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INTERACTIVE METHODS OF FOREIGN LANGUAGE TEACHING IN TECHNICAL HIGHER EDUCATION INSTITUTIONS

Annotation. Today, the main purpose of teaching foreign languages in technical universities is to develop communicative competence. Interactive methods, how to work in small groups, role-playing games, discussions, roundtables - all this helps to achieve the goal effectively. This paper examines interactive methods of teaching foreign languages in technical higher education institutions.

Keywords: learning process, competence, small groups, role-playing games, discussion, and round table discussion.

Аннотация. Сегодня основной целью обучения иностранным языкам в технических вузах является формирование коммуникативной компетенции. Интерактивные методы, как работать в малых группах, ролевые игры, дискуссии, круглые столы - все это помогает эффективно достичь цели. В статье исследуются интерактивные методы обучения иностранным языкам в технических вузах.

Ключевые слова: процесс обучения, компетенция, малые группы, ролевые игры, дискуссия, круглый стол.

Annotatsiya. Bugungi kunda texnika yo'nalishi oliy ta'lim muassasalarida chet tillarini o'qitishning asosiy maqsadi kommunikativ kompetentsiyani shakllantirishdir. Interfaol usullar, kichik guruhlarda ishlash usuli, rolli o'yinlar, munozara, davra suhbat - bularning barchasi maqsadga samarali erishishga yordam beradi. Ushbu ishda texnika yo'nalishi oliy ta'lim muassasalarida chet tillarni o'qitishning interfaol usulari qarab chiqilgan.

Kalit so'zlar: o'quv jarayoni, kompetentsiya, kichik guruhlar, rolli o'yinlar, munozara, davra suhbat.

Today, the main purpose of teaching foreign languages in technical universities is to develop communicative competence. Interactive methods, how to work in small groups, role-playing games, discussions, roundtables - all this helps to achieve the goal effectively. In connection with the country's integration into the global education, information and economic space, the reform of higher education has set new goals and objectives for all higher education institutions, which require more effective ways to achieve them.

In the new educational environment, in the training of any profession, the main focus shifts from the acquisition of knowledge to the formation of competencies. In this regard, the main goal of foreign language teaching in technical higher education institutions is to form communicative competence, which is consistent with the competency-based approach that is becoming the foundation of modern higher education. A competency-based approach involves teaching the most important thing - the ability to think independently and learn independently. The practical application of the principles of a competency-based approach to teaching a foreign language in higher education is the acquisition of communicative competence by students. [1]. This means that you will have a level of knowledge of a foreign language, which will allow you to use it to meet a variety of professional needs, in particular: qualified foreign language learning, study of foreign experience in relevant fields of science and technology, business contacts to work with business partners of production and research, to share experience with foreign colleagues and to master foreign languages for self-study.

The ineffectiveness of traditional methods of developing speech skills is evidenced by the inability of graduates of higher education institutions to communicate professionally in a foreign language. In traditional teaching methods, the teacher supervises the lesson and is the main person. Students act as passive listeners who follow the teacher's instructions. Communication between teachers and students takes the form of oral questionnaires, controls, and tests. Traditional methods focus on assimilating and reproducing a certain amount of knowledge. They also do not

lose their relevance when working on expanding vocabulary and understanding grammatical material, but do not contribute to the formation of communicative competence. It is the interactive teaching methods that are widely used in the practice of foreign language teaching in higher education institutions in order to achieve the new goals and objectives of higher education, as they require the independence of students and a high level of activity they can. The term interactive refers to the ability to communicate or be in the form of a conversation, to communicate with someone or something (e.g., a computer). Accordingly, interactive learning is, first and foremost, the interaction between teacher and student, as well as the interaction of students with each other. helps to increase activity in the chase process [2]. According to a number of authors, interactive education provides not only interaction, but also mutual understanding, mutual enrichment [1]. In such classes, students act not as passive listeners, but as active participants, subjects of the learning process. While traditional passive methods are based on the autocratic method, while the teacher is the leader, interactive methods are based on the democratic method of relations.

As noted above, interactive teaching methods are characterized by the interaction of students not only with the teacher, but also with each other. They contribute to engaging students in an active process of acquiring and processing knowledge. The teacher guides the students 'activities, creates a comfortable work environment and encourages their creativity, cognitive activity, independence and desire to use the foreign language in practice.

Thus, in teaching a foreign language using interactive methods, the focus shifts from mastering a certain amount of knowledge in a foreign language to the formation of speech activity skills and competencies and the ability to prepare them for professional activities. In the context of professionally oriented foreign language teaching, the following methods of interactive teaching are used: small group work, role-playing games, discussions, round tables, conferences, etc.

Small group method. According to this method, students are divided into several small groups to achieve the educational tasks set by the teacher. It is advisable to form groups of listeners taking into account psychological compatibility, because in a

certain emotional mood, in an environment of trust and mutual respect, there is no fear of error, students perform difficult and responsible tasks calmly and confidently. Group work is divided into two types: combined and stratified. As part of the same work, all groups perform the same tasks. With differential work, groups perform a variety of tasks that have a common theme for all students. The task is performed by the whole subgroup under the leadership of the group leader. The most knowledgeable student becomes the leader of the small group, as the group includes students with different levels of knowledge of a foreign language. In the classroom, the teacher monitors the work of students, moves from group to group, warns when necessary, maintains the working mood of students. When students face challenges, the teacher gives clear instructions or encourages them to seek answers to independent questions, and sometimes acts as a group member himself or herself.

The big advantage of this method is that support for vulnerable students is provided not only by the teacher but also by the students themselves. In mutual support, strong students realize and strengthen their knowledge in explaining material to weak students. As a result of such collaboration, weaker students become more confident in their abilities and contribute to the solution of the given tasks.

At the end of the work, the teacher monitors the knowledge by means of frontal and individual questioning. Each student's work is evaluated by both the teacher and other small groups.

Using the small group method eliminates students' passivity, as some work as counselors, while others teach and learn.

Role-playing is a conditional repetition of students' actual practical activities by participants, creating the conditions for real communication.

Role-playing is the simultaneous study of movement, speech, play, and learning activities. The role play is artificial, conditional (imagine yourself as an engineer, economist, referee, or imagine you are being interviewed for a job, etc.).

Role-playing games can be relevant to educational games because they help you simulate communication in a variety of speech situations, thereby determining language choice and developing speech skills and abilities, simulated situations in

role-playing games allows you. Role-playing games encourage speech activity as students fall into a situation where they feel the need to say something, ask, prove, know, share something with the interlocutor. Students clearly believe that language can be used as a means of communication. Role-playing is a clear model of communication because it mimics reality in its most important features, as in life, the verbal and non-verbal behaviors of partners are closely intertwined. The main purpose of role-playing games in technical higher education institutions is to form and develop students' speaking skills and abilities in the field of professional activity, to teach unprepared speech.

From the teacher's point of view, role play is seen as a form of teaching dialogic communication. One of the main requirements for role-playing games is that the game is organized in such a way that students can make the most effective use of the language material they are practicing in active oral communication. The learning process is close to the communication process and therefore focuses on the practical use of language. In the role-playing game, all reading time is devoted to speech practice. In this case, not only the speaker but also the listener will be as active as possible, because he must understand and remember what his partner said, connect it to the situation and respond to it correctly.

It is advisable to conduct a roundtable discussion in the final lessons of a foreign language. It is important to pre-create a lesson scenario and highlight the questions that need to be covered in a conversation on a topic or issue. It should be noted that not all topics allow the lesson to be organized in the form of a roundtable discussion. Topics that allow students to share their impressions and thoughts are suitable for discussion. Unprepared speech should be preferred when conducting a roundtable discussion. Of course, this largely depends on the level of preparation of the students and the topic under discussion.

In the "round table" students learn to actively discuss the given topics and problems, ask questions, express their opinions.

Thus, interactive teaching methods help students develop high motivation, cognitive power, independence, creativity and imagination, communication skills, active life

position, the interdependence of individual and group work of students, freedom of speech, provides a desire to improve a foreign language.

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