

THE PROBLEMS OF INTERACTIVE METHODS AND MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

This article discusses the issue of the use of interactive methods and modern technology in increasing productivity of the lesson in teaching foreign languages in higher educational institutions. According to the author, at present it is difficult to overestimate the role of interactive methods and technologies in the development of the worldview of young people in teaching foreign languages. According to the author, they help not only to strengthen knowledge of a foreign language, but also contribute to the development of young people as a full-fledged personality.

Key words: *assist, basic, communication, development, English, foreign, interactive, information, language, method, modern, object, problem, revision, subject, teaching, technology.*

АННОТАЦИЯ

В данной статье рассматривается вопрос использования интерактивных методов и современных технологий в повышении продуктивности урока при обучении иностранным языкам в высших учебных заведениях. По мнению автора, в настоящее время трудно переоценить роль интерактивных методов и технологий в развитии мировоззрения молодежи при обучении иностранным языкам. По мнению автора, они помогают не только укрепить знание иностранного языка, но и способствуют развитию молодежи как полноценной личности.

Ключевые слова: *ассист, базовый, общение, развитие, английский, иностранный, интерактивный, информация, язык, метод, современный, объект, проблема, ревизия, предмет, обучение, технология.*

INTRODUCTION

I consider interactive methods and modern technologies to be one of the leading technologies in the organization of the educational process in the classroom and after school hours. The use of Interactive methods and modern technology at various stages of the lesson allows me to optimize the educational process and use time efficiently. When explaining new material, for clarity, I use computer presentations in Microsoft Power Point (including those created by the students themselves, after preliminary checking by the teacher), videos from the site www.Youtube.com, educational films, video clips, excerpts from animated and feature films, electronic

application. At the stage of vocabulary consolidation, as well as during generalization and repetition - interactive tasks, with control - interactive tests, with project protection - computer presentations. The use of information and communication technologies and multimedia tools allows me to intensify the cognitive activity of students, increase motivation to study my subject, create additional conditions for the formation and development of communication skills and language skills of students. The use of this technology helps to make the transition from reproductive forms to independent, creative types of work. Multimedia, computer and information technologies are one of the important factors of the development of the society. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev in many of his speeches emphasized the need to develop the production of information technology tools and software in Uzbekistan, the need to introduce modern technologies to the national economy, the potential of computer technology, the Internet network in all areas of the economy, as well as the schools and higher education of our country. He emphasized that it is necessary to use it more widely in our count, to keep pace with the times, to strive for the level of developed countries in this field, and to pay special attention to the training of our specialists. At the same time, increasing the positive impact of the use of new interactive methods and modern information media on the minds of young people in the process of teaching students is considered one of the most urgent problems.

METHODS

Students' ability to receive or remember object information, material can be different depending on the method, methods, tools, condition. Scientists say that usually only 10% of the read text is remembered; 20% is remembered when listening to it; only 30% of what we watched is remembered; if we see and listen, 50% of the lesson is learned, and if we talk about it ourselves, then we remember 70% - if we go and tell and do the same thing, then we remember 90% of the object of the lesson. According to O. Hashimov, "the use of modern information technologies in the higher education system creates the following advantages. a) provides students with a wide range of opportunities, that is, studying the studied subject with the help of multimedia systems (for example, a standard SD-compact disk with a capacity of 650 megabytes can contain 300-325 thousand book pages, this saves both time and labor creates an incomparable opportunity for savings.), b) creates an opportunity to repeatedly demonstrate and imitate the learning materials being mastered, v) with the help of a special computer program, it is possible to speed up or slow down the zooming process, zoom in or zoom out, in order to study the dimensions and size of the object more thoroughly, g) with the help of a virtual image, it is possible to

depict the conditions that cannot be created in a normal natural state with the help of a computer, and the results of experiments of various sizes can be displayed on the screen. In the same case, the student can stand next to the computer and explain the material according to his wish, speed up or slow down the explanation process, or dwell on certain situations if necessary” [8]. In recent times, widespread use of modern computer technologies in the educational process, together with the issues of using multimedia systems and distance learning tools in teaching foreign languages, remains extremely important. Distance education technology includes interactive (audio, video, electronic) means (printed materials, audio cassettes, video cassettes, television and radio broadcasting) of delivering educational material to the audience. Each method of distance education has its own educational technologies and distance education tools. But both methods are interconnected and complement each other. According to Yu. Avdeenko, "interactive teaching methods" - is an interconnected joint activity of students and teachers in which all participants in the educational process interact with each other, exchange information, solve problems together, simulate situations, evaluate each other's actions and their own behavior, immerse themselves in a real atmosphere of cooperation on joint problem solving [1]. According to the study by E. E. Lushnikova, “interactive methods learning is a certain system of organized interaction between the teacher and students in the form of active learning, providing ongoing communication that allows learners face different situations and through this receive and gain experience” [4]. According to E.V. Korotaeva, interactive interaction develops activity of students, creates conditions for competition, as well as for cooperation efforts. In the process of interaction, the statement of one student causes the reaction of other students” [5].

RESULTS

Researching on this topic I have come to the following results. Interactive methods of education were mainly developed in the next two decades. Now interactive methods are considered modern advanced methods and they are widely used. Interactive methods envisage the activation, development and use of the enormous educational potential of students. Many methodological technologies in developed countries are now using interactive methods of education. Interactive education is the learning of dialogue, logical speech, and communication. Interactive education is a special form of organization of knowledge, communication, activity. This education aims at a completely clear and predictable goal. Creating favorable conditions for education is one such goal. In this, the students feel their successful education and intellectual depth. Nowadays, critical thinking - the method of learning to express one's independent opinion - is also recognized and given importance to the

application of technology. According to O'Hoshimov, "critical thinking consists of 4 stages: 1. Activation of previously acquired knowledge. 2. Understanding and assimilation of new information; 3. Reflection - learned content. 3. Thinking within one's own thinking to consolidate new information. 4. We say that it is necessary to add a fourth internal speech generation step"[8]. Today's educational process should be clearly focused on the development of critical and creative thinking of students. The main task of students will be productive reading, critical and creative thinking, learning. When encountering new information, students need to be able to think and critically look at it from all sides, from different perspectives. Another important fact is that critical thinking requires convincing evidence. A critical thinker finds a solution to a problem by himself and supports his decision with persuasive and valid arguments. "He understands that the problem can be solved differently, he tries to prove that his chosen decision is more solid and productive than others. Reasoned critical thinking should be a key component of competitive undergraduate and graduate character. Such personnel ensure economic growth and improvement of people's well-being"[2]. Active and group teaching methods have been used in traditional pedagogy before, but in the late 20th and early 21st centuries, new approaches to education had a strong influence on their widespread use. Interaction refers to the ability to interact with what (for example, a computer, a technical tool) or with whom (students to each other). "When teaching in a dialogic form, students learn to think independently, solve difficult and complex problems based on analysis, think of alternative ideas, participate in personal discussions, and learn to deal with other people"[3].

DISCUSSION

Interactive interaction plays an important role in the process learning. First, there is an increase in intellectual activity subjects of the educational process. Secondly, conditions are created for competition and collaboration. It is important to note that there is also psychological factor: the statements of partners cause everyone student their ideas and contradictions within the framework of the presented question, which goes into discussion." The interactive approach to learning is quite new means of improving education. The purpose of the interactive approach is to create conditions for comfortable learning, conducive to active student interaction. To date, the application interactive approach in the learning process speaks of innovative teacher activities. Interactive learning means learning, immersed in communication, but not replaced by it" [4]. One of the main goals interactive learning - the overall development of students, the formation individual capable of independent thinking and cognitive activities. During the interactive interaction between students and

teacher there is an interactive process. Definition proposed by S.S.Kashlev, fully reflects the essence of this phenomenon. "Interactive process" is a process of purposeful interaction of participants pedagogical process. This interaction is based on personal the experience of each student. The interactive process is characterized by high intensity of communication, communication, exchange of activities, change and variety of activities, procedural, purposeful reflection by the participants of their activities and interactions [10, p.15]. Interactive methods are divided into the following 3 groups: 1. Methods of working in small groups. 2. Methods of optimizing the teaching process in groups (using situations, games, contests). 3. Teaching methods by connecting various tasks; Small group work methods create opportunities for mass participation and for students to learn from each other. Students exchange ideas, learn to express their thoughts, students focus not on learning, but on learning, they are forced to study and prepare. "Working in small groups takes a lot of time, and someone has to guide the students. Currently, there are the following types of working methods in small groups: "Incident" -"Turntable" method. "Three-step conversation" method, "Pen in the middle of the table" method, "Tour through the gallery" method. "Exchange of ideas through the method of rotation", "Snowball" method, "Beehive" method" [4]. Their purpose is to collect and summarize different opinions and concepts about the same topic. In groups, a topic is given, and different opinions and understandings are gathered on it. Critical thinking is used and taught. One of the latest methods "Incident". It is held in order to resolve "unfortunate conflict, incident, conflict, conflict. This method teaches how to act when an "Incident" occurs. Students are given a short extreme situation, information, and information about the situation, and they are assigned to quickly solve, solve, and decide on it in groups within 0.5-1.5 minutes. Then, each group will be listened to and the correct one will be determined. Another method is Method "Round table". Tasks written on cards are distributed to those sitting around the round table.

CONCLUSION

A feature of the Uzbek state educational standards of general education is their activity nature, which sets the main task of developing the student's personality. Modern education refuses the traditional presentation of learning outcomes in the form of knowledge, skills and abilities. The task set requires a transition to a new system-activity educational paradigm, which, in turn, is associated with fundamental changes in the activities of a teacher who implements the new standard. Teaching technologies are also changing, the introduction of information and communication technologies opens up significant opportunities for expanding the educational framework for each subject in an educational institution. Under these conditions, the

traditional school, which implements the classical model of education, has become unproductive. The problem arose before teachers - to turn traditional education aimed at the accumulation of knowledge, skills, into the process of developing the student's personality. The use of Interactive and Modern technology contributes to the achievement of the main goal of modernizing education - improving the quality of education, ensuring the harmonious development of a person who is oriented in the information space, attached to the information and communication capabilities of modern technologies and possessing an information culture, as well as presenting the existing experience and identifying its effectiveness. In recent years, the question of the use of new information technologies in education has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The introduction of interactive and modern technology in the pedagogical process increases the authority of the teacher in the team, as teaching is carried out at a modern, higher level. In addition, the self-esteem of the teacher himself, who develops his professional competencies, is growing. Pedagogical excellence is based on the unity of knowledge and skills corresponding to the current level of development of science, technology and their product - information technology. At present, it is necessary to be able to receive information from different sources, use it and create it yourself. The widespread use of IMT opens up new opportunities for the teacher in teaching his subject, and also greatly facilitates his work, increases the effectiveness of teaching, and improves the quality of teaching.

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