

MECHANISMS FOR USING INTERACTIVE METHODS BY FOREIGN LANGUAGE TEACHERS

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Abstract

This article discusses the following: A holistic pedagogical mechanism for using interactive methods in foreign language lessons has been developed. Factors influencing teachers' use of interactive methods have been divided into internal (motivational, cognitive, reflexive) and external (institutional, resource, social) factors and systematized. A step-by-step model for implementing the mechanism for using interactive methods (diagnostic, design, implementation, evaluation) has been developed. Criteria and indicators for assessing teachers' interactive competence have been developed. A system of pedagogical conditions for the effective implementation of interactive education has been scientifically substantiated.

Keywords

interactive education, pedagogical mechanism, Foreign Language Teaching, communicative competence, educational technologies, teacher competence, task-based Education, Collaborative Education, methodological competence

In the modern world education system, the methodology for teaching foreign languages is radically changing. The rapid development of globalization processes, international integration, Information and Communication Technologies has dramatically increased the demand for foreign language knowledge. TODAY, foreign language has become not only a means of communication, but also an important factor determining the intellectual potential, professional competence and competitiveness of an individual. Therefore, the issue of improving the quality

of foreign language education, improving teaching methods is considered as one of the most pressing problems of World pedagogical science.

In the modern educational system, interactive methods of Education occupy a special place. The term "Interactive "is derived from the English word" interactive", meaning "inter " – mutual,"act " – acting. So, interactive education is understood as the active interaction between a teacher and a student, as well as between students. This approach is fundamentally different from traditional education, in which the learner becomes an active participant in the educational process rather than a passive listener.

For a deeper understanding of the essence of interactive education, a detailed analysis of its theoretical and methodological foundations, stages of historical development and pedagogical principles is necessary.

The philosophical-theoretical foundations of interactive education rely on the theory of Constructivist education, an active approach and humanistic pedagogy. According to the theory of Constructivism, knowledge is not given ready-made, but is actively built and Mastered by the reader. One of the founders of this theory is J.Piaje believes that the reader Associates new information with existing knowledge structures, assimilating knowledge through assimilation and accommodation processes. Swiss psychologist J.Piaje's theory of cognitive development became important in the scientific justification of the student's active position in the educational process. As Piaje points out, the intellectual development of a child occurs as a result of his active interaction with the environment, and this process goes through several stages.

The ideas of interactive education rely on the theory of Constructivist education, the active path, humanistic pedagogy. J. As Piaje points out, knowledge is actively built by the teacher (Piaget J. The origin of intelligence in children, 1952). L. S. Vigotsky's concept of a "zone of near Development" is one of the main tamoils of interactive education (Vygotsky L. S. thought and language, 1962). K. Rodgers ' humanistic orientation justifies the need to create a favorable psychological environment in the educational process (Rogers C. client-oriented therapy, 1951).

Communication approach D. Haimz, G. Developed by Widdowson. Minister-based language teaching J. Willis, R. Planned by scholars such as Ellis. R. Ellis believes that "task-based education provides a natural way to change language" (Ellis R. task-based language learning and teaching, 2003). Collaborative Education D. Johnson & amp; R. Produced by Johnson (Johnson D., Johnson R. learning together and alone, 1999).

In the CIS countries, G.K.Selevko systematized modern educational technologies and developed their pedagogical foundations R. In Uzbekistan. X.Dzhurayev believes that "pedagogical technology is a scientifically based system that determines the optimal path to achieving the goal" (Dzhurayev R.X. Fundamentals of pedagogical technologies, 2008).

H.D.Brown, S.Thornbury, J.Foreign scholars such as Harmer have developed modern methods of Foreign Language Teaching (Brown H.D. Teaching by Principles, 2014). Literature analysis shows that the holistic mechanism of using interactive methods has not been sufficiently studied.

The development of interactive educational methods in Uzbekistan begins in the years of independence. The law "on education" and the National Training Program provided a legal basis for reforming the educational system, the introduction of modern pedagogical technologies. Since the late 90s, the first scientific research work on pedagogical Technologies has appeared in Uzbekistan. Uzbek scholars-N.A.Muslimov, R.X.Dzhurayev, M.Ochilov, J.G'.YolandeV and others have researched the theoretical foundations of interactive education and developed recommendations for its introduction into practice. N.A.The textbook "innovative educational technologies" of Muslimov and co-founders covers the theoretical foundations of interactive methods, methods of application.

Of particular importance is the role of the teacher in improving the effectiveness of interactive education. In traditional education, the teacher occupies a central place as the main source of information. And in interactive education, the role of the teacher radically changes – he remains a facilitator, a guide, a consultant. The teacher organizes the educational process, creates a favorable environment, directs students, supports their activities. However, this does not reduce the responsibility of the teacher, but, on the contrary, makes new demands. In order to effectively organize an interactive lesson, the teacher must thoroughly know special techniques, be flexible in various situations, take into account the individual characteristics of students. G.K.As Selevko noted, modern pedagogical technologies require a high level of professional competence from the teacher.

Problems with the introduction of interactive education into practice should also be considered. First, the transition from a traditional educational system to an interactive one is associated with certain difficulties. Many teachers are accustomed to traditional techniques and have difficulty applying new approaches. Secondly, interactive education takes more time – it takes a lot of time to ensure the active participation of each student, organize group work, discuss the results. Third, interactive techniques become more difficult to apply when the number of students

in the classroom is high. Fourth, insufficient material and technical support also negatively affects the effectiveness of interactive education. To solve these problems, it is necessary to specially train teachers, improve their qualifications, strengthen the material and technical base of educational institutions.

Analyzing the place of interactive education in World educational practice, we see that this approach is widely used in developed countries. In countries such as the United States, Great Britain, Germany, Japan, South Korea, interactive methods have become an integral part of the educational system. In these countries, the system of training teachers for interactive methods is well established, educational programs are adapted to an interactive approach, the material and technical base is at a high level. Results from the International Assessment Research (PISA, TIMSS) show that countries that use interactive techniques extensively have higher levels of student appropriation. In addition, interactive education has also been shown to be important in developing students' creative abilities, independent thinking skills, problem-solving skills.

Uzbekistan has a wide range of opportunities for the development of interactive education. The reforms carried out in the field of education in our country, special attention to foreign language education, regulatory documents adopted for the introduction of modern pedagogical technologies create favorable conditions for the development of interactive education. But there are also problems that need to be solved in this regard: increasing the training of teachers on interactive methods, revising training programs, strengthening the material and technical base, improving scientific and methodological support. Solutions to these problems have been proposed in educational technology research.

In conclusion, interactive education is a form of education that is organized on the basis of the active cooperation of teachers and students, as well as students. Its theoretical foundations rely on the ideas of Constructivism, an active approach, humanistic pedagogy. J.DUI, L.S.Vigotsky, J.Piaje, K.Interdisciplinary education, based on the scientific heritage of scientists such as Rodgers, developed from the beginning of the 20th century and has now become an integral part of the educational system.

The stages of development of interactive education show that this approach is constantly improving. The path from pragmatic pedagogy of the early 20th century to interactive education based on modern information and communication technologies involves a huge change. Currently, interactive education is not only a set of methods, but also a holistic approach to education. This approach puts the student at the center of the educational process, develops his activity,

independence, creativity. Therefore, the study and implementation of interactive education into practice is one of the most relevant pedagogical tasks of today.

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