to develop the ability to understand, to develop the culture of feeling, moral concepts, to make him a spiritually pure person. The main goal of the student's activity is to fulfill the teacher's task and master the knowledge given in the educational process.

A student, especially a young student, may not understand the essence of the purpose of the teacher's work, may not be able to fully imagine the process of education and upbringing. But he knows and feels that he has to fulfill his teacher's task.

By completing one or another assignment of the teacher, the student feels that his knowledge is increasing and cognitive activity is developing, but he does not feel that he is mastering the method of the subject he is studying.

Accordingly, in the process of teaching, the teacher should create cognitive activity in students, teach them ways to consciously and deeply accept literary material, and use these ways to perform independent tasks.

Heuristic conversation is aimed at acquiring new knowledge in a problematic way. In this case, the questions should be asked in such a sequence that the result is not getting answers in the form of "yes" or "no", but on the contrary, students should be encouraged to think independently, to be active in them, to encourage them to analyze, to advance arguments. let the opportunity be created.

Therefore, in the process of heuristic conversation, students should be able to acquire knowledge due to their diligence and the ability to think independently. The use of joint study methods in the educational process is to teach every student to constant intensive mental work, creative and independent thinking, to educate them as individuals, to create a sense of human dignity, serves to form feelings of confidence in one's strength and abilities. Joint education forms the desire of each student to regularly and diligently work mentally, to complete educational tasks, and to thoroughly master the educational material, realizing that his success will lead to the success of the group or vice versa.

For example, an effective method of interactive education is the "Charkhpalak" method.

"Charkhpalak" method is considered an effective method for thorough assimilation of information on the topic. This method can be used as follows:

1. The audience is divided into small groups.

2. Questions will be given to each group.

3. Each group is given a piece of paper, and the members of the group think among themselves for 4-5 minutes and write the answer on the paper.

4. After the specified time, with the teacher's signal, they pass the paper with the answers to the next group according to the number of the microgroups.

5. The group adds to each question the additional answer written by the previous group.

6. Members of each group explain their written answer.

7. Each group's answer to the questions will be returned to itself in case of additional comments from other groups. So, the paper with the questions is circulated among the groups and comes in the form of filled-in answers.

The advantage of this method is that group members have the opportunity to fully master the content prepared in advance, that is, the topic divided into questions. As a result of the discussion of the opinions of each group, the members of the group determine their achievements and shortcomings. The most important thing is that students are directed to independent thinking and activity, and they not only develop knowledge, but also develop the ability to evaluate each other. Here problem-based and cooperative learning methods are combined. That is, the student searches both alone and acquires knowledge together by presenting and justifying his opinion to his friends.

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