

METHODOLOGY FOR ORGANIZING INTERACTIVE LEARNING IN FOREIGN LANGUAGE CLASSES

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***Annotation.** The article is devoted to the consideration of methods for organizing interactive learning in foreign language classes. The definitions and purpose of interactive learning technology are revealed. A detailed analysis and methodology for using interactive methods are presented, through which you can introduce an interactive teaching model in foreign language lessons: “Aquarium”, “Brownian motion”, “Method of empathy (Personal Analogy)”, “Microphone”.*

***Keywords.** Interactive technology, method, training, aquarium, Brownian motion, empathy, microphone, role-play.*

Introduction. Interactive learning technology is an organization of educational activities that is carried out under the condition of constant, active interaction of all participants. This is mutual learning, where both the student and the teacher are equal subjects of learning.

The goal of interactive learning is to create comfortable conditions in which the student feels his success, his intellectual competence, which makes the learning process itself productive [2].

In our opinion, interactive learning ensures mutual understanding, interaction, and mutual enrichment. As experience at a university shows, interactive methods in no way replace traditional ones, but they help to increase the efficiency of the educational process, enhance learning motivation, promote understanding of complex interpersonal relationships, and help study the characteristics of individual behavior. The use of interactive methods makes it possible to achieve a wide range of educational goals more fully than with traditional forms of training.

Main part. In this article we will dwell in more detail on the interactive methods by which you can introduce an interactive teaching model within the

framework of a lesson, these are “Aquarium”, “Brownian motion”, “Method of empathy (personal analogy)”, “Microphone”, which can be used quite effectively in foreign language lessons.

“Aquarium” is a role-playing game in which 4-5 students take part, and the rest act as observers (hence the name of the technique), which allows some to “live” the situation, and others to analyze the situation from the outside and “empathize” with it. The step-by-step method consists of two stages: preparatory and main. The preparatory stage can last 10 minutes, the main stage – 20 minutes. At the preparatory stage, it is necessary to identify a discussion issue, divide students into microgroups and invite each group to choose a role in discussing the issue, give students time to form a position in the microgroup, and offer to select one student in each microgroup who will discuss with representatives of other microgroups. At the main stage, place chairs in two circles: outer and inner. The number of chairs in the inner circle - the aquarium - must correspond to the number of groups. Representatives from each microgroup – the “fish” – sit on these chairs. Observers sit in the outer circle. The task of the “fish” in the inner circle is to discuss the issue and develop a solution. The task of observers is to mark successful arguments. The discussion can last 15 minutes.

Advantages of the method: effective when it is necessary to demonstrate a skill, ability, emotion, state when there is a shortage of time. Students can act as experts and analysts. The method stimulates participants to practical work, gives students the opportunity to see their peers from the outside, that is, to see how they communicate, react to someone else’s thoughts, resolve an emerging conflict, argue their thoughts, etc.

"Brownian motion" is a method that involves students moving around the class to collect information on a given topic. For example, when studying the topic “Nouns,” students can be asked to find things, images of objects, answers to riddles, puzzles in the classroom (at the same time, many different materials are hung on tables, walls, window sills, doors: photographs, puzzles, cards with

riddles, which relate to the topic or not) and write down five words with nouns in your notebook from memory and be sure to underline them.

Each student must find these words in the class and write them down (at the same time they are allowed to move around the class). After this, you can carry out a self-test: for this you should demonstrate images of these words and their spelling. On the board it is important to write more words on a given topic than were assigned, for example 10.

The “Method of Empathy (Personal Analogy)” is based on the process of identifying oneself with the object of research and understanding its functions based on “getting used to” the image. This method can be widely used in solving literary and artistic problems. Using the empathy method, we can offer a type of work such as writing a monologue on behalf of the hero of a literary work. Moreover, two antagonistic heroes are chosen, which ultimately makes it possible to better understand the conflict, for example, the monologues of Hamlet and Claudius.

A more complex, but interesting type of work is creating a dialogue between the reader and a literary hero, a literary critic and a writer, characters from various literary works. Students act as participants in the dialogue. The task of some is to compose questions, the task of others is to answer these questions based on a specific image.

Advantages of the method: promotes the development of fantasy, imagination, comprehension of the essence of the object being studied, obtaining original creative solutions, and creating creative projects. “Getting used to” an image, especially in literature lessons, teaches empathy, compassion, complicity, “awakens the soul,” and, consequently, forms the most important moral concepts of a growing person [1].

Microphone technology is a type of whole-group discussion that gives everyone the opportunity to say something by taking turns answering a question or expressing their opinion or position. To organize this technology, it is necessary to

pose a question to the whole class, to offer some object as an improvised microphone.

For example, students, passing each other an improvised microphone (pen, pencil), must express their own opinion about what they expect from the lesson, based on the topic. In the same way, you can carry out the lesson summary stage by asking students the question: has the goal of the lesson been achieved? Did they learn anything new? Have you enriched your knowledge, vocabulary, etc.? Did you like the lesson? How? The Microphone technology should be used at the stage of updating basic knowledge.

When performing the “Microphone” method, you can ask students to answer one question posed. For example, what unites the content of the works of William Shakespeare that you have read? Each student will be able to offer his own answer, express his opinion briefly and quickly.

Conclusion. It should be remembered that there are a huge number of technologies for interactive teaching of foreign languages. Each teacher can independently come up with new forms of working with the class.

Thus, when using interactive methods, the teacher does not provide ready-made knowledge, but encourages students to search independently; the student becomes a full participant in the perception process, his experience serves as the main source of educational knowledge.

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