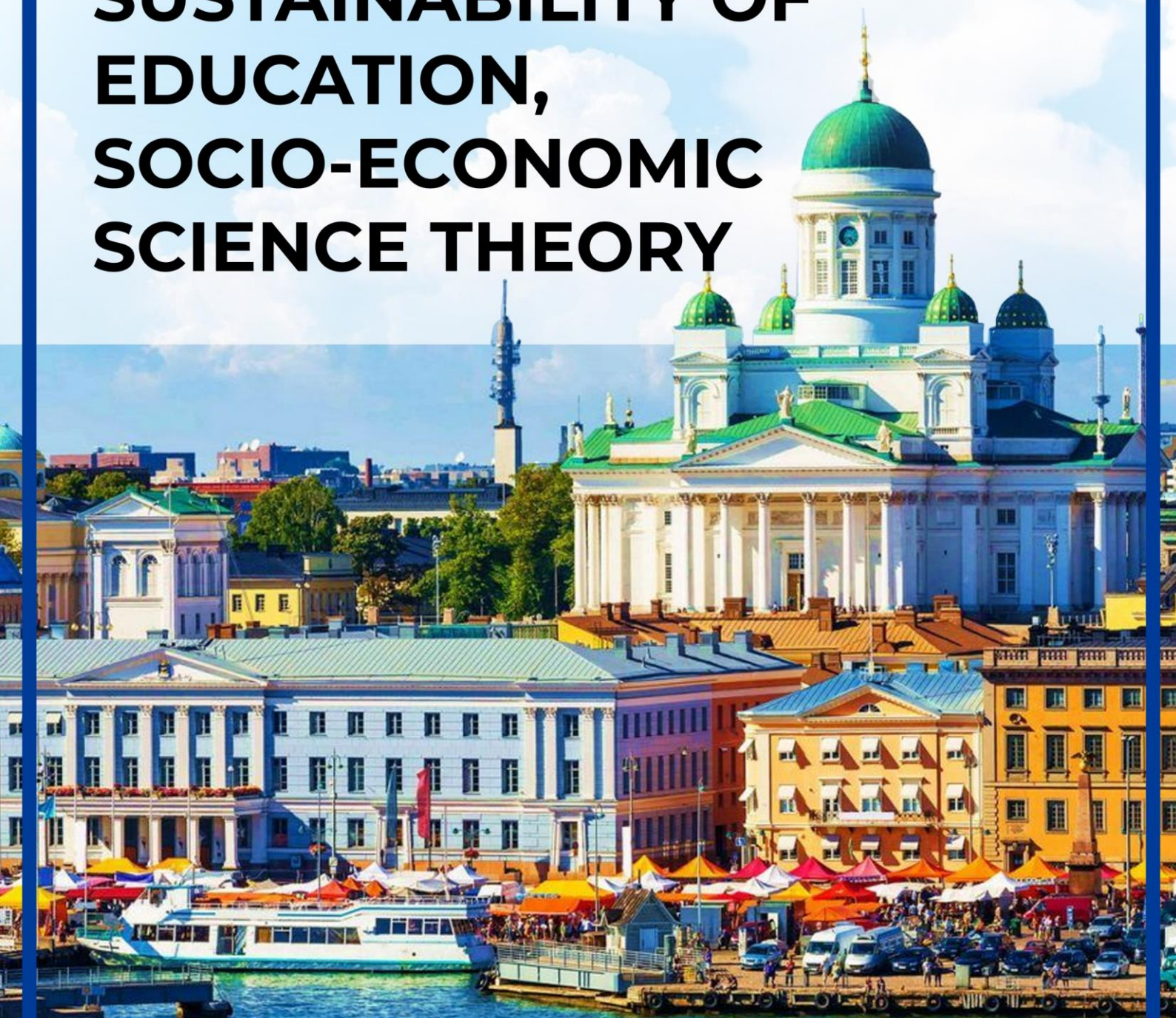# FINLAND

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SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY

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PRACTICAL SIGNIFICANCE AND EFFICIENCY OF INTERACTIVE METHODS IN LANGUAGE TEACHING

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Abstract: *This article discusses the importance, practice and effectiveness of new pedagogical technologies, especially interactive methods in language teaching. The form and essence of some interactive methods are analyzed in depth.*

Key words: *interactive, interactivity, student, language, method, efficiency, importance, practical.*

Taking into account that the position of the English language as a leading tool of international communication in the world is becoming stronger and there are no serious trends to stop or slow down this process, the problem of using effective methods in this regard is being raised. English teaching is very important. In the modern sense, the educational process is considered as a process of interaction between the teacher and students to introduce students to certain knowledge, skills, abilities and values. Each teaching method organically includes the teacher's educational work and the organization of active learning and cognitive activities of students. That is, the teacher, on the one hand, explains the educational material himself, and on the other hand, he tries to stimulate the learning and cognitive activity of the students.

A foreign language lesson is considered as a social phenomenon, where the class is a certain social environment where the teacher and students enter into certain social relations with each other, the learning process is an interaction of all participants. At the same time, success in learning is the result of collective use of all opportunities for learning.

In all classifications there are methods of verbal presentation of knowledge. These include narration, explanation, explanation, conversation, etc.

Verbal methods are used at all stages of learning: during preparation for mastering new material, during its explanation, assimilation, generalization and application.

A story is a figurative, colorful, lively monologic presentation of educational material by the teacher. This method is often used in lower classes. When it is necessary to inform children about bright, new facts, events, things that children cannot directly observe, the teacher turns to the story. The story is a powerful source of influence on the mental activity, imagination, and emotions of young students, and expands their worldview.

If the story has more signs of a passive method, explanation is an active method of coherent, logical, clear presentation of complex issues open to children. Explanation, of course, is combined with children's participation, their own observations, experiments and demonstration of movement patterns, illustrations.

The explanation is supplemented with instructions for performing operations, actions, tasks: how to learn a poem, do an exercise, organize a workplace, etc. Narrative, explanation and lecture are monologue or informative teaching methods. A conversation is

a dialogic presentation of educational material, which in itself speaks of the important characteristics of this method.

The essence of the conversation is that the teacher, through skillfully asked questions, encourages students to think, to activate their thinking, to analyze the studied facts and events in a certain logical sequence, to independently approach relevant theoretical conclusions and generalizations.

It is known that in the method, the teacher formulates a problem and offers students a task. The student can evaluate the importance of the problem in the process. Students will be able to talk about the issue presented. They discuss their positions and come to a common decision. One well-known method is Brainstorming, which focuses on problem solving rather than discussing it. However, according to this method of teaching English, the audience is divided into two groups - "idea generators" who actually propose ideas, and "experts" who evaluate the position of each at the end of the "attack".

It is known that the effectiveness of the game method in teaching foreign languages will be positive, considering that the English language teachers we train teach elementary or high school students. The main advantages of the game method are the absence of a mechanism of forcing lessons, and the child's great interest is formed precisely in the game. The teacher conducts various games with the children on the learned vocabulary and grammatical structures, in which the children quickly memorize them and learn to use them in speech. In addition, the audio-lingual method of teaching English is also very important. The essence of this method is the child's understanding of foreign speech by ear. A characteristic feature in this case is the method of analogy used in memorizing new words. In doing so, we can teach the reader basic language constructions and frequently used vocabulary. This method, in turn, makes it easier to construct sentences and connections on everyday topics. This method is also distinguished by the ability to memorize various dialogues. First, it is the development of basic grammatical and lexical structures using a basic set of words. Then gradually the dictionary is filled with new lexical units.

If we talk about games in the classroom, then they serve as a kind of break and help to shift attention from one task to another. Consequently, concentration and, of course, mood increases.

Games are used at any stage of the lesson, whether it is the development of phonetic rules, grammatical or lexical topics, the development of reading rules, as well as listening practice.

A conversation is a dialogue: the teacher's questions and the students' answers. The student's mind follows the teacher's mind, as a result of which the students move step by step in mastering new knowledge.

According to the appointment, interviews are divided into: 1) introductory or organizational; 2) communication of new knowledge; 3) synthesize or identify; 4) control and correction. According to the level of cognitive independence of students, reproductive and heuristic conversations are distinguished.

An introductory interview is usually held before the start of the study. Its purpose is to determine whether students have correctly understood the meaning of the upcoming work, and have a good idea of what and how to do it.

The interview can be: question-and-answer, avoid objections, it is called memorizing the answers. All types of conversation are used in elementary school.

Below we will see some of the interactive methods for mastering the English language.

Variation method - half of the audience takes one position, and the other half takes another position. Students line up and face each other. Each student can speak only once so that all students on both sides can decide the issue.

Optimist/pessimist method-In pairs, students take opposite emotional sides of a case, statement, or topic. Encourage them to be empathetic and truly "live" in their learning of the situation. You'll find good solutions and your students will learn some great social skills.

Peer Review Writing Task - Encourage students to share drafts with a partner to help them complete the writing task. A partner reads the essay and writes a three-paragraph response: the first paragraph points out the essay's strengths, the second paragraph discusses the essay's problems, and the third paragraph describes what the partner would focus on when revising. his essay. Students can learn a lot from each other and from themselves.

Who/who am I? Method - stick a term or name on the back of each student. You can also stick them on your forehead. Each student goes around the room and asks other students yes or no questions to guess the term. Of course, this term is related to the topic of your lesson.

Interactive methods encourage the student to be an active member of the class, to think independently, to use his brain, as a result of which long-term memory is preserved. Not only the knowledge of the students, but also their interest, strength, knowledge, teamwork, and freedom of thought will increase. It is known that in all types of methods, a problem or question is set around a specific topic and students are paired. Each student is given enough time to come up with a correct conclusion and students are allowed to share their conclusions in their own voice.

Interactive methods have the following advantages. First of all, the methods allow students to communicate more effectively with each other using a foreign language, expand their intercultural knowledge.

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