



ISSUES OF USING TRADITIONAL AND NON-TRADITIONAL INTERACTIVE METHODS IN LANGUAGE LEARNING

Davlatov Keldior Davlatovich

Teacher of the Department of Foreign
Languages,
Tashkent Institute of Chemical Technology,
Uzbekistan

Ostonova Makhbuba Bozorovna

Teacher of the Department of Foreign
Languages,
Tashkent Institute of Chemical Technology,
Uzbekistan

ANNOTATION

In this article, the author discusses the effectiveness of using traditional and non-traditional methods in language teaching.

KEYWORDS: *interactive methods, traditional methods, ability, scientific, popular science, art texts, efficiency.*

ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ ТРАДИЦИОННЫХ И НЕТРАДИЦИОННЫХ ИНТЕРАКТИВНЫХ МЕТОДОВ В ИЗУЧЕНИИ ЯЗЫКА

Давлатов Келдиёр Давлатович,

Остонова Махбуба Бозоровна –

*Преподаватели кафедры Иностранных языков
Ташкентского химико-технологического института.
Узбекистан.*

Аннотация

В этой статье автор обсуждает эффективность использования традиционных и нетрадиционных методов в преподавании языка.

Ключевые слова: *интерактивные методы, традиционные методы, умения, научные, научно-популярные, художественные тексты, эффективность.*



DISCUSSION

The difference between interactive methods and traditional methods is that interactive methods are a method that allows the student to think independently and work as a partner with the teacher,

while traditional methods are a method that focuses on the student's ability to remember facts and its scope. These differences can be observed in the table below.

	Traditional	Modern
Learning activities	Teacher-based	Interactive, reader-based
The role of the teacher	Always an expert, informant about the facts	Partner, sometimes student
The role of the reader	Passive listener, constant reader	Partner, sometimes expert
Emphasis on teaching	Facts, the ability to remember	Reflection, research, innovation
The concept of knowledge	The sum of the facts	Transformation of facts
Evaluation	Based on the norm	Based on a demonstration
Technology	Passive transmission	An active situation aimed at developing thinking skills
A view of success	percentage	Quality of comprehension

This is not a conclusion that we should limit traditional teaching methods, but only add effective methods and tools that serve to increase the learner's cognitive activity and learning effectiveness. [1]

At the present time, we need to teach language learners on the basis of modern pedagogical technologies, ie interactive methods.

Modern interactive methods have been developed by all scientists and have proven to be more effective than traditional methods. Interactive is a Latin word meaning self-acting.

We are convinced that modern technology is a method for language learners to think independently and speak. As it turns out, in British universities, which are based on modern technology, students define the goals and objectives of the course and discuss and draw conclusions on the topic of their choice. It is obvious that in the course of the lesson, students act as organizers, that is, leaders. Thus, ensuring the independence of the language learner is determined by their thorough mastery of the language and their ability to speak fluently. This can be demonstrated by the following indicators.

There are audio discs and computer programs in their rooms, and only a language learner who has mastered the knowledge can perform such tasks. Their scientific, popular science, artistic texts, and films about the countries where the language is studied serve not only to enhance the learner's speech, but also to introduce them to the culture, art, and information of other countries. It is also important for future professionals to acquire writing skills. Nowadays, an academic high school language learner has difficulty composing and translating a sentence, and some are unable to think in English even if they have an understanding of the sentence and the word order in it. This requires practice and practice again.

Work on the computer, such as training and supervision, is easily done and solves some organizational problems related to the number of language learners in the group. Computers create such opportunities in the learning process. Therefore, we need to overcome difficulties in solving problems such as creating the convenience of working with a computer in the educational process and including it in the curriculum.

Multimedia rooms also allow language learners to participate in video and audio conferences. Each student works on their computer and holds a conference on any topic. The use of a multimedia room is effective at all stages of language teaching.

Nowadays, unfortunately, teaching English using a computer remains an "art" rather than a technology. But it is necessary to change this point, that is, teaching English on a computer should be a technology, not an "art".

It can be said that today the teaching of students on the basis of modern pedagogical technologies, ie interactive methods, has become a topical issue, these methods were developed by advanced scientists and proved to be more effective than traditional methods. The difference between interactive methods and traditional methods is that "the learner thinks freely independently, works in partnership with the teacher. The traditional method is to read the facts based on the ability to remember and its size.

Um die Effektivität des Unterrichts zu verbessern, wäre es außerdem gut, Literatur für den Englischunterricht zu verwenden, und dies überwiegt den literarischen und didaktischen Ansatz. [4].



REFERENCES

1. *Jalolov J. Methods of teaching a foreign language. –T.: Teacher, 1996.*
2. *Sattorov T.Q. Technology of formation of methodical competence of the future teacher. – T.:TDYuI, 2003.*
3. *Shirinova N. Increasing the cognitive activity of academic lyceum students in the classroom. 2006. UzSWLU.*
4. *Badalova B. T. Literatur als Methode zum Unterrichten einer Fremdsprache. // Junge Wissenschaftlerin. Nr. 6 (244) / 2019.197-198 p.*