



THE ROLE OF INTERACTIVE SKILLS IN TEACHING FOREIGN LANGUAGES

Nilufar Sayfutdinova Soyibjonovna

Andijan academic Lyceum of the Ministry of internal affairs

English Teacher

ABSTRACT	KEYWORDS
This article provides information on the use of interactive techniques and manuals in English science lessons and its wide application among students	education, skills, productive activities, didactic goals, method, organization, approach

Modern language education is currently considered as a process of personality formation, the acquisition of certain skills and competencies that he can use in everyday life. Thus, in teaching foreign languages, there is a need to use such systems, methods and technologies of teaching that will ensure the development of cognitive, communicative and many other abilities of students. In the pedagogical literature, many ways of organizing learning are described (according to the level of activity of students, the level of their involvement in productive activities, didactic goals, methods of organization, etc.). In the context of a competence-based approach, they are aimed at developing students' cognitive abilities and their activity in the learning process. The source of activity in learning can be defined as a personal property that is acquired and developed in the organized process of cognition. The forms and methods of the teacher's work that activate the learning process can also act as a source of activity. We are interested in the one that reflects the student's name role. This is a traditional classification, proposed by J. Golmit back in the 60s of the XX century, it was described in the works of Plaksina, and it includes 3 methods:

1. **Passive (reproductive) type of training.** The student acts as the "object" of learning. He must assimilate and recreate the material given to him by the teacher, the text of the textbook, i.e. the source of correct knowledge. The relevant teaching methods include methods in which students only listen and watch (lecture-monologue, reading, explanation, demonstration and reproducing survey of students). Students, as a rule, do not communicate with one another and do not perform any creative tasks.
2. **Active learning.** This type of training involves the use of methods that stimulate cognitive activity and independence of students. The student acts as a "subject" of learning, performs creative tasks, enters into a dialogue with the teacher. Basic methods: independent work, problematic and creative tasks (often homework), questions from students to the teacher and vice versa, which develops creative thinking.

3. Interactive learning. The educational process is carried out under the condition of active constant interaction of all students. This is self-learning, mutual learning (collective, group learning in cooperation), where the student and the teacher are equal, equivalent subjects of learning. The teacher acts only as the organizer of the learning process, the leader of the group. The organization of interactive learning involves modeling life situations, the use of role-playing games, joint problem solving. It effectively contributes to the formation of skills, skills and values, creates an atmosphere of cooperation, interaction, allows the teacher to easily solve many problems through an interactive method alone.

IN our education system, the main structural unit of the educational process in a foreign language at school is a lesson. It is seen as a complex act of communication. Communication in the learning process can be "one-sided" and "multilateral". With "one-sided" communication, the organization of the educational process is carried out with the predominance of frontal forms of work, that is, when the teacher, asking, encourages the student to speech activity and he answers. With "multi-sided" communication, typical forms of work in the classroom will be group, collective types of interaction in which the student has the opportunity to prove himself as an independent and full-fledged participant in a certain activity. It is with the organization of "multilateral communication" during a foreign language lesson that all participants in the educational process interact, opportunities are created for the disclosure of personality in each student. In practice, it is not always possible to organize speech interaction (during a class or lesson) using traditional methods and forms of work. Therefore, there are more productive technologies and learning models. The main methodological innovations in our time in our country are directly related to the use of interactive methods, techniques and technologies of teaching a foreign language. Before proceeding to the definition of the concepts of "interactive methods" and "interactive learning", it is necessary to find out what the word "interactive" means and how it appeared in the practice of teaching. A.I. Zhuk writes that the concept of "interaction" arose for the first time in sociology and social psychology. Interaction can be interpreted as an enhanced activity between someone, and interactive learning is considered as a purposeful strengthening of the interaction of the teacher and students to create optimal conditions for development. The word "interactive" itself was borrowed from the English word "interact" ("Inter" - "mutual", "act" - "to act"). "interactive" means the ability to interact, to be in a conversation mode, a dialogue with something (for example, a phone) or someone (a person). Let's turn to the pedagogical encyclopedic dictionary of B.M. Bimbad and define the concept of "interactive learning".

"Interactive learning (from the English Interaction -interaction) -learning based on the interaction of the student with the learning environment, the learning environment, which serves as an area of learning experience". S.S. Kashlev gives the following definition of interactive learning - "this is a special form of organization of cognitive activity, in which all participants of the educational process are involved, comfortable conditions for learning are created".

Teaching a foreign language using interactive technologies cannot do without the use of games in teaching. We will tell you more about them in the next paragraph. We have listed some interactive technologies and techniques of teaching a foreign language. But there is more to them, since each teacher can develop his own unique techniques that have not been used before. All these technologies are aimed not only at transferring certain knowledge, but also contribute to the establishment of emotional contacts between students; development of communication skills; provide students with the

necessary information, without which it is impossible realize joint activities; teach to work in a team, listen to other people's opinions. Educational games in the practice of interactive teaching of foreign languages in primary school, the main means of communication for children are speech operations. Communication is closely intertwined with the game, since it is the game that is the leading type of activity throughout the initial stage of training. In combination, both of these types of activity provide a rapid expansion of children's knowledge about the world around them, deepening their information about the sides of reality. School disciplines are learned more successfully when interaction in the classroom is constructed with the help of games and communication. At the same time, the realization and development of the game is impossible without mastering the child's diverse forms of speech communication. Without full-fledged means of communication, a group of children simply will not be able to deploy the game. At the same time, the game, due to its collective nature, encourages children to master various forms of speech communication. An educational game is one of the main methods of interactive learning used at different stages of learning. It can be a role-playing game, an imitation game, a business game. The process of dramatization contributes to a fuller awareness of the meaning of the text and at the same time a deeper perception of the language material. In particular, role-playing is not only about dramatization. Currently, the idea of using role behavior has been theoretically confirmed by sociologists and psychologists and introduced into everyday life under the name "role theory". Proponents of this theory believe that the connection of the individual with the environment is manifested in the fact that the individual performs several roles: for example, in the family - the role of a parent, outside the family - the role of a teacher, doctor, and so on. These roles in society determine a person's speech/non-speech behavior. A person in the role of a parent is expected to, that he will take part in the upbringing of children, from him in the role of a doctor - that he will take care of the patient's health and so on. Sometimes the role-playing game has the character of assimilation, that is, situations typical of the environment are played out, and sometimes it can be more theatrical: with conflict, culmination and denouement. But the element of convention is inherent in all types of role-playing games. Role-playing is an activity connected simultaneously with the speech, with the educational, and with the game side of learning. But the students do not realize the educational nature of the game, in their opinion, role-playing is a process of dramatization, when each of the students has their own role with which they perform. From the position of the teacher, it is, first of all, a form of organization of teaching the dialogical form of speech, in the process of which the speech skills and abilities of students are formed and developed. Role-playing is always managed by a teacher who is clearly aware of its educational nature. In the process of communication, interpersonal relationships arise, on the basis of which the role-playing game is implemented. Since role-playing is a form of interpersonal communication, it stimulates the need for communication, develops interest in participating in communication in a foreign language, performing a motivational and motivational function.

Literatures:

1. Livingstone, K. Role-playing games in teaching foreign languages/ K. Livingstone. -M.: Higher School, 1988.
2. Komarova, Yu.A. English. Brilliant: textbook for the 3rd grade of general education organizations / Yu.A. Komarova, I.B. Larionova, J. Perrett.

3. Nikitenko, Z.N. Personality-developing foreign language education in primary school: Monograph/ Z.N. Nikitenko.
4. Peterson, L.G. System and structure of educational activity in the context of modern methodology/ L. G. Peterson
5. Suvorova, N.A. Interactive learning: New approaches / N.A. Suvorova. -M.: Teacher. -2000.
6. Tolstykh, N.H. Interactive methods of school education/ N. H. Tolstykh. -M.: Enlightenment, 2013.
7. Davydov, V.V. Subject activity and ontogenesis of cognition/ V.V. Davydov, V.P. Zinchenko// Questions of psychology.1998.