

Interactive Methods of Teaching English as a Second Language (ESL) in the Academic Classes

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Abstract. The purpose of the study was to study the impact of interactive methods on learning foreign languages. Though games and language have been treated as different psychological faculties, scientists have proved that interactive activities can be one of the efficient ways to improve students' language skills. In this article several interactive methods on improving students' language skills are studied. It is stated that interactive methods can be effective means in improving students' grammar, writing, speaking, reading and listening.

Keywords: vision, priority, mother-tongue, examples, skills, strategies, function, main concepts, balanced learning.

In today's competitive world, a broad knowledge is needed to succeed in any field, especially in learning languages. Nowadays greater parts of people are trying to learn languages because it is the key of our success. While learning the language we come across some skills such as Reading, Writing, Speaking, Listening and every skill has its own difficulties. It is an obvious fact that interactive method is one of the deeply investigated fields of Methodology. Thus, most of the students think that interactive methods are interesting and enjoyable to use in the teaching and learning process. Students who do are keen on learning languages struggle with various skills comprehension and they need to be provided with ways to do well in acquiring a language. In order to achieve perfectness in language acquisition strategies and methods play an essential role. Majority of teachers pay great attention to improve students language skills in order to avoid various academic problems. They try to create useful strategies to get students' attention.

Teaching process is mainly based on both sharing and acquiring knowledge. As we know that a methodological approach in teaching foreign languages may be divided into three groups: passive, active and interactive methods. Despite the fact that teaching methods may differ from teacher to teacher, interactive teaching methods are one of the most effective ones used in teaching English. Firstly, they motivate students as they promote an atmosphere of attention and participation. Consequently, lessons become more interesting. Secondly, various surveys show that students absorb the least amount of information in traditional forms of instruction. As we know, explaining something at the lesson is not teaching and listening is not learning. Furthermore, they are an effective way to connect with a generation of students used to consistent stimulation. Formation of the young specialist takes place in university classrooms, and time-consuming process of training based on the methods of teaching effectiveness that ultimately determines the skill level of the future specialist. The fruitfulness of the joint activity of the teacher and the student depends on the correct problem solving:

- a) Setting teaching objectives, and the consequent motivation for the student
- b) The accomplishment of certain materials' contents
- c) The control of knowledge.

Teachers should support their students when they want to resolve everyday problems that refers to learning languages, especially on learning grammar. There are several models of pedagogy study:

1. Passive — student acts as the “object” of study (listening and watching)
2. Active — student acts “subject” of learning (independent work, creative tasks)
3. Interactive — inter (mutual), act (act). The learning process is carried out in a continuous, active cooperation of all students. Students and teachers are equal subjects of study. [2]

Teaching students’ grammar rules without giving the students an opportunity to use these rules will not help them use English in real life. Language teachers and language learners in many non-native countries are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

Native English speakers learn grammar rules from hearing and listening from the real situations. [3] In many English classrooms, teachers often set aside a particular time slot that is dedicated to the study of grammar. Such periods often focus on different points of grammar, such as tense, active and passive voice, or reported speech.

Grammar is something that runs through just about every aspect of language. Even the simplest sentences have grammar. Our curriculum may require us to teach stand-alone grammar lessons, and it’s important to introduce various grammar points and topics so that the students have a richer understanding of the mechanisms of language. In English classes we often include music of English feature. These highlight the structure of grammar and stress patterns of the key everyday expressions that are presented. As learners are keen to learn these high frequency expressions, it is well worth making sure that they know exactly how to use them with the correct of using grammar. For example, if we deal to Present Simple and Present Continuous the Beatles’ songs are available:

Here comes the Sun

Here comes the Sun

And I say

It’s alright

Little darling.

I feel that ice is slowly melting

Little darling.

To check the learners how to understand these two tenses we can use interactive ask-answer methods such as: Here comes the Sun. Who comes here? Where does the Sun come from? In addition, I say it is all right. What do I say? I feel that ice is slowly melting. What is slowly melting? How is ice melting? What is ice doing? Testing your grammar for learners of Intermediate and Upper-Intermediate levels will be fruitful, in which a text is given to put the events into chronological order. What happened first? What happened last? As I am interested teaching grammar to young learners I usually use the text-book “Developing Grammar in Context” by Mark Nettle and Diana Hopkins in which exercises have been added the activities of interaction as: brainstorming, cluster, games such kind of feeling jar, how to place the order of adjectives, ready-made picture, case-studies and others. These activities focused on how grammatical concepts can be practiced with fun in the classroom. IN MODERN SCHOOL

Great teachers are nimble, observant, and responsive, always keeping an open mind about how to best engage their students and get them excited about learning — and that means considering trying out different interactive teaching styles in the classroom.

Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways, including:

Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.

Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.

Practice makes perfect: Interactive instruction enhances the learning process.

Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

Applying interactive education

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As you well know, telling is not teaching and listening is not learning.

Teaching grammar has to be one of toughest tasks a teacher faces. We all know that grammar skills are essential to students' success in their ability to communicate orally and in writing, and in nearly all other areas of life! So the more fun we can have with grammar and the more varied approaches we can use to teach it, the more likely our pupils are to 'get it.'

It is taken for granted; there is a great variety of different teaching methods that teachers use which do not focus on solely teaching grammar. It is important to realize, however, that pupils have different learning needs. Some will take a more logical approach, whereas others will be more inclined to simply use the language as they receive it. An effective teaching method is learning how to blend these two together. Some schools will focus entirely on language acquisition. They will forgo the use of teaching grammar techniques. However, when it comes to teaching in schools and other institutions this might be required. There are many different ways of making grammar a little more interesting. A variety of different games can be designed in order to help with this.

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