

Use of Interactive Methods in Teaching Foreign Languages

Dilfuza Saydaliyeva¹, Gulorom Tulaboyeva²

¹Department of "Foreign Languages" Tashkent State Transport University, Uzbekistan

²Department of "Foreign Languages" Tashkent State Transport University, Uzbekistan

Abstract. *The qualitative originality of lessons is determined by their goals and content, methods of delivery, and the characteristics of the school, teacher and students. In order to identify common aspects in a huge variety of lessons, their classification is objectively necessary.*

Keywords: *foreign language, comparative analysis, evaluation, monitoring, pedagogical methods, technical tools of the lesson.*

1. Introduction

The problem of the typology of lessons and their systematization is quite complex. In didactics, there are different approaches to classifying lessons. Depending on what features were taken as a basis, certain variants of the typology of lessons were proposed. One of the classifications of lessons was based on the methods of their implementation, i.e. teaching methods, in connection with which lessons-lectures, film lessons, lessons-conversations, lessons of practical exercises were distinguished. There have been attempts to classify lessons, for example, by the nature of students' cognitive activity (lessons on the primary perception of facts, lessons on the formation of concepts, etc.), by the degree of independence of students' work (lessons on independent work of schoolchildren, lessons on how a teacher works with a class), etc.

2. The main results and findings

The most common is the classification of lessons according to the main didactic goals and the place of lessons in their overall system, proposed in some modifications by B. P. Esipov, N. I. Boldyrev, G. I. Shchukina, V. A. Onishchuk and other didactics. In accordance with this classification, the following types of lessons are distinguished: lessons for students to master new knowledge, in which the accumulation of factual material, observations, study of processes and phenomena, their comprehension and formation of concepts are carried out; lessons in the formation and acquisition of skills and abilities; lessons on generalizations and systematization of knowledge; lessons of repetition, consolidation, or, in another wording, complex application [17] of knowledge, skills and abilities; test lessons (with oral and written testing of knowledge, skills and abilities); combined lessons in which several didactic tasks are simultaneously solved.

Unfortunately, this classification cannot be recognized as universal, since it is almost not always possible to observe in its pure form any of the given types of lessons, except for combined ones. In addition, the above classification reflects only educational goals and does not take into account the implementation of educational tasks in the lesson and the nature of

the educational and cognitive activity of students in the classroom. Therefore, the typology of lessons continues to be one of the pressing problems of didactics.

Along with typology, modern lesson theory pays great attention to its structure. The structure of a lesson is a set of its elements that ensure the integrity of the lesson and the preservation of the main manifestations in various options. The components of the lesson are closely interconnected and are carried out in a certain sequence. The structure of the lesson depends on the goals set, the content of the material being studied, teaching methods and techniques used in the lesson, the level of preparation and development of students, and the place of the lesson in the educational process. Lessons have a very diverse structure; they cannot be planned and conducted in a formulaic manner, according to a single, once and for all established scheme. In addition to the above factors, the structure of the lesson is also greatly influenced by the creative nature of the teacher's work and the specific working conditions in a given class. Each lesson differs from other lessons in its own characteristics, even if they are taught on the same subject in parallel classes. In a lesson you can always see the specific "pedagogical style" of the teacher. However, due to the fact that various methods of classification established a limited number of lesson types, there was a steady tendency to assign a certain, rather rigid structure to each of these types. For example, a combined lesson was structured according to the following scheme: an organizational moment, checking that students have completed their homework, questioning students on the material covered, the teacher presenting new material, consolidating the learned material, and homework. The stereotyped nature of such a structure caused fair criticism from didactics and advanced teachers. The structure of the lesson should not only reflect the external manifestations of the organization of joint activities of the teacher and students in the lesson, but also express mainly the essence of the internal processes with which the active cognitive activity of students is associated.

The structure may change depending on the content of the educational material, conditions, students' preparedness, etc. A lesson in mastering new knowledge consists, for example, of the following elements that are common to lessons of this type: perception and awareness of the educational material, comprehension of connections and relationships in it, generalization and systematization of knowledge. But in the structure of individual lessons for mastering new knowledge, there may be no reproduction of basic knowledge at all, for example, when studying material that is completely unfamiliar to students.

In addition to the indicated main stages, each type of lesson also has an internal structure - a methodology for solving individual didactic problems at each stage of the lesson. This technique is the most mobile part of each lesson, since the methods, techniques and teaching aids used in the lesson are used in various combinations, sequences and relationships. For example, at the stage of perception and understanding of new educational material, a teacher can use explanation, problem presentation, heuristic conversation, various types of independent work of students, and technical teaching aids [17]. In another approach to defining the concept of "lesson structure" in the context of developmental education, it is proposed to consider the structure of a lesson at three levels: didactic, logical-psychological and methodological. The main thing in this case is the didactic structure, consisting of constant components: updating previous knowledge and methods of action of students, the formation of new concepts and methods of action and application - the formation of skills and abilities [14].

Types of lessons on M.I. Makhmutov:

1. Lesson for learning new material This includes introductory and introductory parts, observations and collection of materials - as methodological options for lessons:

- Lesson - lecture
- Lesson - conversation

- Lesson using educational film
- Lesson of theoretical or practical independent work (research type)
- Mixed lesson (a combination of different types of lessons in one lesson) 2. Lessons for improving knowledge, skills and abilities This includes lessons in the formation of skills and abilities, targeted application of what has been learned, etc.:

- Lesson of independent work
- Lesson - laboratory work
- Practical work lesson
- Lesson - excursion
- Seminar 3. Lesson of generalization and systematization: This includes the main types of all five types of lessons 4. Lessons of control accounting and assessment of knowledge, skills and abilities:

- Oral form of verification (frontal, individual and group questioning)
- written check
- test
- credit practical and laboratory work
- control (independent) work
- mixed lesson (combination of the first three types) 5. Combined lessons: They solve several didactic problems [14].

As the main components of the lesson, G.D. Kirillova recommends considering didactic means to achieve the goal of the lesson: the content of educational material, methods of studying it and methods of organization. These components exist and are implemented in close unity, determining the content, methodological and organizational aspects of the interrelated activities of the teacher and students. The modern lesson is characterized by the interrelation of such elements as assimilation, synthesis, repetition and consolidation, control of previously learned in connection with the mastery of new educational material and its practical application. Independent work of students is organized not only at the stage of repetition and consolidation, but already when studying new material; there is a close connection between teaching and learning, between the collective work of the class and the individual work of students. In the lesson, the role of students' independent activity and the application of acquired knowledge and skills increases. Elements of students' search activities are used not only in problem-based lessons, but also at individual stages of lessons of all types (combined tests, etc.). Depending on the progress of solving the set didactic tasks, individual stages of lesson construction can be expanded or reduced, the place and functions of various methods can change and teaching methods. The structure of a modern lesson is therefore very diverse, reflecting the specifics of the organization of students' cognitive activity and the leadership role of the teacher. One of the tasks of didactics is the further development of the theory of the structure of a modern lesson.

In the domestic methodology, planning the educational process is an important condition for effective teaching of a foreign language. A plan of any type provides for the sequential, time-distributed assimilation of educational material, taking into account the basic psychological, didactic and methodological principles (principles of accessibility and feasibility, strength, content), patterns of formation and continuity of development of relevant skills and abilities.

Requirements for the teacher when planning:

- 1) possession of constructive planning skills;
- 2) knowledge of the goals and objectives of training formulated in the program;
- 3) knowledge of teaching materials and the methodological concept of the authors;

4) knowledge of learning conditions and age characteristics, psychological patterns and the main stages of the formation of speech skills and abilities;

5) taking into account the level of foreign language proficiency of students of a given class, their attitude towards a foreign language, knowledge of the level of their general development. In methodological practice, the following types of plans are known:

- 1) calendar (annual);
- 2) thematic (prospective);
- 3) lesson (current).

The calendar plan is drawn up for the academic year and includes quarterly and semiannual periods. It is developed taking into account the program, the allotted number of hours, the amount of material being studied, the number of students, etc. This plan is determined by the textbook used for teaching.

The successful conduct of a lesson and the achievement of set goals is largely determined by the coordinated activities of the teacher and students, which in turn depends on their preparation for the lesson. Careful preparation for the lesson is especially necessary for young teachers who do not have sufficient experience in teaching. There are two stages in a teacher's preparation for a lesson: preliminary and immediate. Preliminary preparation for a lesson consists of the teacher studying special, pedagogical and methodological literature, thoroughly familiarizing himself with the content and requirements of the curriculum in his subject and the explanatory note for it, with textbooks and teaching aids, with the work experience of other teachers, in analyzing personal experience in previous periods, in determining the place of a given lesson in the system of lessons for the section or topic of the program, in thematic planning. The teacher also needs to get acquainted with programs and textbooks in related subjects and in his subject in junior and senior grades. Before the start of the school year, the teacher distributes the study of all topics of the program over time, setting appropriate calendar dates taking into account the number of weekly hours allocated by the curriculum for the study of a given subject and the schedule of classes. The program marked out in this way serves as a calendar plan for the teacher to work on the subject, helping him control the timing of individual sections of the program in order to avoid unnecessary haste and prevent lag in learning the material. Teachers are recommended to plan thematic work on the subject.

At the same time, the topic of each lesson, content and main types of work performed during the lesson are determined. The teacher's direct preparation for a lesson consists of concretizing thematic planning for each lesson, thinking through and drawing up plans for individual lessons, selecting and checking the necessary aids and equipment. A lesson plan (sometimes called a working lesson plan as opposed to a topic plan) is essential for every teacher. Usually only its volume differs from a detailed outline for a novice teacher (student trainees for their first lessons draw up a detailed outline indicating detailed content and a description of the course of the lesson and all their actions) to a short and concise plan for experienced teachers. A detailed plan indicates that the teacher has thought through all the details of the upcoming lesson. We cannot agree with the opinion of some teachers that referring to a plan during a lesson can negatively affect their authority among students. Just the opposite: the teacher, by example, should teach children to work according to plan. The lesson plan is drawn up in any form, but the following elements should be reflected in it: the date of the lesson and its number according to the thematic plan; the name of the topic of the lesson and the class in which it is taught; tasks of education, upbringing and development of schoolchildren; the structure of the lesson indicating the sequence of its stages and the approximate distribution of time over these stages; content of educational material; methods and techniques for the teacher and students to work in each part of the lesson; educational

equipment necessary for conducting the lesson, including visual technical teaching aids, homework. When drawing up a lesson plan, the teacher proceeds from thematic planning, determines the place and role of this lesson as a structural unit in the overall system of lessons. When selecting the content of a lesson, the requirements of the curriculum for the subject are taken into account, special attention is paid to its ideological, scientific, theoretical and ideological orientation, logical sequence and dosage, so as not to overload the lesson and at the same time ensure that students acquire the necessary knowledge, skills and abilities. It is equally important to determine the methods and techniques of teaching at each stage of the lesson, the nature of students' cognitive activity (reproductive and search), the combination of frontal, group and individual work of students in the lesson, select and prepare the necessary didactic material, experiments, visual and technical teaching aids. All this work is carried out taking into account the implementation of teaching principles that cement and define all components of the lesson. When preparing for the upcoming lesson, you should analyze previous lessons taught in this class in order to provide measures to eliminate any deficiencies and deficiencies found.

The success of the lesson and its results depend not only on the preparation of the teacher, but also on the preparation of the students. Unfortunately, many teachers do not pay due attention to this issue in their practical work. Meanwhile, purposeful preparation of students for the next lesson (or lessons) creates in them a positive psychological mood and causes increased cognitive interest.

3. Conclusion

Preparing students for upcoming lessons involves: familiarizing them with the plan for studying program material in the upcoming lessons, which is especially important in educational work with high school students; performing preparatory homework, such as familiarizing yourself with individual sections of the textbook that students can understand, reading popular science literature on the problems of the upcoming lesson, conducting observations and simple experiments that will facilitate the learning of new material.

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