

INGLIZ TILINI O'QITISHDA INTERFAOL METODLARDAN KENG FOYDLANISHNING SAMARADORLIGI

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ANNOTATSIYA: Ushbu maqolada ingliz tili fanini o'qitishda yangi pedagogik texnologiyalardan va interfaol metodlardan foydalanishning ahamiyati yoritib beriladi, fanni o'zlashtirish biroz murakkabligini hisobga olgan holda o'quvchining barcha imkoniyatlari tahlil qilinadi. Shuningdek tilni rivojlantirishda yangi metodlardan misollar keltirilib, uning ahamiyati ochib beriladi.

Kalit so'zlar: Ingliz tili, metodika, fan, interfaol metod, dars, o'quvchi, ta'lim

EFFECTIVENESS OF WIDE USE OF INTERACTIVE METHODS IN TEACHING ENGLISH

ABSTRACT: This article is about new pedagogical technologies and interactive methods in teaching English the importance of use will be explained, mastering the science is a little taking into account the complexity, all the possibilities of the student are analyzed. Also, examples of new methods in language development are given and its importance is revealed.

Key words: English language, methodology, science, interactive method, lesson, student, education

In most literature, the most popular interactive educational methods are "Case-study" (or "Educational cases"), "Blister survey", "Modeling", "Creative work", "Problem-based learning". " is noted. According to the data, the interactive educational strategies include "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Zinamazina", "Muzyorar", "Rotastia", "Snowball". When distinguishing interactive educational strategies from the composition of interactive educational methods, the approach to organizing group work is based on the fact that, in a certain sense, it is compared to strategic planning. In fact, these strategies are more related to interactive

educational methods, and there are no other differences between them. Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn Diagram", "T-Table", "Insert", "Cluster", "Why?", "How?" and b.

The separation of interactive graphic organizers is based on the fact that the main ideas are expressed in written form in various graphic forms. In fact, working with these graphic organizers is more related to interactive educational methods. Let's analyze some of the new interactive methods below. By the way, mastering science is a somewhat complicated process. Mastering a foreign language like one's own language depends on the skill of the pedagogue. The use of new pedagogical methods is also important and effective. Compared to the traditional lesson, the student's mastery rate is higher in the lesson conducted using new technologies. Below we will talk about the essence of such new pedagogical methods and their practical application.

The main principle and condition of the "thought attack" method is to absolutely prohibit criticism of the opinion expressed by each participant of the training, and to encourage any jokes and jokes. The purpose of this is the free participation of students in the training process is to provide. The use of this method in the educational process depends on the teacher's pedagogical skills and breadth of thinking.

When using the "brainstorming" method, the number of students should not exceed 10-15 people.

"GENERAL THOUGHT ATTACK" METHOD

The method serves to create conditions for students to come up with new ideas. Each group of 5 or 6 students is given a different assignment or creative task that needs to be solved within 15 minutes. After the successful solution within the specified time, one of the group members will give a report about it. The information provided by the group (the solution of the assignment or creative task) is discussed and evaluated by the teacher and other group members. At the end of the lesson, the teacher will announce the best and most unique answers among the solutions to the assigned tasks or creative tasks.

During the training, the activities of the group members are evaluated according to the level of their participation.

"6x6x6" METHOD

With the help of the "6x6x6" method, by involving 36 students in a specific activity at the same time, it is possible to solve a certain task or problem, as well as to determine the capabilities of each member of the group, to learn their views. In the training organized on the basis of this method, 6 groups with 6 participants in each discuss the problem raised by the teacher. At the end of the specified time, the teacher will reorganize 6 groups. Each of the newly formed groups will have one representative from the previous 6 groups. Newly formed group members group to their teammates

they state the conclusion presented as a solution to the problem and discuss these solutions together.

The advantages of the "6x6x6" method are as follows:

- encourages each member of the group to be active;
- ensures the expression of personal views by them;
- forms the skills of listening to the opinions of other members of the group;
- to be able to summarize several ideas being advanced, and also teaches to defend one's opinion.

The most important thing is that during each short time (20 minutes) the participants of the training will act as a participant in the discussion, and as a listener, and as a speaker.

This method is used by 5, 6, 7 and 8 students can be used in groups. However, when the "6x6x6" method is used among large groups, it is necessary to increase the time. Because in such training, a lot of time is required for discussion and information. When the method in question is used, the teams use one or there is an option to do several topics. The use of the "6x6x6" method in the educational process requires the teacher's activity, pedagogical skills, as well as the ability to form groups according to the purpose. requires ability. Improper formation of groups can cause tasks or tasks not to be solved correctly. Using this method, training is organized in the following order:

1. Before the lesson, the teacher places 6 chairs around 6 tables.
2. Students are divided into 6 groups by the teacher. When dividing the students into groups, each seat is named, and those who received the name sheets take their seats.
3. After the students have settled down, the teacher announces the topic of the lesson and gives certain tasks to the groups. A certain time is set and the discussion process is organized.
4. The teacher monitors the activity of the groups, gives advice and guidance to the group members in the necessary places, and after making sure that the tasks assigned by the groups have been solved correctly, the teacher asks them to finish the discussions.
5. When the time for the discussion ends, the teacher re-forms the groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group report to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together.

Pedagogical technology is essentially organized with the help of forms, methods and tools, increases the effectiveness of pedagogical activity and determines mutual cooperation between teachers. In addition, it ensures students' acquisition of thorough knowledge of educational subjects. forms independent, free and creative thinking skills in students. At the same time, necessary conditions are created for students to realize

their potential. It is also necessary to guarantee the priority of democratic and humanitarian ideas in the pedagogical process.

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