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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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## INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE AT HIGHER EDUCATIONAL ESTABLISHMENT

**Abstract:** The author of the article raises the question of the need for a theoretical justification for the use of interactive technologies for teaching a foreign language to increase the effectiveness of the formation of professional foreign language competence among students. The article discusses the issues of teaching a foreign language in educational institutions with a non-linguistic profile using interactive technologies.

**Key words:** current ,development, educational process, technologies, process, knowledge, role, knowledge, traditional, interactive learning, modern methodology.

**Language:** English

**Citation:** Shoxidova, M. K. (2019). Interactive technologies in teaching a foreign language at higher educational establishment. *ISJ Theoretical & Applied Science*, 11 (79), 273-276.

**Soi:** <http://s-o-i.org/1.1/TAS-11-79-58> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.58>

**Scopus ASCC:** 1203.

### Introduction

In teaching a foreign language, computer technologies are widely used. The specificity of a computer as a learning tool is associated with its characteristics such as complexity, versatility, interactivity. Interactive training based on multimedia programs allows you to more fully realize the whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. When updating the content of education and mastering new forms of organization, the role of the teacher as a participant in another pedagogical reality also changes: not the translator of knowledge, but the organizer, leader and accomplice of the educational process, built as a student's dialogue with cognizable reality. Nevertheless, from the results of recent studies, it follows that most teachers still consider the knowledge of their subject, the ability to express it and timely control the knowledge of students as the main criteria for evaluating their pedagogical work. Much fewer teachers recognize the highly developed ability to maintain the interest of schoolchildren in their subject, organize their systematic, independent work, knowledge and possession of group and individual

learning methods, knowledge of developmental psychology, new pedagogical concepts, and the use of new pedagogical technologies. Over the past few years, particularly close attention has been paid to the use of innovative technologies in the teaching of a foreign language and other disciplines. In teaching a foreign language, the use of innovative technologies allows students to take a fundamentally new level of mastering a foreign language, increase the motivation for learning, and prepare for various exams and tests.

### Materials and methods

The word "interactive" is derived from the word "interact" (English), where "inter" is mutual, "act" is to act. "Interactivity" means the ability to interact or be in dialogue mode. Consequently, interactive learning is, first of all, interactive learning. Dialogue is possible with traditional teaching methods, but only on the lines "teacher — student" or "teacher — group of students (audience)". In interactive learning, dialogue is also built on the lines "student — student" (work in pairs), "student — group of students" (work in groups), "student — audience" or "group of students — audience" (presentation of work in groups), "Student is a computer", etc.

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The use of interactive technologies in the English lesson and in extracurricular activities on the subject makes the learning process vivid, exciting and memorable. Students work actively and with great desire. Consequently, the motivation of students to learn a foreign language and cognitive interest in the topic and subject are increased. As a result, the assimilation of educational material becomes effective, which leads to the achievement of better and stronger knowledge of students.

The use of interactive technologies in teaching a foreign language helps to form, develop and further improve foreign-language communicative competence of students (speech competence, language competence, sociocultural competence, compensatory competence, educational and cognitive competence). This subject competence is one of the main goals in learning a foreign language at the basic level of secondary (complete) general education.

In addition, the use of interactive technologies in teaching a foreign language allows the formation of key competencies of students, such as communicative competence, value-semantic competence, general cultural competence, information competence, social and labor competence and personal self-improvement competence. And as a result, society receives a harmoniously developed competent personality that can adapt in the social world.

A foreign language has a number of features that must be taken into account when organizing training, namely:

interdisciplinary — the content of speech can information from various fields of knowledge;

multi-level — on the one hand, it is necessary to master various language means, on the other hand, skills in four types of speech;

poly functionality — a foreign language can act as the goal of learning and as a means of acquiring information in other areas of knowledge;

situational — the solution of specific communicative tasks in the context of situational foreign language communication

At this stage, the main goal of teaching a foreign language is to form a communicative competence. In the ability and willingness to carry out foreign language interpersonal and intercultural communication in a real language environment.

The main learning strategy is a personality-oriented approach, which puts the child's personality, his abilities and abilities, inclinations and needs at the center of the educational process. All this can be implemented on the basis of new educational technologies.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the ability to understand and reflect on what they know and think.

Interactive technologies include:

Dialogue communication

The acquisition of self-acquired experienced knowledge and skills

The development of critical thinking

Development of problem solving skills

Integrated interaction at the level of thinking, reproduction, perception

The formation of personal qualities of students

Interactive learning simultaneously solves several problems: develops communication skills, helps to establish emotional contacts between participants in the learning process, solves the information problem, as it provides students with the necessary information, without which it is impossible to implement joint activities; develops general educational skills and provides an educational task, as it accustoms you to work in a team. So, let me bring to your attention several interactive learning technologies that I widely use in lessons.

Technology "Carousel".

Like many interactive technologies, the carousel is borrowed from psychological training. Students usually enjoy this type of work. Two rings are formed: internal and external. The inner ring is the students standing motionless, facing the outer circle, and the outer one is the students moving in a circle every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their correctness. Dialogues of etiquette character, the theme of acquaintance, nationality, conversation in a public place, etc. are perfectly worked out. The guys talk enthusiastically, the lesson is dynamic and effective.

Technology "Theater" is somewhat akin to a performance where viewers act as observers, experts, critics and analysts. Several students play the situation in a circle, while the rest observe and analyze. The task of the actors is to convey the corresponding mood, emotion, character trait, and the task of the audience is to notice, explain their findings, to tell on what they were based, what were guided by.

Technology "Sociological survey" involves the movement of students throughout the class in order to collect information on the proposed topic. Each participant receives a sheet with a list of questions-tasks. The teacher helps to formulate questions and answers, makes sure that the interaction is conducted in English.

Technology "Incomplete offer." Students are invited to read the unfinished sentence and quickly continue it with any words, the first thought that came to mind. Proposals begin very vaguely, so the guys have almost unlimited opportunities to finish it. They relate to various areas of life and can cover any topic.

The "Group Story" technology is implemented in two ways. During the first method, each student adds one sentence to an already begun story. By a certain signal (in a minute) a sheet with an unfinished story is transmitted further in a circle. The second

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method is well suited for practicing the topic of “interrogative words.” The teacher asks questions in a certain order, each participant in the process writes an answer, folds a sheet of paper so that no one sees it and passes it to a neighbor. Movement takes place in a circle. Thus, in the end, several unexpected stories are obtained at once.

The technology “Do you believe that ...” this type of language practice can be used on any topic. Moreover, students are first invited to “believe” the teacher, and then come up with their own statements within the framework of a given topic.

The “Brain-ring” technology is very well suited for lessons-summarizing the material studied. The content of the rounds can be absolutely diverse, and cover such sections as vocabulary, grammar, reading, listening and writing. This technology requires serious preparatory work, which includes: choosing a topic, drawing up a task, creating a presentation, thinking through questions for attention, preparing blank answer forms, diplomas. At the beginning of the game, a jury is selected, students are divided into teams. Each round lasts 3 minutes, after which, the answers are submitted to the jury in writing. The correctness of the answers is checked and discussed after each round, and then a series of questions are asked for attention, which also brings additional points to the teams.

Technology “Role-playing game”. Role-playing game is a speech, game and educational activity at the same time. From the point of view of students, role-playing game is a game activity in the process of which they act in different roles. The educational nature of the game is often not recognized by them. For the teacher, the goal of the game is the formation and development of speech and student skills. The role-playing game is controllable, its educational nature is clearly recognized by the teacher. Since the role-playing game is built on interpersonal relationships, it causes a need for communication, stimulates interest in participating in it in a foreign language, i.e. performs a motivational and incentive function. Role play to a large extent determines the choice of language tools, promotes the development

of speech skills and abilities, allows you to simulate the communication of students in various speech situations. In other words, it is an exercise for mastering skills in interpersonal communication. In this regard, role-playing provides a learning function. A role-playing game forms the ability of students to play the role of another. There are a huge number of forms of role-playing games in English classes: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc. How show the learning outcomes, the use of role-playing in foreign language lessons contributes to positive changes in students’ speech.

Below is an approximate plan for the role-playing game “At the Hotel”.

The topic of the lesson is announced and an introduction to the situation takes place. The teacher (the head of the game) sets the task, explains the conditions of the game, distributes topics-tasks for communication in English. All material is divided into fragments and a game program is offered. All possible dialogues and situations during the game are developed in detail during the study of the topic.

In the first lesson, students receive the names of foreign specialists. The role-play program is as follows.

The situation at the airport. Acquaintance. “

The situation “device to the hotel.” Number selection.

The situation “Problems encountered during the stay at the hotel.” The solution to these problems.

Press conference. Stories about their home countries.

Review of hotel accommodation.

In conclusion, we note the following: in order to increase the motivation of students in learning English, they should combine the use of interactive technologies with traditional teaching methods, thinking through the structure of the lesson, choosing forms, methods of work in the lesson, taking into account the individual abilities and capabilities of students.

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