The Importance of Interactive Methods and Principles in English Language Lessons

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Abstract: The article investigates the impressions and ideas on the issue "The importance of interactive methods and principles in English language lessons." The use of modern teaching methods leads to high efficiency in the teaching process. It is prudent to choose these methods based on the didactic task of each lesson.Traditionally, methods of teaching foreign languages differentiate between improving and organizational principles. Principles are usually agreed as essential methodological requirements that define the process of education and upbringing.

Keywords: interactive, innovation, pedagogy, module, criticism, principle, methodology.

INTRODUCTION

Today, current teaching methods are extensively used in education. The practice of up-to-dateteaching methods leads to high effectiveness in the teaching process. It is advisable to choose these methods based on the didactic task of each lesson. While maintaining the outdated form of teaching, enriching it with a variety of methods that activate the activities of students leads to an increase in the level of mastery of students. There is also a growing interest in the use of innovative technologies, pedagogical and information technologies in the educational process, one of the explanations for this is the fact that so far in traditional education while the bird is taught to acquire only readymade knowledge, modern technology teaches them to search for, study and analyze independently, and even draw their own conclusions. In this process, the teacher creates the conditions for the development, formation, acquisition and upbringing of the individual, and at the same time acts as a manager, a guide. The student becomes a key character in the learning process. Knowledge, experience, and interactive methods related to pedagogical technology and pedagogical skills ensure that scholars obtainknowledgeable, mature skills.

There are a quantity of teaching methods in the literature and articles on new pedagogical technologies. These methods are presented as innovative methods. Here are some of the methods that can be used in native language lessons.

1. Modular education technology. It is held in order to develop students' skills ofindependent work with textbooks, popular science and additional literature, creativeand independent thinking the development of modular programs that allow students to work independently and creatively on the subject.

2. Collaborative learning technology, the main idea of which is to teach studentsto read collaboratively, not just to comprehensive learning tasks and work calm, to createcooperation, mutual support and exchange of ideas between them.

3. Problem-based learning equipment. Creating a problem situation, askingquestions, proposing issues and tasks, organizing a discussion to solve the problemsituation, and confirming the correctness of the conclusions.

4. Interactive method technology. Rely on the originality of students, create anatmosphere of free discussion in the classroom. To do this, the class is separated intosmall groups and work with these groups throughout the lesson.

5. Technology of educational games. Use a changeability of didactic games in the classroomand use them to stimulate, activate and interest in the lesson.

6. Test lessons. By changing and diversifying the forms and methods of teachingon the basis of new pedagogical technologies, the teacher turns the

student into anactive participant in the learning process. The teacher-student collaboration makes thislesson an communicating lesson.

New interactive forms of teaching are one of the ways to improve the educationalprocess, aimed at effectively solving educational problems, strengthening the cognitiveactivity of students. According to this method, which is tested in the experience offoreign countries, the interactive method, the lessons are divided into several stages:

They are the stages of calling, mental attack, knowledge, thinking.

1. The stage of the call. At this stage, the goals are to activate students, to get intothe essence of the topic, to feel it, to prepare it for the process of understanding. In thisprocess, students exchange ideas while answering questions posed by the teacher.

2. Mental attack phase. This method can be used at the beginning of the lesson oranywhere, and it involves solving the problem by expressing your own ideas andopinions. For example, the teacher writes the word language on the board and asks thestudents, "What did you think of this word, or how else can you interpret that word?"

He asks. The teacher can write the attitudes expressed by the students on the board inthe following order: The opinions of the teachers should not be found to be wrong, butthe teacher should help the students as much as possible. encourage them not to beafraid of the heat, and at the end the teacher should analyze both of the ideas expressed.

In this process, students learn a lot about the word, that is, the problem is given tostudents through a mental attack, opened with their thoughts, and as a result, the topicis easier to understand.

3. The stage of understanding. At this stage, the conclusion of the discussion onhe topic of the stage of mental attack is heard, and the teacher fills it with new ideas. Questions and answers reinforce the topic.

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4. The stage of intelligent. At this stage, students are asked to describe in writingthe knowledge and concepts they have acquired on the topic in short sentences. Tocomplete this task, the teacher divides the students into groups of 3-7 people anddistributes a sheet of paper to them. For example, on the topic of "Word-sentences",the teacher assigns each group the task of identifying 3 specific features of wordssentences and allocates a certain amount of time for this task. Each student in the grouphas their own judgment. One student writes down the ideas. While the students are busywith the task in groups, the teacher walks around the classroom, observing everyoneand commenting on the task, helping those who need help.

At the end of the time, everyone's attention is drawn to the blackboard. Onerepresentative (presenter) from each group goes to the class board and presents the taskperformed by the group to the whole class. Each presentation will be evaluated. At theend of all group work, the teacher explains to them, corrects and summarizes themistakes, gives an overall assessment of the work of the group. Each teacher effectivelyuses the types of interactive lessons to improve the teaching and learning activities.

They should contribute to the development of students' ability to acquire knowledgeindependently, develop critical thinking skills and develop as a well-rounded person.The main purpose of the use of interactive methods in education is to help the teacherto reconsider his pedagogical treasure, to generate a desire for a higher qualitymethodological direction, to encourage further thinking, research, experimentation.Traditionally, methods of teaching foreign dialects distinguish between didacticand methodological principles. Principles are usually understood as fundamentalmethodological provisions that define the process of education and upbringing. Didactics defines the concept of the learning value as follows: "learning Principlesare the main normative provisions that should be followed in order for learning to beeffective".

Let's turn to the principle of accessibility. For most academic subjects, the use ofthis principle means "going from easy to difficult", in other words, the presentation ofeducational material should be

carried out as the difficulties increase. In this case, thisprinciple is used in teaching foreign languages in a converted form. In the literal sense,it only the whole thing when selecting texts that should be available to students in terms oflanguage material and cultural data. Relating to the presentation of language material,direct use of this principle is not prudent. Tenancy agreement explain this with an instance. Asalready mentioned in the previous chapter, the greatest difficulties for students arecaused by the use of the article in Western European languages, since there is no suchphenomenon. At the same time, we must introduce students to this languagephenomenon, despite its difficulties, from the very beginning of training, because thisrequires the development of communication skills. In relation to language material, thisprinciple requires, for example, explaining a new grammar on the basis of alreadystudied vocabulary and, conversely, learning a new vocabulary on the basis of studiedgrammatical phenomena, etc. Summarizing the above, it can be argued that thepersonality-oriented principle of teaching in relation to such an informative subject asa foreign language includes the following points:

- natural consistency of training;

- students' autonomy, which allows them to implement their subjective positionin teaching;

- differentiated and separate methods, which makes it possible to create yourown learning trajectory;

- activity-based nature of training, its communicative and cognitive orientation;

- socio-cultural orientation, including students in the dialogue of cultures.

No less significant for the restructuring of the entire education system is theprinciple of activity-based learning. Functional to all academic disciplines, it meansstrengthening the external and internal activity of the student. It can be considered as anew interpretation of the principle of activity. In relation to a foreign language, thisprinciple means an increase in the proportion of students ' speech activity, includingthe use of group and collective

forms of learning. Further, the exercises aimed atmastering receptive or productive language material should, if possible, be of a creativenature that simulates real communication. The development of internal activity shouldplay no less a role. This resources that work on a text, for example, should be associatedwith the solution of mental problems, exercises with language material should becombined with the solution of conditionally communicative tasks, etc. All this will contribute to the internal activity of students.

The first such principle is the principle of communication, or communicativeorientation. We will immediately note that this principle is shared by the majority ofUzbek Methodists. This principle means that the orientation of the entire educationalprocess is connected with the goal of forming communication skills in the languagebeing studied. From these positions, the final and intermediate goals are determined,the selection of language material necessary for communication is made, and theprocess of language acquisition and control of learning results is built. However, thisunderstanding, which is accepted in many manuals, is not enough. Languageacquisition is inextricably linked to the acquisition of the culture of the country of thelanguage being studied.

The fact that the sympathetic of the process of communication is not only withthe possession of language material, but also with shared knowledge of theinterlocutors the main part of the content of the speech, i.e. its substantive content,including knowledge of culture of countries that we represent interlocutors, the scaled background knowledge. The lack of background knowledge in the process ofcommunication can and does cause misunderstandings. Therefore, the communicativeorientation of the language learning process also means familiarizing with the cultureof the country of the language being studied.

As an example of the first case, we can cite the principle: teaching reading in aforeign language should be based on the experience of students in reading in theirnative language, which exactly corresponds to the General methodological principle oftaking into account the natural philological. As a

second example, we can give the principleof speech activity-a reflection of the All-purpose didactic principle of movement. From ourPoint of view, such particular principles are possible in two cases: if they reflect thefundamental uniformity of the formation of skills of this type of speech activity, or afundamental clarification of the Over-all methodological principle. In general, it can bestated that supplementary research is still needed in this direction. As for the principles ofteaching certain sectors of language substantial, the checkup of them shows a positivecontrivance.

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