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USE OF INTERACTIVE METHODS IN INCREASING STUDENT ACTIVITY

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Abstract:	Keywords
In this article, the author tried to express his opinion about the use of interactive methods in increasing student activity in the current English and Uzbek languages. In this, the author's focus is on the use of interactive methods to increase the activity of students written in English and Uzbek as the main research material. In the process of preparing the article, the author critically approached the views of English and Uzbek linguists and boldly expressed his opinions. The article may be useful for those who study English and Uzbek translation studies and its lexicology.	Speech skill, speech situation, pedagogical and psychological, morphological method, pedagogical technology, syntactic method, motivation.

Introduction

The course of modern technologies in foreign language teaching works in cooperation with other subjects. These subjects include linguistics, psychology, psycholinguistics, pedagogy, foreign language teaching methods, pedagogical skills. By integrating the achievements and experience of these subjects, efforts are being made to organize foreign language teaching on a technological basis.

One of the most important factors of the effectiveness of the educational process, deep assimilation of the educational material by the students is the teaching methods. The educational methods used for the formation of knowledge, skills and abilities are selected based on the educational goal, the nature of the language material, the level of knowledge and interests of the students.

They are an important didactic link connecting the parts of the technological process. Also, educational methods are a means of cooperation between teachers and students in the educational process.

In fact, the word "method" is derived from the Greek word "methodos" which means search, way of knowledge, supply. The method serves to fulfill a specific task set by the teacher in the educational process.

It is known that the result of the cooperation between the teacher and the student in the educational process is the achievement of the goal set for teaching, that is, the mastery of the designed knowledge, skills and competencies by the student.

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According to the literature on pedagogical technology, educational methods fulfill the task of fulfilling the goals of the teacher and the learner. It is known that although the goal and activities of the teacher and the learner are different in the educational process, the intended result is achieved together.

And this can be achieved only through joint activity - cooperative activity. Therefore, it is appropriate to organize the mutual cooperation of the teacher and students on the basis of mutual trust and respect in the organization of the lesson.

The lecture method is widely used in the teaching of theoretical subjects in foreign language faculties. Because foreign language teaching in high schools and colleges is focused on the types of speech activities (speaking, listening, writing and reading) and aims to create skills and competencies corresponding to these, teaching demonstration, explanation, storytelling, illustration (picture demonstration) video -method, exercise, (oral and written exercises), brainstorming, role-playing, question-and-answer, discussion, pinboard, etc. are widely used.

These methods are purposefully used in three stages of foreign language teaching - presentation, practice and application in speech situations. Therefore, which method should be used at what time and how is determined based on the purpose of teaching and the nature of the educational material.

In pedagogical and psychological literature, the effectiveness of remembering information is given as follows:

1. When you hear
2. When reading
3. When you see
4. When seen and heard
5. When discussing
6. When reading, writing and speaking
7. When reading, writing, discussing and demonstrating
8. And when teaching this study material to others

as long as it remains in the mind.

When using the verbal method to reveal the meaning of a word, the teacher introduces the newly learned word in a certain context, and the students try to understand it. For example: There are many buildings in the city.

Our school is also a building. There are many large buildings in the city. There are hotels, schools, offices and cinemas. They are different buildings.

In this context, the word "building" is introduced into the teaching process as a new word. Let's give another example

I know one boy. He is lazy. He gets up late. He doesn't want to work.

So, he does nothing all day. He is lazy. We say to him "Don't be lazy"

If we say "This boy is lazy" in this sentence, it creates difficulty for the students in revealing the meaning of the word "lazy". "He gets late;" He doesn't do anything all day; words like

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This method of revealing the meaning of a word is more often used to reveal the meaning of abstract words without translation.

In order to find out whether this method is used by students during the lecture and to determine the level of their understanding, the teacher can also ask students to make sentences revealing their meaning by citing words such as "market", "look for", "visit".

Such tasks help to increase the interest of students during the lecture and encourage them to be active.

When teaching the use of lexical units in various speech situations, it is appropriate to use the following teaching techniques, because they are an effective way to demonstrate the use of the studied word in context.

Modern pedagogical technologies have the following rules: scientificity, design compatibility, systematicity, goal orientation, operational approach, compatibility with management, compatibility with restoration, efficiency.

1. The scientific rule stipulates that the content of each taught subject is built on the basis of modern scientific achievements and that they are necessarily reflected in educational programs, textbooks, and training manuals. Takes into account the reflection of scientific concepts in short and clear words. The implementation of the rule of science requires the involvement of students in scientific research, teaching them to express their thoughts in short and clear scientific concepts.

2. The rule of compatibility with the design is one of the main rules of pedagogical technology, the orderliness of educational and methodological documents, the schedule of the educational process, the working curriculum, the goals of the working educational subject program by chapters, the basic concepts, the technology of the educational process, the criteria for evaluating knowledge, skills, and qualifications are the same. specifies that they are similar to each other and that they can be restored by others.

3. The rule of systematicity. All structural elements of pedagogical technologies are related to each other, they are in mutual cooperation, a change in one element leads to a change in another element. Pedagogical technology design, its implementation is carried out as a whole system.

4. According to the goal-orientation rule, it is assumed that the purpose of the science, the purpose of the subject, each chapter, section, topic, part, element, and the goals of the concepts are derived from each other, systematic and their cooperation, ultimately leading to a clear result.

5. The rule of activity approach is based on the concept of person-activity of psychology. If we apply it to the process of pedagogical technology, it is taken into account that the imparted knowledge, skills and abilities are acquired in the process of personal interaction with them.

6. The rule of conformity to management specifies the organization of the pedagogical process based on the fact that the processes of pedagogical diagnosis, planning, modeling, projecting, practice, correction, evaluation and re-evaluation are mixed with each other,

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arise from each other, and the results are dependent on each other. It is assumed that the results will be the same in another situation.

7. The same technology is followed in the production and the same result is obtained. When pedagogical technologies are followed, planned, and designed, the result should be the same. It is in this sense that the rule of adaptation to restoration is included in the pedagogical technology.

8. According to the rule of efficiency, it is assumed that the result of pedagogical technology design should be high quality and efficient, just as the quality of the product in production is high. Even if this pedagogical technological project is used by another teacher, the same effect is expected. It can be said that this is the most basic rule of pedagogical technology and the main reason for the introduction of new pedagogical technologies.

Thus, it is appropriate to use the new rule of pedagogical technologies to train creative, independent, critical thinking in students based on the educational content given in planning, designing and correcting the educational process in colleges and higher educational institutions.

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