

ISSN (Online) : 2278 - 4853

# Asian Journal of Multidimensional Research

AJMR



*Published by :*  
**www.tarj.in**

Published by: **TRANS** Asian Research Journals**AJMR:****Asian Journal of  
Multidimensional  
Research**

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00026.4****INTERACTIVE FORMS OF LEARNING AS A CONDITION FOR  
INCREASING MOTIVATION TO LEARN ENGLISH****Ergasheva Sayyora Xabibullayevna\***; **Kasimova Yulduz Malikovna\*\***; **Mirzanazarova Vazira Akbaraliyevna\*\*\***; **Sadriddinova Dildora Maxammadjanovna\*\*\*\***\*Teacher,  
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UZBEKISTAN**ABSTRACT**

*The article considers the use of interactive forms of teaching in teaching-a foreign language, as one of the means of increasing the motivation of students to study it. Interactive technologies used in foreign language classes at a non-linguistic university are described. High motivation arises if the educational process is based on the personal interest of the student, provided that it is based on his needs and personal experience, on reflection and self-assessment. The professional use of interactive teaching methods allows you to achieve the best results with the least time and money. Due to the use of methods in the practice of work, it is noted that students listen carefully, observe; read, think; perform practical exercises.*

**KEYWORDS:** *Interactive Methods, Motivation, English, Interaction.***INTRODUCTION**

The formation of the teaching motivation is the solution of the issues of personal development and formation. Using interactive teaching methods that stimulate the mental activity of students,

you can significantly increase the motivation of students to learn a foreign language. The problem of educational motivation is considered central in pedagogy and is relevant for all participants in the educational process: students and teachers. The motivational sphere is more dynamic than the cognitive, intellectual one. Changes in motivation happen quickly, and this dynamism is fraught with many dangers. If it is not controlled, then immediately it decreases, the motive loses its effectiveness.

"Motivation is a set of internal and external driving forces that motivate a person to work, set the boundaries and forms of activity and give this activity a focus focused on achieving certain goals". The impact of motivation on human behavior depends on many factors, is largely personal and has the ability to change under the influence of feedback from human activity.

High motivation arises if the educational process is based on the personal interest of the student, provided that it is based on his needs and personal experience, on reflection and self-assessment. The professional use of interactive teaching methods allows you to achieve the best results with the least time and money. Due to the use of methods in the practice of work, it is noted that students listen carefully, observe; read, think; perform practical exercises. When a student reaches an understanding by his own means, and not by compulsion, it will be accepted by him, fixed, and used by him in later life. In order to arouse interest and teach students to learn, it is necessary to create such conditions, interactive methods help to make classes interesting and effective. Using them, students learn to think, use knowledge, work in a team, and form an interest in the subject. The educational process, based on the use of interactive teaching methods, is organized taking into account the inclusion of all participants in the learning process without exception.

The main methodological innovations today are connected with the use of interactive teaching methods. The term "interactive" comes from the English word "interact". "Inter" is "mutual", "act" is to act.

Interactivity-means the ability to interact or be in a conversation mode, a dialogue with someone (a person) or something (for example, a computer). Therefore, interactive learning is, first of all, interactive learning, during which the interaction of the teacher and the student is carried out.

Interactive methods of teaching English are significantly more effective than conventional traditional classes. During the interactive lesson, the teacher and students are on an equal footing, on the same level. In interactive classes, the teacher does not teach the material, but becomes an active participant in the discussion, directing it in the right direction. Any interactive classes are useful for a person, since they teach them to express their opinion and defend their point of view.

Interactive methods of teaching English help students not only to exchange information, but also to gain practical communication skills in English, teach them to formulate their thoughts, react vividly and respond to the statements of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who has the ability to quickly suggest the necessary word, correct an error. Interactive methods of teaching English significantly speed up the process of learning a foreign language.

The purpose of using interactive methods of teaching a foreign language is:

- formation of a motivated interest in the English language;

- creating conditions for the development of students' speech competence in various types of speech activity, which leads to mutual understanding, interaction, and joint solution of common issues.

The task is to make each lesson interesting, exciting and to ensure that it develops cognitive interest, inspires students to actively participate in the educational process.

In recent years, foreign language teachers have gained considerable independence in the choice of teaching tools, creative understanding of the content and ways to implement program requirements.

Recognizing the existence of various methods in the modern process of teaching English, it should be noted that the main place is occupied by methods and technologies based on a person-centered approach to learning, which should:

- create an atmosphere in which the student feels comfortable and at ease; stimulate the interests of the student, develop his desire to use a foreign language in practice, as well as the need to learn, thereby making it possible to achieve success in mastering the subject;
- touch on the student's personality, his feelings, relate to his real needs, stimulate his speech, cognitive, creative abilities and abilities;
- to activate the student, making him the main actor in the educational process, actively interacting with other participants in this process;
- create situations in which the teacher is not the central figure; the student should understand that learning English is more related to his personality and needs than to the methods and means of teaching set by the teacher;
- to teach students to work independently at the level of their physical intellectual and emotional capabilities - and, consequently, to ensure the differentiation and individualization of the educational process;
- take into account the various forms of work in the group: individual, group, collective, fully stimulating the activity of students, their independence and creativity.

All these aspects can be implemented in the use of interactive forms and methods of teaching, which open up new opportunities related to the establishment of interpersonal interaction through external dialogue during the assimilation of educational material. Interpersonal relationships inevitably appear between students in the group, and the success of their educational activities largely depends on what they will be.

One of the main priorities in our time is to prepare young people for life in a rapidly changing information society, in a world in which the process of new knowledge is constantly accelerating, there is a regular need for new professions, for continuous professional development. The global geopolitical and economic changes of recent times make new demands on English language teaching. The growing need for professionals who are able to speak a foreign language fluently has led to a certain revision of the orientation of foreign language teaching. Today, people are increasingly talking about the formation of foreign-language communicative competence. The formation of such a competence initially presupposes the vitality, naturalness, and emotional modeling of situations. New tasks imply changes in the requirements for the level of foreign language proficiency, the definition of new approaches to



the selection of content and organization of material, the use of adequate forms and types of control.

The main role in solving these problems is played by the modern person's knowledge of information and communication technologies with multimedia teaching tools. Therefore, those who know how to use information technologies themselves will be able to successfully communicate in the modern world.

The computer is considered as a tool for increasing motivation, developing strong language skills and improving English language proficiency. The computer allows the student to use all three channels of perception: auditory, visual and kinesthetic, which actually allows you to increase the volume and strength of assimilation of the studied material, significantly increases the status of students in the educational process, increases the cognitive activity of students and maintains interest in the subject, as well as expands the field for independent activity, makes it possible to create personally interesting situations for each student, allows you to use the Internet as a means of immersion in virtual space.

In multimedia learning programs for English language uses a variety of instructional techniques that allow for familiarization, training and control of knowledge and skills of students. The use of multimedia programs does not exclude classical teaching methods, but is harmoniously combined with them at all stages of training.

The use of a computer allows not only to increase the effectiveness of teaching many times, but also to encourage students to further independent study of the English language. Such lessons include an interactive multimedia component that allows students to be more involved in the learning process, contributes to increasing interest in the subject being studied, and better assimilation of the material.

Some principles of the interactive approach:

I. "Common group". Groups are formed. Each group receives one task, which is a sub-task of some large topic that they are working on. As a result of the joint work of individual groups, the assimilation of all the material is achieved. Thus, from the very beginning, the group has a double task: academic-to achieve a cognitive, creative goal; social, or socio-psychological-to implement a certain culture of communication in the course of completing tasks. The role of the teacher is control. This option is used when studying grammar, when working with new material.

II. Research work of students in groups is the next option for involving students in interactive activities. The emphasis is on independent activity. Students work individually or in groups. They choose a sub-topic of the general topic. Together, a report is compiled, which is subject to presentation.

III. The student's performance as a teacher. Students prepare certain new topics in grammar and act as a teacher in the classroom.

IV. Watching movies in the original, analyzing the lyrics in the original are also interactive methods of teaching a foreign language. They are also among the most effective in increasing motivation to learn a language.

Thus, the goal of interactive learning is to create conditions for the teacher in which the learner discovers and acquires knowledge in detail.

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