Begali Xudoymurodovich Jumayev
Termez State University
Teacher of the faculty of Foreign philology,
Uzbekistan
bjumaev1984@mail.ru

USING INTERACTIVE METHODS AND MODERN INFORMATION TECHNOLOGIES IN DEVELOPING TEACHING

Abstract: Problems of communicative teaching in vocational education have gained prominence in the conditions of growing importance of foreign languages in recent decades as a result of globalization and internationalization. Orientation to new goals in education requires the change of methods and forms in academic activity. A language teacher should master modern methods of teaching, using interactive technologies, which are particularly suitable for intensive teaching of students. The combination of the traditional intensive teaching technology and modern interactive methods is important for the effective teaching of foreign languages in higher schools.

Key words: Foreign language, interactive method, information technology, multimedia resource, communication skills, communicative competence.

Language: English

Citation: Jumayev, B. X. (2020). Using interactive methods and modern information technologies in developing teaching. ISJ Theoretical & Applied Science, 10 (90), 412-416.

Soi: http://s-o-i.org/1.1/TAS-10-90-70   Doi: crossref https://dx.doi.org/10.15863/TAS.2020.10.90.70
Scopus ASCC: 1203.

Introduction

Nowadays, the importance of teaching a foreign language effectively has grown significantly in the world, especially in developing countries, such as Uzbekistan. A complex of measures is being taken to intensify English learning in Uzbekistan. Among them is raising teaching standards at all stages of education, which means improving both teachers' proficiency and methods of teaching. As it is known, today there is an important shift from passive to active learning.

Therefore, special attention is paid to strengthening the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes an active part in cognitive activity. Foreign language teachers must find ways to increase the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to reach these goals is using interactive technologies at classes. It helps to develop students' creativity, imagination, increase their cognitive interest in studying foreign languages and improve their communicative skills.

The term "interactive learning technology" is usually connected with computer or multimedia learning, as it implies interactive dialogue with real partners and direct exchange of messages. But this notion is wider and means collective cognitive activity where all participants interact, exchange information, solve problems in atmosphere of real collaboration, estimate their own actions [2]. The problem of using the interactive methods of teaching foreign languages at the higher educational establishments was also studied by R. Blair [3], S. Martinelli, L. Konoplianyk [5], H. Stern [6], E. Polat [7], M. Tailor [4] and others. Interactive learning technologies include clearly planned learning results, interactive methods, tools, and forms stimulating the learning process, cognitive and mental conditions and procedures for achieving planned results [8]. Thus, interactive technology comprises a scope of interactive methods that a teacher uses in his work. Modern methodology defines method as a way to reach a goal. There are

different points of view at the classification of interactive learning methods.

Interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including non-situational (dialogue) and situational (game, simulation, analysis of situations, auction ideas, etc.); organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity [8]. The basis of interactive learning is a direct dialogue student – teacher, student – student, students – guest. It can be one lesson, a series of lessons or the whole course. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals. Teaching learners bases on modern pedagogic and informational technologies, interactive methods became important task of period. The term "technology" is derived from greek,"techne" – "skill" and "logos" – "concept". "Educational technology " means "teach with the highest experience" or "the art of teaching ".Modern pedagogical technology is to organize teaching process correctly. It is confirmed that modern interactive methods are more useful and preferable than traditional method in teaching process.

Analysis of Subject Matters

The difference between traditional and interactive methods: in interactive method learners work individually, give their opinions freely, they work with teacher as a partner. In interactive method the partnership is created between teacher (organizer, observer and controller of teaching process) and student (reader, learner, inquirer in teaching process). Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge.

In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher.

Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson.

Firstly, teachers should know the main purpose and main objects of teaching , then they should manage the class and activate learners.

Teaching with modern technologies demands following consistency:

1. *Learners work on the certain planned theme themselves.*

2. *Learners subject to discussion the theme*

3. *Learners can participate as a partner to choose teaching methods*

4. *Learners are provided with experience of sharing ideas.*

In modern technological approaches learners reach a conclusion themselves and measure each others. Certainly, we can't do all these at once, we may use all of in practice day by day. The only unforgettable and important task as a teacher is – to teach learners thinking independently during English lessons.

In order to get good result in teaching process, we may use following methods:

1. *Value of thoughts.* This method is intended for senior classes' pupils, it gives an opportunity for pupils to declare their thoughts and ideas freely. This method is used for senior classes' pupils after the lessons.

2. *Funny riddles.* Using riddles in teaching is important because, while learning riddles pupils try to find unknown words' meanings and then they find answers of riddles.

3. *Brainstorming.* It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freckly. Various variants of solving the problem are usually given here.

In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

4. *Discussion*. This type of interactive method requires to study teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps 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:

a) *theme is selected (chosen);*

b) *learners must have learnt the chosen problem;*

c) *groups are formed;*

d) *teacher gives instruction and announces the time;*

e) *controls the activity of learners and if it is needed, helps and stimulated them.*

f) *at the end of the discussion one representative of each group makes presentation.*

5. *Cluster.* The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. For ex.: Then teacher gives a task to make up word combinations with the word "book": my book, a good book, an interesting book, a nice book, etc.

This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills [11].

6. *Role playing*. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching.

7. *Multimedia learning.* This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

8. *Cooperative method* of training Cooperative training is a form of mutual training of students. To "cooperate" in the framework of the educational process means to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work. Subsequently, the students have to share the gained knowledge. The essence of this method is: "Everyone reaches his/her educational goals only if other team members reach theirs".

Research Methodology

There are five components of cooperative training which become tools in solving the tasks of this method:

1. Positive inter-relations. The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another.

2. Individual responsibility. Everyone must help others to reach the goal.

3. Mutual communication. Each member of the team must listen respectively to others.

4. Communication skills. It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage.

5. Gradual working out the skills. The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills. The duration is 40-60 minutes. The plan of the teaching session: participants receive figures of different colors, one per person.

Advantages of using multimedia learning:

Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap -up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students. Teaching foreign languages through short video clips The system of exercises for teaching grammar based on interactive methods for developing speaking skill.

Also, teachers are all the time looking for different ways of increasing the quality of their teaching. At present the use of computers and new technologies has become an important aspect of foreign language learning. They have enabled the language teaching community to redefine some of the strategies and concepts of teaching and learning. In

this climate computer based distance learning courses have emerged. Sometimes e-learning is also used in the socalled blended learning. The research concentrates on the perception of the term blended learning, its possible model, reasons of its exploitation and contribution. This done by applying a comparative and contrastive research methods together with WebCT environment for creating e-learning courses. Furthermore, one of the representative blended courses is introduced and evaluated.

The main results are exemplified, such as improved pedagogy, increased access flexibility or increased cost effectiveness. The relevance of this theme in the present time is so important in all sphere of education. In modern world the introduction of information technologies take part in the modernization of educational-pastoral process, activate brainpower of our learners, help to develop our teachers` creativity. You have a chance to teach remote your learners, also it develop the system of constant education and all of them raise the effectiveness of educational system. You can use the information technologies not only in the definite sphere of education like Informatics, engineering program and others but also in teaching Mathematics, English, Physics, design of buildings, architecture and many others spheres. Nowadays the information technologies improve the life of people. They ease the life of the modern society because it becomes easy to get any information from any sphere of education (scientific, social, industrial, political, historical etc.). One of the priority of the direction of informatization process of modern society is a system of methods, processes and program-technological means.

Information-technologies have the following potential:

1. Do the teaching more effective using all kinds of learners perception in multimedia , audio and video lessons.

2. Organize cognitive activity of learners during the educational process.

3. Involve to the process of active teaching the children who differ with their skills and style of studying.

4. Give the opportunity to the capable students to make the new computer program .

5. Give the students free time to work individually, get any educational information they want to study. The main valuable sides of using information technologies are they can create the most multimedia, interactive atmosphere of studying with great opportunities where both teachers and all learners can take part active and develop their knowledge skills. This method of teaching too differs from the usual means of teaching. It helps to learners not only get a lot of knowledge but also develop their intellectual, creative skills and create independently

something new ,work with different source of information.

Analysis and results

As we know the functions of computer can register the facts keep and send a big capacity of information , group , do any functions you want. But to some extend there are some problems. For example, every person takes in the information differently, it depends on his /her ability of perception. After some weeks some learners achieve a great success but others are left behind. It of course depend on their level digesting. At this time there will be difficulties for teachers as they can not continue their teaching as usual because they 504 must be in the same level of knowledge .Teacher must be more careful before giving the tasks on computer because the learners shouldn`t work like soldier by given task , they can create their own versions of sums or exercise. Give them the opportunity to be creative. If you can interest the learners , they can find more interesting facts, versions or information which may interest not only you but also the other students too. As a result they can get and give more interesting facts. And also don`t load the learners too much . I think the teachers have to have the information culture, be ready of using information technologies in teaching and technical equipments of university or educational institutions.

By many specialists` opinion computers can not substitute the teachers because there are some cause. One of them is the aim of developing the communicative skills as computer cannot substitute the human communication and understand the human thought. As an English teacher I can say that the using of ICT in our English lessons are very affective . I usually use the video or audio lessons, Internet resources which very interest all of my students. By these lessons they try to understand and retell what they heard or saw, so by this way they can practice their speech. By Internet recourses the students can take phonetics lessons to improve their pronunciation, grammar knowledge. They can make friends by Internet and communicate with them, take part in different foreign conferences, Olympiads and charts.

Also we use interactive practical methods like different games which enrich students` vocabulary. Computer specialists develop and maintain the computer equipment and software programs that form the basis of the Internet. They make up the majority of professional and related occupations, and account for about 34 percent of the industry as a whole.

Computer programmers write, test, and customize the detailed instructions, called programs or software, that computers follow to perform various functions such as connecting to the Internet There by, taking part in the process of teaching, the ICT and teachers improve the quality of education. The using of given methods activate the process of teaching, increase the interest of students` to the studying

discipline and effectiveness of educational process, let to achieve to a great deepness of understanding the educational materials. In one side, the collaboration of teachers and ICT make the educational discipline more obtainable for understanding different students` knowledge level.

References:

1. Panina, T.S., & Vavilova, L.N. (2008). *Modern methods of activization of training,* Handbook for students, ed. by T.S. Panina, 4 th ed., Moscow.
2. Blair, R. (2010). *Innovation approaches to language teaching*. New York: Newbury House.
3. Martinelli, S., & Tailor, M. (2000). *Intercultural Learning*, Strasbourg, Council of Europe and European Commission.
4. Konoplyanik, L. (2011). *Interactive methods of teaching foreign languages in higher Education* in: Materials of II International Scientific Conference "Modern trends in teaching a second language at schools and institutions of higher education ". (pp.84-85). Gorlovka: HDPIM.
5. Stern, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
6. Polat, E.S. (2000). *New pedagogical and information technology in education,* Tutorial for students of pedagogical colleges. Moscow: Publishing center «Academy».
7. Pometun, O.I. (2004). *Current lesson. Interactive learning technologies, scientific method*. Kyiv: Publishing A.S.K..
8. (n.d.). Brainstorming: Generating Many Radical, Creative Ideas. Information on Retrieved from https://www.mindtools.com/brainstm.html
9. Tarnopolskiy, O.B. (2007). *Successful presentations: textbook for teaching business presentations in English students of economic specialities*. Kyiv: Lenvit.
10. Richards, J., & Rodgers, Th. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
11. Madumarov, T., & Kamoldinov, M. (2012). *"Bases of pedagogical technology and using them in teaching process"*. Tashkent.
12. Jalolov, J. (1996). *"Methodology of teaching foreign language"*. Tashkent.
13. Zaripova, R.A. (1986). *"Methodology of teaching foreign language"* – "O'qituvchi" Tashkent.
14. Fries, Ch.C. (1947). *Teaching English as a foreign language*. Ann Arbor.
15. (1988). *Livingstone Card. Role play in language learning*.
16. Palmer, H. (1922). *Scientific study and teaching of languages*. London.
17. Ilushechkin, V.M. (2011). *Operacionnye sistemy*. Uchebnoe posobie. (pp.16-17). Moscow: BINOM. Laboratorija znanij.
18. Joshi, R.C., & Shashkala, T. (2005). Operating Systems, dreamtech, Himal Impressions, 168, Raja Garden,New Delhi-110015, pp.8-9.
19. (n.d.). Retrieved from http://esl.about.com/od/englishforbusinesswork/a/eforit.htm
20. (n.d.). Internet. Retrieved from www.google.com, www. Wikipedie.com