

**CHET TILLARINI O'QITISH BO'YICHA INNOVATSION
YONDASHUVLAR: TA'LIMNI TASHKIL ETISHDA INTERFAOL
METODLARDAN FOYDALANISH**

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**INNOVATIVE APPROACHES ON FOREIGN LANGUAGE
TEACHING: USING INTERACTIVE METHODS IN THE
ORGANIZATION OF EDUCATION**

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Annotation. This paper aims to do a study on the application of interactive techniques in teaching foreign languages. We have therefore used some observation techniques and written reviews, all of which we believe may be based on a critical analysis of scientific literature from the school period. The methods, which are primarily for learners to fit in with learners and make learning and teaching processes more convenient and enjoyable overall. The results show that in practice interactive approaches improve students' language proficiency.

Keywords: interactive education methods, foreign language instruction, teaching innovation, learner participation in education.

Annotatsiya. Maqolada chet tilini o'qitishda interaktiv usullardan foydalanish samaradorligi tahlil qilingan. Tadqiqot metodlari sifatida kuzatuv va mavjud ilmiy manbalarni tahlil qilish ishlatilgan. O'quvchilar bilan faol ishtirokni ta'minlaydigan metodlar til o'rganishni osonlashtiradi va darsni qiziqarli qiladi. Natijalar shuni ko'rsatadiki, interaktiv yondashuvlar o'quvchilarning bilim darajasini oshiradi.

Kalit so'zlar: interfaol o'qitish usullari, chet tillarini o'qitish, o'qitish, o'quvchilarning ishtirokida, tilni olishda innovatsiyalar

Introduction

The teaching methods that were employed during education in earlier times were more remote. But now schools are changing over to more active, student-oriented, and modern methods. For example, at present teachers put an emphasis on students taking part; the content of the class can be adjusted immediately if something goes wrong. By intuition strategy, which keeps students participating throughout the learning process on a real-time basis. Students encounter various difficulties speaking, listening, and paying attention in language classes. Careful design activities such as role-playing, simulations, use of technology, and group work all helped to turn this obstacle to participation into a chance for active participation.

Methods

This leaves four instructors' subjective evaluations as its basis: their classes, (Avazova; Saidova; Rajabova; Kadirova) and also instruction. The student feedback compiled from one class at Samarkand State University follows this trajectory. In this way, particular focus was given to how successfully designed strategies affect attendance rates and student performance. Emphasis was also placed on the use of modern technology, group work, and imaginative lesson designs.

Results

The findings of the survey and perception include some significant points:

Increased participation:

Students showed increased motivation and confidence when working in pairs or groups; especially through role-playing exercises on online platforms, they showed the highest participation rates.

Better retention:

Students who learned via interactive methods of instruction were able to retain vocabulary and grammar better than those who learned by rote.

Improved speaking skills:

With role-plays in real-life scenarios and through conversation exercises, students found that by engaging in various tasks, they actually improved their clarity and fluency in speaking.

Kadirova finds that by integrating mobile applications and visual materials into instruction, students' memorization ability and relevance are lifted. Avazova also noted that when students are actively involved via interactive digital tools, they acquire both critical thinking skills and the ability to communicate better.

Discussion

The results from this self-contained study reinforce existing theories in the field of teaching. Indirect operational methods stimulate student interaction, strengthen independence, and provide students with multiple options to complete task details. Rajabova contends that these days a technology-enabled language environment is essential. We learn best when involved actively and receive feedback on our efforts to explore, rather than just passively listening.

On the other hand, some difficulties exist. A lack of sufficient professional development opportunities or funds forces instructors to squeeze their time in attending these classes. Nevertheless, the significant payoffs for learners as they progress in skills and confidence from the use of interactive technologies outweigh their drawbacks. For more success, intuitively instructional methods call for preparation and encouragement of dialect coaches. Facilitation of modern technology by teachers is also needed.

The use of interactive teaching aids through information technology incorporated into the instruction of foreign languages raises the standard of education, as seen from the conclusion. Not only do they help to promote greater enthusiasm as well as increased participation by students, but these teaching

strategies also help develop students' language skills, including listening, speaking, and reading. Student participation makes the process richer, and interactive methods help create a more interesting and effective learning environment. To reap the benefits, dialect teachers coached by intuitive strategies must be trained and encouraged to do so. Educators must also promote the use of information technology for instruction.

Looking ahead, it is essential to continue exploring innovative strategies that further enhance the interactive elements of language learning. Future research could investigate the long-term impacts of these methods on language retention and proficiency, as well as their applicability across different educational contexts and age groups. Furthermore, integrating student feedback into the development of curricula could ensure that teaching approaches remain relevant and effective.

Conclusion

In conclusion, the shift towards interactive teaching methods in foreign language education represents a significant advancement in pedagogical strategies. The positive results observed from various studies and instructor feedback suggest that such methods not only engage students more effectively but also facilitate deeper learning. Continued investment in training for educators and the integration of technology in the classroom will be crucial in maximizing the potential of these interactive techniques.

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