Interactive methods of teaching the Uzbek language

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ABSTRACT

The use of interactive methods in the professional training of students involves the formation of critical thinking implying a variable, independent, meaningful position. This position significantly increases the reliability of education, because it becomes conscious and reflexive and increases the communicative potential of the individual.

In the modern education system, the methods of teaching languages have completely changed, they include not only the traditional explanation and elaboration of phonetics, vocabulary and grammar, but are also more aimed at immersing the learner in a foreign language culture.

Today, one of the most common learning models is an interactive model, which involves the interaction of students with the teacher. The role of the teacher, according to this model, is to orient and direct the activities of students in the process of achieving the ultimate goal of the lesson.

An interactive approach in the methodology of teaching foreign languages is often considered:
1) as a communicative approach;
2) as a kind of communicative approach;
3) as a modified direct method, including a number of other methods.

However, in recent years, the interactive approach in teaching has increasingly been opposed to the communicative one, in particular, N.V. Bagramova believes that "the main attention in the communicative-interactive approach is paid to the communication process itself and the learning situation in the classroom," whereas in the pure communicative approach, the communicative functions of language are in the focus.

Often, an interactive approach in teaching foreign languages means the use of computer technology. However, by the terms "interactive approach" and "interactive program" we will understand the following. "Being interactive" often means interacting, being in the mode of conversation, dialogue with someone, "an interactive approach in teaching Uzbek as a foreign language" - this is an approach in which it is possible to implement the interaction of the teacher and students, students with each other, as well as modeling by the teacher of such situations in which the participants of the dialogue can actively interact, communicating in Uzbek, exchange knowledge, skills, develop the ability to work effectively in a group, a team, adapt faster to a new situation, to a new team, to changing conditions. An "interactive program" often means the creation of a learning virtual space, which means, first of all, the interaction of a person and a computer. We believe that an interactive program can be implemented using an interactive approach to teaching and

interactive methods without involving computer technology – in conditions of live communication, immersion in a real language and cultural environment.

The educational process based on the use of interactive methods is organized taking into account the involvement of all students in the group. In the process of joint activity, each student makes his own special individual contribution, in the course of common work there is an exchange of knowledge, ideas, skills.

When using interactive methods, the learner becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to search independently. In comparison with traditional forms of teaching, the interaction of the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the trainees, and the task of the teacher becomes to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes through educational information, and performs the function of an assistant in the work, one of the sources of information.

Interactive learning is widely used in intensive learning. In order to master and apply these methods, the teacher needs knowledge of various methods of group interaction. Interactive methods are by no means a substitute for lectures, but contribute to a better assimilation of lecture material and, most importantly, form opinions, attitudes, behavioral skills.

When using interactive forms, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of execution of the planned plan. Participants turn to social experience – their own and other people's, while they have to communicate with each other, jointly solve tasks, overcome conflicts, find common ground, compromise.

Psychologists have found that in the conditions of educational communication, there is an increase in the accuracy of perception, the effectiveness of memory work increases, such intellectual and emotional properties of personality as attention stability, the ability to distribute it, observation in perception, the ability to analyze the partner's activities, to see his motives, goals develop more intensively.

First of all, interactive forms of classes:
- arouses students' interest;
- encourage active participation of everyone in the educational process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- forms students' opinions and attitudes;
- builds life skills.

It should be noted that the most important conditions for this are the personal experience of the teacher's participation in interactive training sessions. You can learn them only through personal participation in a game, brainstorming or discussion.

Creative tasks are understood as such educational tasks that require students not to simply reproduce information, but creativity, since the tasks contain a greater or lesser element of uncertainty and usually have several approaches.

The creative task is the content, the basis of any interactive method. A creative task (especially practical and close to the student's life) gives meaning to learning, motivates the student. The uncertainty of the answer and the opportunity to find your own correct solution based on your personal experience of your colleague, friend, allow you to create a foundation for cooperation, joint learning, communication of all participants in the educational process, including the teacher. Choosing a creative task in itself is a creative task for a teacher, since it is required to find a task that would meet the following criteria:
- does not have an unambiguous and monosyllabic answer or solution;

- is practical and useful for students;
- - has a direct connection with the life of students;
- arouses interest among students;
- serves the learning objectives as much as possible.

Working in small groups is one of the most popular strategies, as it gives all students the opportunity to practice the skills of cooperation and interpersonal communication in their work.

A role–playing game is a group of participants acting out scenes with pre-assigned roles in the interests of mastering a certain or emotional side of life situations.

A mini-lecture is one of the most effective forms of presenting theoretical material.

Project development – this method allows participants to mentally go beyond the audience and draft their actions on the issue under discussion.

Training is the process of acquiring skills and abilities in any field by performing sequential tasks, actions or games aimed at achieving the development and development of the required skill.

Necessary conditions for successful training:
- the willingness of the student to learn;
- application of various forms and methods of training;
- using repetition to consolidate knowledge;
- compliance of the learning process with the real life situation;
- timely assessment of the actions of the trainees by the teacher.

Summing up, we note that interactive methods are based on the principles of interaction, activity of trainees, reliance on collective experience, mandatory feedback. The teacher creates a special educational environment of general educational communication, which is characterized by openness, interaction of participants, equality of their positions and points of view, creation and accumulation of a joint intellectual product, the possibility of mutual evaluation and control. Thus, interactive teaching methods are considered as the most effective and efficient in the modern education system.

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