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The use of Interactive Methods in Teaching Professional Speech to Students

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Abstract--Interactive teaching methods provide solutions to educational problems in various aspects. The use of interactive methods allows you to organize independent cognitive activity of students during the lesson. Possession of interactive learning technology and its use in the educational process will undoubtedly contribute to the development of students' qualities that correspond to the processes taking place in life today. This paper presents the technologies of conducting Uzbek language lessons using interactive methods and their significance.

Keywords--cognition process, communication, interactive method, joint activity, learning, speech skills.

Introduction

The main task of education at the present stage is not only and not so much the mastery of a certain system of knowledge, abilities and skills, but the development of creative thinking. In the age of computerization, the younger generation is required not only to act according to some model, but to apply a creative approach to solving various problems. We live in an age of discoveries, socio-economic and political transformations, and therefore each person is required to act unconventionally, in accordance with the situation - creatively. The development of a creative personality in students is becoming one of the important tasks of the modern education system. It is in creativity that the source of self-realization and self-development of a person's personality is contained.

Students' creative activity develops in the process of activity that has a creative character, which makes students learn and wonder, find a solution in non-standard situations. Therefore, today in pedagogical science and practice there is an intensive search for new, non-standard forms, methods and techniques of

teaching. Non-traditional types of lessons, problem teaching methods, interactive teaching methods, collective creative activities that contribute to the development of students' creative activity are becoming widespread. The introduction of interactive teaching methods is one of the most important areas for improving the training of students in a modern university. It is not enough for a teacher of the new time to be competent in his field of knowledge; it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods.

The purpose of interactive learning is to increase the efficiency of the educational process, to achieve high learning outcomes by all students (Pratiwi & Rohmadi, 2021). In the learning process, it is necessary to pay attention, first of all, to those methods in which students identify themselves with the educational material, are included in the studied situation, are encouraged to take active actions, experience a state of success and, accordingly, motivate their behavior. All these requirements are best met by interactive teaching methods (Hänze & Berger, 2007).

The educational process, based on the use of interactive teaching methods, is organized taking into account the involvement in the learning process of all students of the group, without exception (Ginaya et al., 2021). Joint activity means that everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, methods of activity (Mills, 2014). Individual, pair and group work is organized, project work, role-playing games are used, work is carried out with documents and various sources of information. Interactive methods are based on the principles of interaction, student activity, reliance on group experience, and mandatory feedback. An environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual assessment and control (Ryan et al., 1986).

The leading teacher, together with new knowledge, leads the training participants to an independent search. The teacher's activity gives way to the students' activity, his task becomes to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in the work, one of the sources of information. Therefore, interactive learning is intended to be initially used in intensive training of sufficiently adult learners (Pezzulo & Cisek, 2016; Hadjielias et al., 2021). Interactive learning is a method of cognition based on dialogue forms of interaction between participants in the educational process; learning immersed in communication, during which students develop skills for joint activities. It is a method in which "everyone teaches everyone and everyone teaches everyone." (Dyachenko, 1991)

The interactive learning model dictates the adjustment of the student performance assessment system (Husin et al., 2021). Here is what V. Bolotov said about this: "It is extremely important that in such a teaching system the approaches to mistakes made by students change. The teacher's focus shifts from getting the correct answer to understanding how the answer is received. The

teacher uses the mistakes of the students as part of the educational process, together with them analyzes the logic of thinking, reduced to miscalculations, and thereby improves the thinking process." (Bolotov, 2002)

Indeed, in practical classes it is much easier to remove the language barrier inherent in students of a foreign language, if we evaluate not the correctness of the answers, but the desire to speak correctly, the desire for a result. "Strict grades" can be left only in the control class. Today, in the most general form, the mandatory minimum content of education for university graduates has been defined. The list of basic didactic units became known to the teachers. However, teachers and methodologists are still concerned with the question of how to teach and teach, how to teach and learn.

Main part methods

Interactive learning is a special form of organizing cognitive activity. She has very specific and predictable goals in mind. One of these goals is to create comfortable learning conditions, that is, conditions under which the student feels his success, his intellectual competence, which makes the learning process itself productive. The essence of interactive learning is such an organization of the educational process in which almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think (Talosa et al., 2021).

The joint activity of students in the process of learning, learning a foreign language, means that everyone makes their own special individual contribution to this process, that there is an exchange of knowledge, ideas, ways of activity (Fan & Khattak, 2009). Moreover, this happens in an atmosphere of goodwill and mutual support, which, in turn, gives an excellent opportunity not only to receive new knowledge, but also develops cognitive activity itself, translates it into higher forms of cooperation and cooperation. Interactive learning simultaneously solves several problems:

- develops communication skills and abilities, helps to establish emotional contacts between students, helps to overcome the "language barrier";
- solves the information problem, since it provides students with the necessary information on the topic.

Interactive learning partly solves another essential problem. We are talking about relaxation, relieving nervous stress, switching attention, changing forms of activity, etc. (Seufert, 2003). The most common interactive methods used in practical classes in learning a language are work in pairs, work in small groups, cluster, syncwne, mind map, fish skeleton, brainstorming, decision tree, role-playing (business) game, project method.

The project method

Is very popular today. The project activity of students among modern pedagogical technologies is the most adequate to the set goals of education - the formation of key competencies. The project method can be considered as one of the

personality-oriented developmental technologies, which is based on the idea of developing students' cognitive skills, creative initiative, the ability to think independently, find and solve problems, navigate the information space, and the ability to predict and evaluate the results of one's own activities. The project method is always focused on the independent activity of students - individual, pair, group - which students perform for a certain period of time. This method is applicable in the presence of a really significant problem (practical, scientific, creative, life), for the solution of which a research search is required (Polat, 2015).

A graduate of an educational institution in modern conditions, in order to adapt to changing life situations, including in professional activity, must have a breadth of knowledge, the ability to integrate and apply them to explain the phenomena around him. All this confirms the need to use practical projects in project activities. Practical experience gained by students can be used to solve problems that arise in everyday life, in everyday life, at work. Practice-oriented tasks increase the efficiency of the educational process by increasing the motivation to master this area of knowledge, which manifests itself only in conditions that are personally significant for students.

In the course of the project, the student is involved in an active cognitive creative process; in this case, both the consolidation of existing knowledge on the subject and the acquisition of new knowledge take place. In addition, over subject competencies are formed: research (search), communication, organizational and managerial, reflexive, teamwork skills and abilities, and others (Lun et al., 2008). As an interactive teaching method, it wins, as practice shows, a positive attitude on the part of students who see it as a game that ensures the development of theoretical positions and mastery of the practical use of the material.

Educational discussions

Are such a form of cognitive activity of students, in which the subjects of the educational process orderly and purposefully exchange their opinions, ideas, judgments on the educational problem under discussion. Discussions as a form of interaction between subjects of learning have recently been increasingly used in the practical activities of teachers in professional educational institutions of various stages of training (Kokorina et al., 2021). It is advisable to use them when holding problem training conferences, symposia, in discussing problems of a complex interdisciplinary nature. The content of reports, messages may be related to the material being studied, but it may also go beyond the program, including having a professional orientation.

Discussion makes it possible to use elements of pedagogy of cooperation of the type "teaching - learning" and "learner - learner", in which the opposites between the positions of the teacher and the learners are erased, and the outlook of the participants in the educational process becomes a common property. During the discussion, the following competencies are formed: communicative (the ability to communicate, formulate and ask questions, defend one's point of view, respect and acceptance of the interlocutor, etc.), the ability to analyze and synthesize, take responsibility, identify problems and solve them, the ability to defend your point of view, that is, social communication skills (Widana et al., 2020).

Practice has confirmed the effectiveness of playing techniques at the final stage. At the same time, the participants in the game acquire new experience, new roles, communication skills are formed, the ability to apply the acquired knowledge in various fields, the ability to solve problems, tolerance, responsibility. The method of "brainstorming", aimed at generating ideas for solving a problem, is based on the process of jointly solving problem problems posed during an organized discussion. The assignment may contain a professionally relevant or interdisciplinary question. At the same time, all ideas and suggestions expressed by the group members should be recorded on a board (or a large sheet of paper) so that they can then be analyzed and summarized. Sequential recording of ideas allows you to trace how one idea generates other ideas. The spirit of competition activates the thinking activity of students.

The brainstorming method allows you to involve the maximum number of students in active activity. The application of this method is possible at various stages of the lesson: for the introduction of new knowledge, intermediate quality control of the assimilation of knowledge, consolidation of the acquired knowledge (in a generalizing lesson on a specific topic of the course). "Brainstorming" is an effective method of stimulating cognitive activity, the formation of creative skills of students in both small and large groups. In addition, skills are formed to express their point of view, listen to opponents, reflexive skills.

The place of the teacher in interactive classes is reduced to the direction of students' activities to achieve the goals of the lesson. It is known that active teaching methods presuppose a democratic style of interaction based on subject-subject relations between its participants (educator and learner). In such relationships, the teacher is not so much a mentor as an equal participant in communication, taking into account the opinion and level of the student's individual development.

The educational process proceeds in such a way that almost all students are involved in the learning process. The joint activity of students in the process of mastering the educational material means that everyone makes their own individual contribution, there is an exchange of knowledge, ideas, methods of activity. The collective search for truth stimulates the intellectual activity of the subjects of activity. Such interaction allows students not only to gain new knowledge, but also to develop their communication skills: the ability to listen to the opinion of another, weigh and evaluate different points of view, participate in discussions, develop a joint decision, tolerance, etc. ([Pirila et al., 2007](#); [Whiteside et al., 2003](#)).

When teaching the Uzbek language, in order to stimulate the communicative activity of students, the teacher needs to create real and hypothetical situations of communication using various methods of work. When working with students, interactive methods are often used, situational approaches that train students in the ability to use speech skills ([Xu & Chen, 2007](#); [Su et al., 2011](#)). Let's give examples of some of the effective teaching methods that increase motivation in Uzbek language lessons - fishbone, intelligence card, find matches, snowball.

Fishbone scheme ("Fish skeleton") - a type of schemes that allows you to effectively find solutions in difficult situations, to develop new ideas. Scheme "Fish skeleton" - to identify knowledge and skills on the topic under study.

What is it useful for?

The Fish Skeleton scheme allows you to describe the whole circle (field) of the problem and try to solve it.

How to use?

Actions of students:

- Get acquainted with the rules for constructing a circuit. Individually or in pairs, write down the formulation of subproblems on the upper "bone", and facts confirming that these subproblems exist on the lower one.
- Then they unite in mini-groups, compare and supplement their schemes. They are brought together in a general scheme.
- Conduct a presentation of the results: the presentation of the completed scheme allows you to demonstrate the relationship of subproblems, their complex nature.

What is "Mind Map" and how to use it

It is also called "mindmap", "mind map" or "associative map". It is a tool for structuring ideas in a branched circuit. The good thing about the map is that it helps to see the general picture of the process and to detail it step by step.

What is it useful for?

- plan of speech, presentation, webinar;
- brainstorm;
- study notes for books;
- a plan for writing articles;
- general plan of the project.

How to use?

Place the main topic or thought in the center of the map. Form balls of other key ideas around it - first level themes. Then post Level 2 Topics - Developing Key Messages. The rest of the levels are concretization: lists, notes.

"Find Matches" method

Phraseological units-synonyms, phraseological units-antonyms:

Let's connect with an arrow a pair of **phraseological units-synonyms**. They express one general concept.

two steps away pull the wool over someone's eyes blown away by the wind plug in the belt	fool a stone's throw wipe your nose didn't have time to blink an eye
---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

в двух шагах – рукой подать (близко) (yaqin masofa)
 пускать пыль в глаза – морочить голову (обманывать) (yolg'on gapistish)
 как ветром сдуло – не успел глазом моргнуть (мгновенно) (bir zumda)
 заткнуть за пояс – утереть нос (превзойти кого-нибудь в чём-то) (joyiga
 qo'yib qo'yish)

Let's combine **phraseological units-antonyms** that are opposite in meaning.

like a cat with a dog count on one hand sharpen the fringes	a dime a dozen keep your mouth shut soul to soul
-------------------------------------------------------------------	--------------------------------------------------------

как кошка с собакой – душа в душу (враждовать – очень дружно) (dushmanlik – do'stlik)
 по пальцам пересчитать – хоть пруд пруди (мало – много) (kam – ko'p)
 держать язык за зубами – точить лясы (молчать – болтать) (indamaslik – ezmilik)

“Snowball” technology

The teacher, together with the students, begins to remember the types of trail:

- student: this is a metaphor
- student: this is a metaphor, comparison
- student: this is a metaphor, comparison, metonymy
- student: this is a metaphor, comparison, metonymy, synecdoche
- student: this is a metaphor, comparison, metonymy, synecdoche, epithet
- student: this is a metaphor, comparison, metonymy, synecdoche, epithet, paraphrase
- student: this is a metaphor, comparison, metonymy, synecdoche, epithet, paraphrase, irony
- student: this is a metaphor, comparison, metonymy, synecdoche, epithet, paraphrase, irony, sarcasm
- student: this is a metaphor, comparison, metonymy, synecdoche, epithet, paraphrase, irony, sarcasm, impersonation.

From the foregoing, we can conclude that these technologies help develop skills in teaching professional speech and consolidate the material learned.

Conclusion

Working with these methods performs not only educational, but also educational and developmental tasks, expands the student's vocabulary, helps to better assimilate lexical and grammatical material. The game, discussion form of organizing classes, as well as case studies are effective methods of developing competencies when conducting classroom lessons.

At the same time, it should be borne in mind that the project method and the case method, to a greater extent, in comparison with other methods described by us, contribute to the formation of such competencies as the ability to highlight a

problem and find ways to solve it, evaluate one's own activities, responsibility. Discussions, brainstorming, games - a creative approach to the implementation of activities, general scientific skills, and develop the communicative qualities of a person, tolerance. The considered interactive methods can be applicable not only for teaching certain topics, but also for teaching the entire course of the Uzbek language in the field of higher professional education for the formation of competencies. And in its conceptual basis - in the design of innovative pedagogical technologies that ensure the training of highly qualified professional personnel.

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