



**ÓZBEKSTAN RESPUBLIKASI JOQARI BILIMLENDIRIW, ILIM HÁM
INNOVACIYA MINISTRLIGI**

**ÓZBEKSTAN RESPUBLIKASI VETERINARIYA HÁM
SHARWASHÍLIQTÍ RAWAJLANDÍRÍW KOMITETI**

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uslubshunoslik holatiga ko'ra – uslubshunos tanqidchi, uslubchi, muammochi, dasturchi, ijtimoiy-psixologik holatiga ko'ra – etakchi, hurmat qilinuvchi, qabul qilinuvchi, mustaqil, qabul qilinadigan, rad etiluvchi.

O'yin jarayonida hech kim o'yinga ta'sir qilish huquqiga ega bo'lmaydi. Faqat boshlovchigina, zaruriyat tug'ilganida, o'yin ishtirokchilari harakatlariga tuzatishlar kiritishi mumkin.

O'yin natijalarini taxlil etish bosqichi quyidagilarni o'z ichiga oladi: taqrizchilarni chiqishlari, fikrlar almashinuvi, ishtirokchilarning o'z qarorlari va xulosalarini himoya qilishi, yakun yasash.

Xulosa o'rnida shuni aytish kerakki, talablarning nutq uslublarini o'zlashtirishlarida ishbilarmonlik o'yin texnologiyalaridan foydalanish yuqori samara beradi.

Ishbilarmonlik o'yini o'zida mutaxassisning kelajakdagi kasbiy faoliyatining predmeti va ijtimoiy mazmunini tiklash shaklini mujassamlashtiradi, faoliyat yaxlitligini belgilovchi shunday munosabatlar tizimini modellashtiradi.

Ishbilarmonlik o'yinida talaba o'zida o'quv va kasbiy elementlarni uyg'unlashtirgan o'xshash kasbiy faoliyat bajaradi. Bilim va ko'nikmalarni o'zlashtirilishi abstrakt darajada emas, balki kasbiy mehnat kontekstida amalga oshadi. Kontekstli o'qitishda bilimlar kelajak uchun bekorga emas, balki o'quvchining real o'yin jarayonidagi harakatini ta'minlaydi. Bir vaqtning o'zida, o'quvchi kasbiy bilimlar bilan qatorda maxsus xislatga – odamlar bilan muloqotda bo'lish va boshqarish, jamoaviy qarorlar qabul qilish malakalari, rahbarlik qilish va bo'ysunish ko'nikmalariga ega bo'ladi.

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INTERACTIVE FORMS AND METHODS IN THE APPLICATION OF FOREIGN LANGUAGE TEACHING

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Abstract: The article examines the implementation of interactive methods and forms in foreign language teaching, which are highly relevant in the current educational context. It discusses various interactive approaches and provides

practical guidelines for their integration into the educational process. Additionally, the article includes an excerpt from a lesson that utilizes these methods.

Keywords: language pedagogy; interaction; teaching methods; innovative technologies.

In contemporary society, foreign language proficiency, particularly in English, has become a critical skill for global communication. However, to address the demands of modern educational environments, there is a growing need to revise traditional teaching approaches. The current pedagogical landscape offers a broad range of teaching methodologies, incorporating both conventional and innovative strategies.

Relevance: The teaching methodology in Uzbek schools has historically been characterized by passive learning, where the teacher presents information, and the students are expected to reproduce it. In contrast, modern educational paradigms emphasize active learning, with the interactive approach being the most progressive. Interactive methods are particularly effective in fostering communication skills, which are the primary goal of foreign language education. This article aims to promote the adoption of more advanced teaching methods, guiding educators in their implementation to achieve optimal communicative outcomes.

Interactive approaches in foreign language instruction. Interactive teaching, derived from the Latin words "inter" (mutual) and "act" (to act), emphasizes engagement through dialogue and mutual exchange. Unlike traditional teaching methods, interactive pedagogy encourages a dynamic, multifaceted interaction among students, peers, and the instructor. The teacher's role in an interactive lesson is to facilitate and guide the students toward achieving the educational objectives. The instructional design of interactive lessons generally includes structured tasks and exercises that encourage students to apply previously acquired knowledge in new contexts.

The distinguishing characteristic of interactive exercises is their focus on student-centered learning. Instead of providing pre-determined answers, the teacher creates an environment that promotes student-driven exploration. This method encourages students to engage in discussions, defend their viewpoints, and critically analyze information. Interactive pedagogy fosters an environment where learning is seen as a collaborative process, rather than a one-way transmission of knowledge.

Classroom strategies for interactive learning. Several interactive strategies and classroom setups are employed to enhance student participation and foster effective learning. These include: Circle questions: In this activity, students form a circle to discuss a particular issue. Each group provides a different perspective on the issue, ensuring that every student contributes to the discussion. Incomplete sentences: The teacher provides partial sentences, and students are

tasked with completing them. This exercise encourages creativity and critical thinking. Christmas tree desks (dialogue): A collaborative task in which students work together to find a collective solution. The results are typically documented visually and in written form. Brainstorming: A group activity aimed at generating a broad range of ideas on a given topic, without any immediate judgment or evaluation of the ideas. Brownian motion: Students move around the classroom in a manner similar to molecules, gathering information from various sources and sharing their findings with others. Take a position: Students physically position themselves according to their stance on a statement (e.g., “Yes” or “No”), explaining their reasoning. Discussion and debate: Structured group discussions or debates on selected topics, where students defend opposing viewpoints, fostering critical thinking and communication skills.

Interactive methods, particularly those based on cooperative learning, are highly effective in encouraging active participation from all students. The benefits of these methods include enhanced communication skills, better retention of knowledge, and improved collaborative abilities. However, the challenge lies in managing the classroom and ensuring consistent engagement from all students.

Conclusion: The interactive approach to language teaching provides a flexible and dynamic framework for enhancing foreign language instruction. It facilitates the development of communicative competence, promotes critical thinking, and encourages collaboration among students. The methods discussed in this article offer a foundation for teachers to create an engaging and effective learning environment. The potential for innovation in interactive teaching is limitless, making it a crucial aspect of modern pedagogy.

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