

## TEACHING ENGLISH AS A SECOND LANGUAGE BY USING INTERACTIVE METHODS

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### ABSTRACT

This article is about teaching English by using interactive methods. In this article it is considered a lot of interactive methods, especially the importance of using TPR method in teaching English as Second Language.

**Keywords:** teaching, approach, interaction, create, interactive, roleplaying games, children, Interactive learning, interactive activities, standard lessons, interactive lessons, discussion, exchange information, learning models, active interaction, process, TPR.

We are used to the standard teaching of foreign languages: the teacher explains, speaks and shows, the student listens, writes, memorizes. Surveys, quizzes, and tests are conducted to find out what the child has learned. This is a passive teaching method, but it is not the only one. There is also another approach - active. It consists in the fact that the student interacts with the teacher. We use interactive methods in our teaching process. They are focused on a wider interaction of students not only with the teacher, but also with each other and the dominance of student activity in the learning process. In interactive lessons, children work in pairs, in mini- groups, create projects, prove theories, and act as teachers. In particular, interactive methods of teaching English are much more effective than standard classical lessons. During the interactive lesson, the teacher and students are in equal conditions, at the same level. In such lessons, the teacher does not teach material, but becomes an active participant in the discussion,

directs it in the right direction. Any interactive lessons are useful for a person, because they are taught to express their opinions and defend their point of view. In addition, in a classic lesson, there is a likelihood of obtaining new knowledge that students possess, but due to the fact that the teacher often teaches the material, they cannot convey information to the audience. So that in this article there is given the advantages of interactive methods in class. If we begin to study a new topic, it is not necessary for the teacher to explain it. We can go from the opposite: we give an example, and the children put forward theories, which rule is used here. It turns out that the children themselves "invent" a rule, and, while playing, they can also learn. We plan all classes with teachers, conduct weekly planning meetings, and think about how to create a lesson so that it is interesting.

The concept and technology of interactive learning are based on the phenomenon of interaction (from English interaction - interaction, impact on each other). In the learning process, there is interpersonal cognitive communication and interaction of all its subjects. The development of the individuality of each student and the education of his personality occurs in situations of communication and interaction of people with each other. Adequate, from the point of view of supporters of this concept, and the most frequently used model of such situations is the educational game. M.V. Klarin, Y.S. Tyunnikov studied the educational possibilities of the game used in the learning process: games provide the teacher with opportunities related to the reproduction of learning outcomes (knowledge, skills and abilities), their application, development and training, taking into account individual differences, involving students with different levels in the game training. At the same time, games carry the potential for significant emotional and personal impact, the formation of communicative skills, and value relationships. Therefore, the use of educational games contributes to the development of individual and personal qualities of the student.

By the technology of interactive learning, we understand the system of ways of organizing the interaction of the teacher and students in the form of educational games, guaranteeing pedagogically effective cognitive communication, as a result of which

conditions are created for students to experience success in learning activities and to enrich their motivational, intellectual, emotional and other areas.

Interactive methods of teaching English help students not only exchange information, but also gain practical communication skills in the language they are studying, learn to formulate their thoughts, quickly respond and respond to replicas of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who can quickly tell the right word, correct a mistake. Interactive methods of teaching English significantly accelerate the process of learning a foreign language.

In pedagogy there are several learning models:

- 1) passive - the student acts as the "object" of learning (listens and looks)
- 2) active - the student acts as the “subject” of training (independent work, creative tasks)
- 3) interactive - inter (mutual), act (act). The learning process is carried out in conditions of constant, active interaction of all students. The student and teacher are equal subjects of instruction.

There are a lot of interactive methods: role-playing games, projects, brainstorming, and seminars. For example, we want children to learn words quickly. In schools, teachers give just dictations. We went the other way: wrote 10 unfamiliar words and came up with a game on a role-plays. Children rode on rollers to the signpost, read and memorized an unfamiliar word, then returned to the start and wrote it down from memory. Very good exercise: teaches children quickly, efficiently and interestingly.

In order to bring the learning process as close as possible to real life, they play scenes from life at interactive lessons, conduct discussions, and watch films and news. We have a strict rule: we fully conduct the lesson in English. We sometimes even have moments when a child comes home after the first lesson and says: "Mom, everything was in English, I didn't understand anything, I won't go anymore." Parents start to panic. The skill of the teacher is of interest here. Our task, speaking in English, is to make people understand you, even if they don't know the language. This is hard, I have

to explain with gestures. For example, I say "Open your books", and I show with a gesture what the guys should do. They repeat and automatically memorize the sentence. It turns out, I train them, but they don't even understand this.

When you explain in Uzbek, the children get used to it, wait, when you will translate, help. And when the whole lesson is in English, children are forced to understand. That is, we put them in a tight framework: if you come, then you need to listen and try to understand.

On the way - another of the techniques that is constantly used in the classroom - Total physical response. In classes where the TPR method is used, students do not just listen to the teacher's speech, but also take a direct part in the learning process: repeat words and phrases with different emotional shades, move, dance.

Total Physical Response (TPR) Method or full physical response method is one of the methods of learning a foreign language, widely used for working with children of preschool and primary school ages. Due to this, the method is universal for working with all types of perception: both with kinesthetic and with visuals and auditory learners. The teacher, using this method, explains the meaning of a word or concept through the movement of the body, which his students repeat after him, while pronouncing the studied word or phrase. In the first stage, for example, the guys do what the teacher says in English. So, through action, the teacher introduces new vocabulary. In the second stage, the teacher shows the action, and the children call it.

Most parents are positive about gaming lessons, but there are those who adhere to traditional forms. We convince them, we say that it is important to talk the child, and not just teach him to read, write and translate. Because we learn a language in order to communicate in it. The TPR method is the memorization of new words or phrases using gestures or the execution of teacher commands. For example, with the word spoon - children eat an imaginary spoon, and with the word smile- they smile.

For example: Activity "Confusion". The facilitator calls one part of the body while touching the other.



For example, pronounces Nose, and points to the ear. The task of the players is to touch exactly that part of the body that he calls.

It turns out, with the help of interactive, or as they are also called specialists, communicative, methods, we kill two birds with one stone: we support the child’s interest in the subject, and we study the language. What can we say about how happy the guys are when they are offered to play computer games as homework. It turns out that with their help you can improve your knowledge.

So we conclude that the interactive lesson is an impromptu training session that has an unconventional structure. It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent and diligent. They don’t have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find themselves involved in the cognitive process, have the ability to understand and reflect on what they know and think. Teacher’s place in interactive lessons often comes down to directing students to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments, during which the student learns the material).

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