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## The Usage of Various Interactive Methods in Teaching

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### ABSTRACT

*The article investigates the interactive methods which differs from each other.*

**KEYWORDS:** *Methods, methodology, problem solving, approach, activity, critical thinking.*

The interactive methods comprises a range of activities which differs from each other with its conducting way and length of time but all of them involve to use interaction between different roles as following:

With the help of all types of interactive methods we can carry out the following functions of the language teaching methodology:

- To help students to realize their main purpose of language learning;
- To provide learners with interesting activity and to increase their participation;
- To challenge them to the discussion;
- To facilitate learners to make up questions and to enable them to ask from another learners.
- To enable learners to demonstrate their own knowledge;
- To motivate learners' autonomy and self-directing;
- To teach to appreciate others' opinion;
- To develop learners' critical thinking.

It's also crucial to note that with interactive teaching approaches, you'll be successful if you know how to apply interactive variations at the right time. Interactive variations encourage students' motivation and interest by allowing them to participate in a variety of activities that require critical thinking. The teacher who wants to conduct lessons interactively and intensively should be aware of different types of techniques, activities and other tasks which cuter students with colorful and meaningful situations. According to psychological view, the monotonous activity causes to decrease the learners' attention, as a result their effectiveness "sink away". Interactive variations include a wide range of approaches, methods, activities, and strategies, including pair and group work, role play, brainstorming, mind maps, debates, think-pair-share, problem solving, project, games, and case studies. It's worth noting that various approaches and activities are sometimes interrelated, which means that employing one necessitates the use of another. For instance, when you begin to explain a new theme you utilize brainstorming. The researcher instructs to gather his students' background information while also encouraging them to pay attention. At the same time, you may tell them to work in pairs, small groups or alone. Now, one by one, we'll go over the benefits and drawbacks of each variation and find out some information about their main features and characteristics in teaching a language.

*Pair work and group work*

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Pair and group work, in our opinion, are not interactive procedures; rather, they are ways of carrying out interactive variations. As we previously stated, brainstorming may be employed in a variety of ways, including pair or group work. We may say the same thing about the role playing. So we can't say there's a model of their approach; all we can do is calculate their advantages and certain contingencies. Through completing activities in this way of pair and group work, it is argued, learners will obtain several benefits.

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities. Brown observes the following good sides of group work: "it gives way to a lot of interaction, it offers conducive atmosphere for language practice, it promotes learners autonomy and responsibility, it is a step towards individualizing instruction" [1, 182]. However, we can occasionally hear complaints about the disadvantages of pair and group works: they cause difficulties in controlling over class, the learners begin using native language mutually, students' errors are reinforced in pair and group works, and the teacher cannot monitor all group and pair works at the same time, On the other hand, there are some learners who prefer working alone. But the ardent teachers can experiment these activities successfully in their classes by giving more attention to possible bad sides in order to prevent from them beforehand.

### ***Role play***

This interactive variation may be the most meaningful and successful way to get students to speak and listen. This activity is based on a real-life situation, and as a result, it facilitates language learning. In this activity, students' imagination is an important factor in assuming different roles and imitating diverse roles from real life. It makes them to work their improvisation and they produce naturally appropriate words and phrases to the situation coming out of their roles. In this exercise, the teacher takes on the roles of conductor and director, choosing a familiar topic based on the interests of the children. Brothers, friends, neighbors, parents, physicians, teachers, merchants, police officers, and other characters are played out according to the chosen topic, providing a chance for the learners to communicate meaningfully. Everyday life situations such as shopping, holidays, camps, local journeys, fables and folktales, etc., have been found very useful. Interviews are yet another excellent situation for a role play. Always talking about real life might be boring, therefore having the opportunity to imagine other scenarios adds excitement to a lecture. Furthermore, role play provides an opportunity to employ language in various circumstances and for new issues. Students may have trouble producing or expressing their thoughts in English using appropriate grammatical structures and phrases. Teachers should give prompts wherever necessary, which would encourage students to guess and produce utterances appropriately. Role plays help reduce the common reluctance found among the second language learners in using English because of fear of committing errors in English. Teachers may increase structure practice by encouraging students to produce a variety of replies instead of the usual fixed replies to a situation and role. Rather than developing and practicing single sentences, the focus of practice should be on creating a text of related sentences that is appropriate for the role and situation.

### ***Brainstorming***

Some pedagogies regard it as a technique, while others regard it as a method. We assume it's a method with its own plan of action. This strategy is well-known for breaking up old thought patterns, getting your team into a creative mindset, and coming up with new and helpful ideas. It gives a

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useful and frequently entertaining framework for you to begin generating ideas. This strategy aids your team in developing effective brainstorming sessions. Its gist is to work together to solve a specific case or problem in three stages: first, generate ideas, second, discuss them, and finally, rework in a productive way. This strategy ensures that the thought develops. It's simple to put this strategy into practice, and it'll help you change the way you think about education for the better. The following instructions are important to carry out this method:

- Set a time limitation;
- Accept all suggested ideas as good ideas
- Do not criticize any idea
- Do not disturb during the silent brainstorming session
- Write down on the board all Brainstorm ideas
- Suggest an idea urn by turn
- Appoint a monitor to maintain the brainstorm focused.

The greatest merit of this method is that during this activity you can be aware of each student's opinion. This method is based on the principle of " Little strokes fill great oaks".

The usage of brainstorming method:

- In solving questions and problems by telling thoughts freely;
- In developing the ability of problem solving;
- In encouraging the activeness of learners;
- In introducing a new theme and realizing its gist.

The following are some of the advantages of this method: no criticism of any idea, deep realization of scientific meaning of the question, and the ability for each learner to attend and gather their ideas in a limited amount of time.

### ***Mind Maps (Cluster) method***

This method's unique feature is that it may be applied to any level of foreign language instruction. This method is a subset of brainstorming, which entails gathering all relevant ideas around a single word or phrase. All interrelated ideas around the cluster circle "to pile up" urge learners to completely engage their imagination and mind and demonstrate it in a graphic way. In order to implement it in the lesson the teacher should split the learners into pairs and small groups which ease the process. But it does not mean that it cannot be used individually. The usage of this method fulfills the following objectives:

- To develop cooperative and organization skills;
- To build group inclusion and team cohesiveness;
- To use communication and listening skills;
- To develop oral language skills;
- To structure learning/review about specific topics;

Making a mind map is a part of the brainstorming process. When combined with the appropriate follow-up methods, it is extremely effective. Step one is to break down your group into four or five persons in a set if it's a large one. Give each group a large sheet of paper or a white board to work on, as well as a variety of markers in various colors. Write the focus of the brainstorm in the middle

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of the paper, and draw a circle is around it. After then, the group draws lines branching out from the map's center. During the brainstorm, write down anything that relates to the central idea, no matter how little it is. Later, you'll pare things down. Everything you write down should be circled. Keep coming up with new ideas until you run out of paper. If necessary, the groups may be moved to another page. The branches off the subtopics are the most interesting and useful in most brainstorming situations. Once the map is completed, each group presents it to the other groups, and commentary can begin!

### ***The method of debates***

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. The notion of developing critical thinking in students is realized here. As a result, language serves as both a goal and a method of instruction. Debates assist students not only to capture all four types of speech activity, but also to use a language situation on the background of a social and cultural problem to figure out the reasons why the emerged situations and even to try to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge. Thus, using a discussion technique allows students to develop active cognitive activity, independence, and a culture of creative operative thinking. It also creates conditions for students to use their personal life experiences and prior knowledge to master new material. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. The use of this method in combination with a project method will allow students to develop critical thinking skills and master not only the English language, but also the expert understanding of a variety of situations, as well as the ability to navigate through rapidly changing information streams.

The technique of role game, which can also reflect a principle of problematic character at its certain organization and allows to solve problem situations of varying degrees of complexity, is a not less fascinating technique of activation of cognitive activity trained. It can be utilized both independently and in the context of a project method, and is particularly useful as a special kind of asset protection. Trained apply the experience of saved up knowledge, findings of research while work above the project in the realization of socially significant roles rising in importance with the passage of a cycle of occupations. Such simulations of professional-business intercultural dialogue assist students in becoming acclimated to a variety of future activity situations that they may encounter in real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. While playing a part, the student solves difficult situations, clearly demonstrating full communicative skill in the practical solution of a problem. Certainly, such a form of protection should be enough in the face of a well-researched issue. It is crucial to note that communicative competence was developed through real-life interactions in which the English language served as a means of formation and idea formulation. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

### ***Think, pair and share***

This strategy aids in the development of learners' thinking, listening, and communication abilities. Create an issue or a question. Pair the students. Allow enough time for each person to come to a conclusion. Allow each participant to define the conclusion in their own words. You may even ask for one student to explain a subject while the other evaluates what is being taught.

### ***Problem-solving methods***

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The most effective of the several innovative instructional contents is problem-solving. This strategy begins by asking pupils to observe and identify faults in the situations around them. This conversation should be open to all community members and can include photographs of both good and bad situations. The very first inquiry is, "What difficulty are you having?". Use the answers to collaborate with community members to discover the problem's causes and potential remedies. Because the work is done with people of the community, they are more likely to be motivated and feel empowered to bring about the desired change. Discussion is a form of interactive approach that necessitates the reading of teaching materials on the topic prior to beginning the discussion. At the time discussion is a simulation of reality for study purposes with problem-solving task, cooperating or challenging viewpoints of participants, polarization of opinions, decision-making and problem-resolution. Discussion in the groups is most efficient when they follow a logical step-by-step procedure in problem solving. The most common procedure that effective groups use is the problem-solving pattern of problem solving. Following pattern, the group first analysis the problem and then moves on to the solution stage of the discussion. If all group members are familiar with this pattern, the discussion will be much more organized.

A discussion can be organized as a pyramid discussion. It means that a problem task is given to pairs of students. Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out the single solution. Finally a single variant for the whole of the class is worked out. For example, after having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps to the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion. The forms of organizing group work are the following:

1. A theme is selected (chosen)
2. Learners must have learnt the chosen problem
3. Groups are formed
4. Teacher gives instruction and announces the time
5. Controls the activity of learners and if it is needed, helps and stimulated them.
6. At the end of the discussion one representative of each group makes some information.

The aim of the technology is to teach the learners to overcome different problems they faced with and form the skills of understanding the situation and problem. To introduce the learners with some methods of solving problems are necessary to teach the learners to clear up the reasons of exiting the problem and to choose the right method of solving it.

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