



USING INTERACTIVE METHODS FOR THE FORMATION OF INTERCULTURAL COMMUNICATION IN ENGLISH LANGUAGE CLASSES

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Abstract: *this article examines the topic of interactive education of senior pupils in English classrooms, as well as the challenge of acquiring speaking conventions in the context of interactive technology. The employment of appropriate interactive learning techniques will help students to build and strengthen a foreign language communication ability, which immediately develop practical skills of team speaking behavior and contributes to the construction of students' intercultural competence.*

Keywords: *speech, interaction, speech skills, motivational problem, teaching a foreign language, intercultural communication.*

Speaking is a sort of speech action in which an oral form of communication is carried out (together with listening). One of the primary goals of modern speaking instruction is to develop a secondary linguistic personality capable of social engagement with speakers from other cultures [1, p.8]. The goal of speaking training is to develop speech skills and the capacity to express oneself in natural communication situations. Speaking training often begins with the development of pronunciation skills, vocabulary and grammatical abilities, and listening skills [2, p.8]. Active language competency in the future will be based on the intuitive application of language tools “by feeling”. This type of speech is also referred to as an unprepared speech. Speaking can vary in complexity, beginning with the verbalization of emotional feelings using basic exclamations, moving on to name things, answering inquiries, and concluding with an autonomous full declaration.

According to F. Kaints, the most perfect communication occurs when mind and speech merge into a single whole and “work” to the greatest standard. F. Kaints distinguishes two stages in speech production: [3, p. 8]. The first, the formation of speech intention (speech intention), is divided into two stages: speech stimulating experience and judgment formulation. The second stage of speaking is similarly divided into two parts: 1) creating a speech summary; 2) pronouncing According to V. K. Dyachenko, “interactive learning” is a mode of cognition based on dialogical forms of interaction of educational process participants, during which they build skills of joint activity. This method is founded on the tenet that “everyone teaches everyone and everyone teaches everyone” [4, p.8].

“Interactive pedagogical interaction”, as defined by S. S. Kashlev, is an expanded deliberate activity of a teacher and trainees to plan interaction between themselves for growth goals [5, p.8]. Built on the definitions above, we may conclude that interactive learning and speaking are based on interaction. To offer a thorough explanation of



interactive learning, a method for teaching a foreign language must be considered. The interactive method aims to improve the educational process. The following are the priority tasks of interactive learning: - Development of students' speech skills - Increased interest in the subject being studied - Qualitative assimilation of educational material - Organization of students' independent work in problem solving - Developing intercultural communication skills - Being able to argue their point of view Ability to operate in a team and respect all educational participants After studying and evaluating literary sources, we concluded that an interactive method to teaching enables topic contact and establishes the conditions for dialogue within the educational and extracurricular process.

Students' lived experiences are the primary source of information. Students share their experiences, exchange information, views, and solutions to assignments not just in the classroom, but also outside of it, during interactive learning In this technique, the teacher's responsibility is minimal and consists of planning joint activities of students so that individuals add their personality to the learning process. The techniques and types of interactive learning in the classroom are the next most significant considerations. Interactive approaches of learning are intended to foster the development of students' communication skills as well as their creative ability. The capacity to work in a team grows, and all participants in the educational process are guaranteed mutual respect. When selecting various modes of interactive learning, the instructor should consider the qualities of the pupils as well as the appropriateness of their behavior. When educating high school kids to talk, a lot of issues occur. The biggest challenges are connected to pupils' lack of motivation. Students are ashamed to speak a foreign language, especially throughout adolescence, for fear of making errors and being judged. In many circumstances, pupils simply do not grasp the speaking assignment, causing them to become drowsy. Many kids lack the necessary speech and language capabilities to participate in speech interaction. In the course of collaborative cooperation, students may not locate their position. Furthermore, it can be quite difficult for children to tolerate protracted dialogue in a foreign language classroom setting. Taking into mind the issues raised above, complete solutions are required. It is suggested that an enhanced approach to the organizing of educational and cognitive activities be used, along with an interactive technique of teaching older pupils to talk. To date, the most effective strategies are seen to be those that use an interactive approach. The interactive method is prominent in teaching speaking owing to a number of characteristics: - Interactive learning is based on the psychological characteristics of human connections. - Participant interaction is a crucial need of interactive learning. Learning entails students working together.

We recognized three of the most processual technologies of interactive instruction of speaking at the senior level in our pedagogical practice: The technology of projects is related with the fulfillment of each student's creative potential. It stimulates the interests of pupils and fosters the desire to study. The use of this technology allows for all potential types of work in the classroom: individual, group, and collaborative, which encourages children's freedom and inventiveness. The completion of project activities enables students



to realize the practical benefits of studying a foreign language, which increases their interest and drive to pursue this topic. Learning leads to mastery of the art of communication when the learner is actively involved in the learning process. Students may put their knowledge of a foreign language into practice by completing the project's tasks. Schoolchildren discover the essential knowledge comprising valuable regional, lexical, and grammatical content by accessing not just textbook material, but also additional Internet sites and information sources. Students actively utilize publications, compilations, and scientific articles for English language learners while looking for information. These tasks are completed both outside of school and in the classroom. They may merge many disciplines as well as handle complicated problems: event development, creative writing studies, scientific circles, and international contests. Such events need the coordination of all subject instructors' efforts, as well as a well-developed system of intermediate control and final presentation. For example, in our work, we had to enlist the assistance of literature and music professors (to familiarize students with English great masterpieces) (to implement the project "Music around the world"). The next technique is the "Interactive Technologies" method, in which you may pick the technology for the topic of the lesson, the age features of the children, and educational opportunities at this stage of training. The core of interactive learning is that the learning process is structured in such a manner that practically all students are participating in the cognitive process, with the ability to comprehend and reflect on what they know and think. Interactive learning simultaneously solves several tasks: it develops communicative skills and abilities, aids in the establishment of emotional contacts between participants in the learning process, solves an informational problem by providing students with the necessary information, without which joint activities cannot be implemented; develops general learning skills and provides an educational task by teaching you to work in a team. Furthermore, we can provide numerous interactive learning technologies that we utilize frequently in the classroom:

There are two methods to use the "Group Story" technology. During the first technique, each student contributes one phrase to the already-written tale. After a minute, a sheet with an incomplete tale is handed around in a circle. The second strategy is ideal for tackling the topic "Question words". The teacher asks questions in a certain order, and each participant writes a response, folds a sheet of paper so no one can see it, and delivers it to a neighbor. The movement is circular in nature. As a result, various surprising stories are acquired towards the conclusion. Brain-ring technology is ideal for lesson-to-lesson generalization of the learned content. The rounds' content can be quite varied, including topics like as vocabulary, grammar, reading, listening, and writing. Choosing a topic, developing a task, producing a presentation, thinking through questions for attention, preparing response forms, and diplomas are all part of the preparation for this technology. The jury is chosen at the start of the game, and the students are divided into teams. Each round lasts 3 minutes, following which the answers are written and presented to the jury. Following each round, the correctness of the responses is examined and debated, and then a



series of questions are asked for attention, earning the teams extra points. In our pedagogical practice, we would like to highlight that the productivity of the experience resides in the ability to use various types of gaming technology in the classroom, which helps to enhance students' willingness to learn English. The issues of promoting foreign language speaking activity through interesting materials and game teaching strategies assist students in better assimilation of the subject. The game is a strong motivator to learn the language. In the classroom, there are two sorts of games: instructional and communicative. The educational game promotes a culture of communicative behavior and develops the capacity to work in and with a team, and its expert use in the classroom enables pupils to be ready and motivated to participate and communicate. Work is offered in pairs, big and small groups, and the entire class in communication games, and participants should be allowed to move freely about the room. In our instructional practice, we employed a variety of games, the most effective of which were the following for the development of associative-figurative and critical thinking: The game "I'm famous" is not new; practically everyone has known it since time immemorial as one of the simplest and most entertaining games. However, a new twist on this game, with rules extremely similar to the famous game "associations", betrayed Quentin Tarantino's flick. This game will assist students in practicing the form of popular questions such as "Is he a doctor?" in several tenses of the English verb, as well as brief responses He is, indeed. Students improve their logical thinking and memory. "Elias" is a team game or "Alias" in which your objective is to explain words to your teammates in other terms, using things like synonyms, antonyms, and clues, so that your colleagues can predict as many words as possible before time runs out. The more words the team correctly guesses, the more ahead it will be on the board. Thus, a diversity of ways in the lesson will not only build speaking skills, but will also make the lesson emotionally memorable, which develops memory and critical thinking while also unlocking high school kids' potential and creativity. We may argue that current interactive pedagogical technologies provide a plethora of chances that lead to motivation as the primary motor mechanism of education and self-education in children, which is a reflection of the whole pedagogical and student team's efforts. All of the foregoing is supported by the outcomes of our senior stage of training lessons at school.

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