



MODERN INTERACTIVE METHODS IN TEACHING ENGLISH HIGHER EDUCATION STUDENTS.

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ABSTRACT

This article discusses interactive learning, a contemporary approach to education that involves communication between teachers and students as well as other participants in the learning process. These days, this teaching approach is utilized extensively in all settings, including colleges, universities, training programs, and classrooms. This is because it is quite successful in helping students build their character and personal abilities in addition to their knowledge acquisition. It is crucial that interactive teaching techniques be used for practically any kind of training, including telephone, online, and in-person group meetings. The article also looked at how much participation students had in interactive English lessons. Learning foreign languages interactively can provide benefits.

Introduction

Higher professional education is becoming more and more modern, which means that new techniques and methods—including those involving teaching foreign languages to students—must be found. Modern education should be defined by activation, constant information content, and a fast learning pace through the use of contemporary information technology in order to attain high educational outcomes. Authors of contemporary scientific and methodological literature are increasingly focusing on defending the superior educational potential and demonstrating the efficacy of other nations' innovative teaching technologies in the context of teaching English in higher education.

There is a trend in higher professional education to allocate more hours for students to work independently and fewer hours for classroom instruction at this point in its growth. In this sense, we can say that the function of the teacher in the educational process is changing in the modern era. Up until recently, the teacher was seen as the planner, the leader, the expert, and the advisor of the future specialists' educational and self-educational endeavors. These changes are the result of new and more widely adopted innovative and efficient forms, technologies, and teaching methods that have entered the higher education system. In addition, interactive includes many teaching methods.

Interactive Learning Strategy

The only things limiting the potential of interactive learning could be ingenuity and available resources. The most popular interactive learning techniques are listed below, arranged from least to most intensive, in contrast to the conventional lecture.

Discussion

You may think of "Think-Pair-Share" as a dialogue and quick writing exercise. In an interactive classroom, discussion can take numerous forms. For example, students can discuss in pairs or small groups, or the entire class can participate in a single topic. Similar to this, conversation can take the form of quick asides or the full schedule for a class period. The degree to which the instructor participates in the real conversation will depend on the educational goals. However, talks ought to aim for the open sharing of information as a means of interactive learning.

Examples of an interactive methods

There are numerous advantages to interactive learning for pupils. Working in groups is a typical a component of interactive learning more closely resembles the teamwork techniques used by professional academics and most other occupations. Interactive teaching strategies are frequently linked to positive student results, including increased levels of satisfaction, interest in the subject matter, and attention span.

Additionally, interactive classrooms do better on assessments of student learning. According to one meta-analysis, exam results for students increased by almost 6% in classrooms that implemented "active learning," widely interpreted. Interactive classrooms do better on Bloom's Taxonomy's higher-order learning criteria, such as analysis, synthesis, and evaluation, in addition to improving retention. Moreover, interactive learning has been linked to better learning for students who are generally at risk, such as first-generation college students and members of minority groups.

Writing Exercises

Certain interactive techniques are quick to set up. While they are an evolution tools as well, short writing assignments can aid in students' review, comprehension, and critical thinking. Different thinking levels can be worked on with these tasks. For example, having students make a list of the things they learned in a lecture helps learners remember the material; having them explain a key idea in their own words improves their understanding; and having them apply the knowledge to a new circumstance helps them get practice applying it.

Debate

Similar to discussion, the goal of debate is to have students talking to each other about their ideas and giving each other feedback. When a teacher wishes their learners to comprehend and value viewpoints that they may not share, debate can be very beneficial. In contrast to conversation, which frequently aims for agreement, debate is by its very nature combative and has a tendency to hide the commonalities between opposing points of view. The instructor needs to be aware that debates have the potential to instill a conflict mentality and the idea that complicated matters. Debates are one approach to lesson this, as they can more fully recognize subtleties and complexity

The role of the teacher in interactive classrooms.

In an interactive classroom, the teacher frequently takes on a less explicitly authoritarian role. This has been characterized by some supporters as a shift from "sage on the stage" to

“guide on the side”. However this is oversimplified. Interactive learning needs to be underpinned by distinct academic authority, much as “higher order” thinking. Similarly, while many interactive methods’ collaborative character can increase students’ enthusiasm, too much student liberty can lead to ambiguity, which can be demoralizing.

Research most frequently focuses on interactive distance learning technologies, computer learning tools, multimedia learning resources, training and testing, and other cutting-edge information technologies. These are effective, innovative pedagogical technologies that can be used in the system of teaching English in higher education with a high level of effectiveness in achieving educational results.

It is possible to move from the subject principle of content construction to the creation of integrated training courses that reflect a holistic picture of professional activity when using innovative learning technologies in the system or teaching English at a university. This changes the nature of knowledge itself, which is transformed into a category in the context of such interactive learning.

Conclusion

In conclusion, it is insignificant that students feel more liberated, more interested in and excited about their studies, and more motivated to learn English while using the interactive teaching technique. Furthermore, all approaches and techniques foster interpersonal communication, teamwork, and mutual listening.

In summary, it should be noted that, despite the benefits of the examined learning technologies, the value of academic pursuits in knowledge acquisition and student development cannot be understated. The usage of contemporary technology in English lessons shouldn't end with the student. It is important to view these technologies as technical and didactic teaching tools that work well.

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