INTERACTIVE METHODS OF TEACHING ENGLISH LITERATURE

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Abstract: This article examines the problem of using methods of teaching literature in universities, to make it interesting and understandable for students. The idea that interactive teaching methods are a more convenient and effective way of teaching language and literature in a modern university is substantiated. The article also considers the topic of the teacher's activities performed by the students in a practical way using interactive teaching methods.

Key words: Interactive method, brainstorm, learning activities, mini-groups, literature, effective ways, role play.

Approaches of teaching that aim to maximize student engagement are called interactive teaching approaches. In interactive teaching style: Teachers involve their learners and ensure participation. Make their students responsible for learning. Design teaching-learning activities based on their needs and learning styles. Children collaborate in small groups and pairs to complete projects, test theories, and take on teaching roles in interactive sessions.

Problems in teaching English literature and corresponding solutions.

Despite the fact that English literature is useful and necessary for learners, most of the students do not want to read it because the information of literature is related to theory. Therefore, modern teachers are using various interactive methods and activities to provide more information.

Role plays, brainstorming, case studies, presentations, and **discussions** are the most widely used techniques. They acquire the ability to communicate, think logically, and engage in a variety of intellectual activities, including synthesis, analysis, comparison, and generalization. These student-centered methods are highly appropriate, particularly for involving students more actively in acquiring knowledge, skills and strategies. Role plays, as is well known, promote multidisciplinary interactions, link theory to practical demands in the workplace, and foster the development of skills essential for future experts. They also make university studying more efficient and informative. The key element is the role playing that gives opportunity to form skills that are difficult to acquire under ordinary learning

conditions There are two ways a role play can go: scripted and non-scripted. The instructor may utilize a textbook example in a planned role play. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allowing them to speak to their partner, taking on different roles. These non-scripted role plays involve assigning students roles and requiring them to use their existing knowledge to communicate with others. A few suggestions for a general English course are given.

Role play.

Imitating the characteristics and behaviors of someone who is not like you, for the purpose of training, is known as role playing. Members of the group must use role-playing to communicate with one another. This can be adapted to suit a situation.

The aim of role plays

Role plays, as is well known, promote broad interactions, link theory to practical demands in the workplace, and foster the development of skills essential for future experts. They also make university studying more efficient and informative. The crucial component is role-playing, which provides an opportunity to develop abilities that are challenging to obtain in traditional learning environments. Since business simulation is the form of creation of the professional activities and models its typical relationships it allows developing conditions necessary for training the future specialist that are more adequate and effective in comparison with traditional learning process. At the university level, role play is widely used, especially between the 1st and 2nd years. For example, the topic is explained to them during the lesson, and at the end of the lesson, they are divided into groups and given a role play topic. This method is also interesting and useful for them.

Brainstorming.

Another interesting interactive method that allows forming professionally significant qualities of future economists and developing their economic thinking is brainstorming. Brainstorming is the collaborative process of generating ideas required to solve any challenge. The main advantages of this method (on condition of its correct application) are that students seem to be "liberated" - the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinion. The method of "brainstorming" differs from the discussion one in that it implies the rejection of any criticism of ideas. The following can be offered as subjects for "brainstorming" students-economists. If the teacher provides general information about a country or something, the learners define their main parts. For example, food, holidays, clothes, and geographical location. This method is widely used even in writing. In this method, students should take notes about topics before giving information or writing something.

Case-study.

The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. In general terms, the case study analyzes a defined problem consisting in a real situation and uses real information as methodological tool.

Students studying chemical engineering may improve and apply their understanding of unit operations and transport phenomena—two areas of study that form the foundation of a chemical engineer's education—by analyzing a case study, which provides them with a comprehensive and global view of a real problem in the engineering profession. Additionally, by using this system, students can improve a variety of skills, including their ability to comprehend and analyze real-world problems. the ability to work cooperatively, to synthesize problems, to organize information, and to suggest and assess ideas for improving the problem under consideration.

Students can also use case studies to participate in their own autonomous learning and research. For example, in Literature lessons, if a teacher asked their students to learn more about a famous individual (such as a King or Queen), they would be conducting their very own Case Study research. Or case analysis, the student has identified the problems faced by the organization, outlined factors that contributed to the problems, and proposed solutions and recommendations. In this method, if students find difficulties, they find solutions according to the help of teachers.
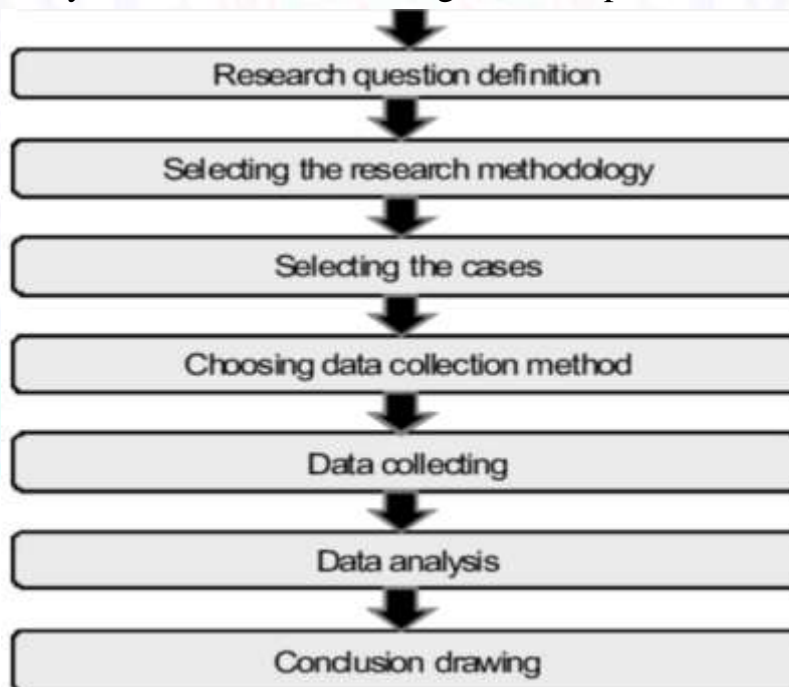
Presentation.

Different varieties of interactive content can be collected and presented to an audience in one location, frequently in real time, using an interactive presentation. With

an interactive presentation, you can combine interactive content with storytelling and questions to engage your audience.

Take an instruction from these (or a few of these) suggestions to create a genuinely engaging PowerPoint presentation.

1.Play music or do some chit-chat while waiting.

2.Welcome people and properly introduce the topic.

3.Explain how people can interact with you.

4.Involve the audience from the very start.

How do you make a presentation interactive and interesting?

1.Break the ice with the introduction. ...

2.Ask debating questions. ...

3.Incorporate visual effects such as animations. ...

4.Prepare surveys or quizzes. ...

5.Share the stage with others. ...

6.Add videos. ...

7.Incorporate props in line with the topic. ...

8.Bring social media into the equation.

Nowadays, it is not a problem to find various materials related to the lesson. Therefore, the materials should be presented in a well-organized way. For instance: power point is the best helper for teachers especially in lecture because they can show different videos and slayed about topics. It helps teachers as well as students in order to understand.

<center>**Discussion and Conclusion.**</center>

Discussion techniques are a range of platforms for collaborative, free-flowing exchange of ideas between students and teachers or between students themselves with the aim of advancing students' comprehension, problem-solving, critical thinking, and literary appreciation. Factual, opinion-based, case study, and abstract conversations are the main categories of group discussions. Each type has a distinct focus, ranging from data-driven discussions to analyzing specific cases or exploring open-ended, abstract topics. Using diverse perspectives, examples, and supporting data is crucial while having a discussion. By adopting the role of a facilitator and pushing the students to think more deeply through follow-up questions and take ownership of their own learning, the tutor can help the students take the lead in the debate. Closed questions that only allow for simple, yes-or-no responses should be avoided by the instructor because it makes it difficult to have a conversation. After a brief introduction, the instructor can ask, "How can we solve this problem?" and "What do you think about this?" If required, the tutor can pose a question to a specific pupil or utilize directives and challenging inquiries. This is crucial. For the younger ones, the talk is a more adequate variant of the discussion. Discussion is one of the useful methods for students'

horizons and get more information. For example: at the end of the lesson teacher can give some kind of part of topics in order to exchange ideas.

I hope that this article, which covers all interactive methods, will be useful for students and teachers of the subjects that cover literature and related theories. All the methods listed above are modern and constantly updated and used by teachers. They will help make the lesson meaningful and useful.

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