THE IMPORTANCE OF INTERACTIVE TASKS AND THEIR SYSTEMATIZATION IN LANGUAGE TEACHING

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ABSTRACT

This article discusses the importance of foreign language teaching and its current position including foreign language teaching materials. The interactive methods used by foreign language teachers, additionally, the personal and scientific pedagogical skills required in language teaching and their role in the development of innovative new effective education systems are revealed. It compares interactive methods with traditional teaching methods and shows clear conclusions. Furthermore, non-traditional interactive teaching methods, which are useful in extra language learning, are intended to achieve effective results in teaching 4 aspects of foreign languages (reading, listening, writing and speaking skills). At present, this article focuses on the psychological aspects of language learning.

KEYWORDS: *Interactive Tasks, Didactic Systematization, Educational Function, CEFR, IELTS, PIRLS, PISA, Smart Teaching*

INTRODUCTION

Currently, huge importance is attached to the study and teaching of foreign languages in our country. The Presidential Decree of December 10, 2012 "On measures to further improve the system of teaching foreign languages" expanded the opportunities for learning foreign languages. In our country, new methods and requirements for teaching foreign languages, assessment of knowledge and skills of foreign language teachers have been developed in accordance with the recommendations of European countries (CEFR, IELTS, PIRLS, PISA). According to it, textbooks and teaching materials are being created for secondary schools and vocational college students.

The demand for learning a foreign language is growing day by day. Foreign language is divided into four aspects (reading, writing, listening comprehension and speaking), each of which provides specific concepts, skills and competencies. Educational technology means the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. Today, the role of modern approaches in language learning and teaching is invaluable. The use of technological tools is further facilitated by interactive, non-traditional tasks in every aspect of foreign language

learning (reading, writing, listening comprehension and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways to teach and learn a foreign language using modern technologies is to use a combination of interactive tasks with a communicative approach. [2.36-37] In this process, including:

- When using computers, the student has the opportunity to watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language, as well as to learn by imitating them;

- Ability to listen and watch radio broadcasts in foreign languages and television programs;

- have a large language learning base through the use of smartphones and social networks, which is a non-traditional method;

- CD players are available. The use of these techniques makes the process of learning a foreign language more interesting and effective, and also ensures that students' attention is concentrated in the classroom through movement games [1].

It is well known that a variety of games can help students improve their abilities, demonstrate their hidden abilities, focus, increase their knowledge and skills, and become stronger. A teaching method that combines role-playing games and problem-solving exercises to help students avoid distractions during the lesson and develop their ability to solve problems and conduct independent research.

According to psychologists, the psychological mechanisms of movement games are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be generally accepted educational principles and tactics. Learning games should be based on the subjects. During the games, the student is more interested in the activity than in a normal lesson and works more easily.

Today, we cannot imagine language learning and teaching without computer technology. At present, the teacher no longer has to organize the lesson in the traditional way by explaining all the information, but only by instructing and explaining the learners independently. This, in turn, requires an unusual system of innovative interactive tasks in the educational process, as well as the organization of lessons. [3.89]

In contrast to the use of interactive tasks, the spirit of competition, competition, argument has a strong effect on the intellectual activity of the student. This is manifested when people are organized and looking for a solution to a problem. Moreover, influenced by such psychological factors, it encourages the expression of its own similar, close or, conversely, completely opposite opinion to any opinion expressed by others. Below, we will look at the differences and effectiveness of interactive methods and assignments from the traditional learning process.

Role and importance of Interactive methods and tasks in the educational process

The interactive method is aimed at activating the acquisition of knowledge by students, the development of personal qualities through the interaction between students and the teacher in the educational process. Using interactive methods can help increase lesson effectiveness. The main criteria of interactive education are: informal discussions, the ability to freely express and demonstrate the learning material, the small number of lectures, but the large number of seminars, the creation of opportunities for students to take initiative, small group, large group, assignment to work as a class team, written work and other methods, which have a special role in increasing the effectiveness of educational work. [2. 40]

Reasons for the effectiveness of interactive training

One of the main directions in improving teaching methods today is the introduction of interactive teaching and learning methods. All science teachers are increasingly using interactive methods in their teaching. As a result of using interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them on the basis of them, healthy communication, discussion, debate.

In this field, The American psychologist and educator B. Blum has created taxonomy of pedagogical goals in the areas of cognition and emotion. It is called Blum's taxonomy. (Taxonomy is a theory of classification and systematization of complex structured areas of existence). He divided thinking into six levels according to the development of cognitive abilities.

According to his opinion, the development of thinking takes place at the level of knowledge, understanding, application, analysis, generalization, evaluation. Each of these levels is represented by the following characters and examples of verbs corresponding to each level, including:

Knowledge is the initial level of thinking in which the student is able to say terms, know specific rules, concepts, facts, and so on. Examples of verbs appropriate to this level of thinking are: repetition, reinforcement, ability to convey information, narration, writing, expression, differentiation, recognition, narration, repetition.

When student is able to comprehend, the student understands facts, rules, diagrams, and tables. Based on the available data, it is possible to predict the future consequences. Examples of verbs appropriate to this level of thinking are: justification, substitution, clarification, definition, explanation, translation, reconstruction, elucidation, interpretation, clarification.

In applied thinking, the student is able to use the knowledge gained not only in traditional but also in non-traditional situations and apply them correctly. Examples of verbs appropriate to this level of thinking are: introduce, calculate, demonstrate, use, teach, identify, implement, calculate, apply, solve.

At the level of analysis, the student is able to distinguish parts of the whole and the interrelationships between them, see errors in the logic of thinking, distinguish between facts and consequences, evaluate the importance of information. Examples of verbs according to this level of thinking are: derivation, separation, stratification, classification, guessing, prediction, spreading, distribution, verification, grouping.

Generally, the student does creative work, plans an experiment, and uses knowledge in several areas. Creatively processes information to create innovation. Examples of verbs appropriate to this level of thinking are: creation, generalization, aggregation, planning, development, systematization, combination, creation, creation, design.

At the assessment, the student is able to distinguish criteria, you can follow and see the diversity of criteria, evaluate the relevance of conclusions to available data, and distinguish between facts and evaluative opinions. Examples of verbs appropriate to this level of thinking are: diagnose, prove, measure, control, justify, approve, evaluate, check, compare, compare.

There are many different types of interactive methods, all of which, like any progressive method, require a great deal of preparation from the teacher before the lesson. [5.81]

The main features of the interactive lesson in the organization of these lessons can be better understood by considering some of its differences from the traditional lesson. For this purpose, we present the following table:

Differences between traditional and interactive lessons

№	Main concepts	Traditional lesson	Interactive lesson
1	Usage level	It is used in the form of lessons that are convenient for them on all topics.	Sometimes, interactive lessons are used in the form of convenient forms of lessons. For other topics, the traditional lesson will be used
2	Aim of the lesson	Formation and thriving of knowledge, skills and abilities on the subject of the course.	Thinking Independently on the topic of the lesson, drawing conclusions, explaining them, teaching to defend.
3	Duties and working styles of teacher	Explaining new topic, reinforce new theme, supervise, assign assignments to a new topic.	Organizing, managing, monitoring and justifying students' independent work and presentations.
4	Requirements to lesson	Preparation of lesson plans, abstracts and didactic aids.	Preparation of interactive lesson plans, assignments for independent work, handouts, other necessary tools.
5	Student Preparation Requirements	Completion of assignments for the previous lesson.	Knowing the basics and background information for a new course topic.
6	Student tasks and work methods	Listening and mastering the teacher, completing assignments.	Think Independently about the tasks given by the teacher, compare their opinions and conclusions with others and come to the final conclusion
7	Time	Much time of the class is spent	Much time of the lesson is spent on

	management	explaining, analyzing, explaining assignments, and monitoring learning.	students completing independent assignments, exchanging ideas, observing, and summarizing, sharing their conclusions.
8	Lesson modules and algorithms	The modules and algorithms of the lesson are used by each teacher according to the method they use.	Each lesson is conducted according to pre-prepared modules and algorithms, projects.
9	Required activity level from students	The teacher is active in all respects, students are active in focusing, understanding, thinking, completing tasks. Forms of communication: teacher-group; teacher-student; student-student; student-teacher; group teacher;	Both the teacher and the students are very active. Forms of cooperation: teacher-student; student-student; student-small group; small group-small group; student-teacher; small group teacher; group teacher
10	Basic ways to acquire knowledge	Communication, discussion, negotiation, debate, discussion, reflection, analysis, observation, reading and more.	Communication, reading, observation, discussion, negotiation, debate, discussion, reflection, analysis, and more.
11	Form of activities	Lectures, seminars, workshops, laboratory classes, round tables, discussions, debates, consultations, etc.	Lectures, group work or pair work, presentations, discussions, debates, roundtables, practical work, ...
12	Expected result	Students' acquisition of knowledge, skills and abilities on the topic.	Forming students' own opinions and conclusions on the topic, teaching them to learn independently.

In this table the idea is briefly stated. The differences of the advantages and disadvantages of these two types of training show clearly in the table.

Based on the analysis of some aspects of the interactive training presented in this table, the following conclusions can be drawn:

1. When teaching the subjects in the curriculum, it is necessary to take into account the topics on which it is advisable to organize interactive lessons. This involves the use of interactive or traditional types of activities that ensure that the objectives of each session are fully achieved.

2. For an interactive lesson to be effective, it is important to ensure that students know the basic concepts and background information on the topic before the new lesson.

3. It is important to keep in mind that interactive learning takes more time for students to work independently than traditional learning.

A few centuries ago, A. Navoi wrote about the impact of such differences in social life in the introduction to his famous work "Mahbubul-qulub": 'Let them look at each other with their own eyes, and let each one enjoy according to his own understanding.' At the same time, it is shown that everyone can understand, master, benefit and apply this work in a different way, that is, only at the level of their own understanding. to summarize our above conclusions about the main differences from the traditional methods, we can express that it is to increase the understanding of the students.

It should be noted that interactive teaching methods in Uzbekistan since ancient times in the educational process, such as discussion, debate, negotiation, observation, analysis, consultation, poetry reading, reading in the dialogue between teacher and students and between students and students. used in the forms.

These methods helped to develop students' independent thinking and perfection by developing their speech, thinking, reasoning, intelligence, talent, and intelligence. [6.45]

Nowadays, interactive methods are mainly used in conducting interactive trainings. In the future, these methods will be combined with interactive technology. The difference between this interactive method and the concept of technology can be described as follows.

Interactive teaching method - implemented by each teacher at the level of available tools and their own capabilities. Nowadays, each student learns at different levels according to their motives and intellectual level.

Interactive Learning Technology - Ensures that each teacher conducts the learning activities as intended for all students. In this case, each student has his own motives and intellectual level and masters the lesson at the intended level.

Based on the study of some experiences in the practical application of interactive training, we can identify some of the factors that affect the quality and effectiveness of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodical and factors related to the teacher, students, teaching aids. We need to keep in mind that they have a positive or negative impact, depending on their nature.

Organizational and pedagogical factors include:

-training with a group of trainers to conduct interactive trainings by teachers;

-Organize the teaching of interactive methods to teachers;

-create the necessary conditions for interactive lessons in the classroom;

-ensure a comfortable workplace for the speaker and participants;

-prevention of violations of sanitary and hygienic standards;

-ensure compliance with safety regulations;

-attention and attendance;

- Organization of control.

Scientific and methodological factors include:

-Correct selection of appropriate interactive methods to ensure compliance with the requirements of the SES and the full achievement of the objectives of the lesson;

-quality preparation of interactive training;

-ensure that each element of the interactive lesson is relevant to the topic being studied;

-determine the topic and content of the training on the basis of the latest scientific and theoretical information;

-use of modern highly effective methods;

-pre-determine the level of readiness of students and conduct interactive classes at the appropriate level;

-Ability to set aside enough time for interactive activities.

In interactive lessons are required a lot of creativity and activity from the teacher. [10.144] A lesson includes retelling what they have read from a book that is already known or requires a lot of creativity and activity is passive. The interactive method produces particularly good results not only in education but also in upbringing, from a scientific point of view the teacher not only expresses an opinion when influencing the discussion, but also expresses his personal attitude to the problem, moral position and worldview. Teacher participation in student competition can vary. But in any case, he should not let himself down. It is best to manage the debate in a well-calculated way, using productive thinking, creative inquiry in finding a solution, or asking a problematic question. The teacher expresses an opinion in his or her point of view, only by proving by drawing conclusions from the students 'opinion and refuting erroneous opinions. In this way, the debate can not only intellectual content - cognitive, theoretical questions, but also to create productive collaborative activities, transforming educational activities into educational processes with their impact on the personality of students. [9.87]

In this way, the interactive teaching method, the collaborative activity of the students becomes not only a collaborative activity of the teaching process due to the teacher's participation in the discussions, but also a real creative productive activity of the individual's social relations. Collaborative learning is a self-acquired knowledge that directly affects students' inner worlds and is a key educational function of the teaching process. [8.166]

It is important to note that student-teacher friendly collaboration is also a unique educational approach today, with both strong criticism of the teacher and a mildly inspiring approach.

As a young researcher, I would like to suggest that today's young people differ from the previous generation in their ability to use their strong intellectual intelligence, especially in electronic technology. [7.90]

Therefore, keeping the attention of the 21st century and organizing an interesting lesson requires a teacher to be skillful and agile, strong scientific, inquisitive. I would suggest a combination of traditional methods and modern methods in creating a system of interactive assignments and using them in practice, in which the active member, who is mainly the subject of the learning process, plays a key role as a manifestation of the new learning process. At the beginning of the lesson, the teacher conducts a brainstorming session to check the students' awareness of the basic

concepts of the topic, after which the basic concepts are explained and the materials are given as main sources, and at the end of the lesson students are given an independent project. Project work stimulates students' creative abilities, thinking and innovation, and creates a competitive environment. [6.89]

The choice of exercises (activities) that integrate the 4 main aspects of a foreign language, such as reading, writing, listening, and speaking, also guarantees effective teaching. For example, the reading aspect of grammar and vocabulary are also interrelated with the writing aspect. nikmasi develops together. [9.77]

For example: Filling in gaps, finding headline exercises increase critical thinking as well as vocabulary.

Currently, teachers are using the following innovative methods based on the experience of educators in the United States and the United Kingdom: [8.98]

- "**Creative Problem Solving**" To use this method, the beginning of the story is read and the conclusion is left to the judgment of the students;

- "**Merry Riddles**" Teaching riddles to students is important in teaching English, they learn words they are unfamiliar with and find the answer to a riddle;

 - **Quick answers** help to increase the effectiveness of the lesson;

- "**Warm-up exercises**" - use of various games in the classroom to engage students in the lesson [3.58];

- **Pantomime** can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises;

- **A chain story** method helps to develop students' oral skills;

- **Acting characters** This method can be used in all types of lessons. Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students;

- **Poets and writers** such as U.Shakespeare, A.Navoi, R.Burns can be "invited". At the same time, using the words of wisdom they say in class will help young people grow up to be perfect people;

- The "**When pictures speak**" method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures;

- "**Quiz cards**" cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [4].

- "**Objective comment at the end of the lesson**" At the end of the lesson, students present their knowledge in the form of a picture or writing.

- At the end of the "**Last impression**" lesson, students are asked to provide information on the interests they want to learn in the next lesson.

As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [5.67].

In short, as a result of the use of innovative methods in English lessons, students develop logical thinking skills, improve speech, develop the ability to respond quickly and accurately. It is better to use visual games or methods at the beginning of the class, movement or role is in the middle of the lesson, and in the last part of the lesson the organization of the student's subjective opinions about the information that is learned in the lesson in various card games or anonymous games attracts interest of the learner in language learning.Theseinspire students not only psychologically but also improve the quality of education. At the result, the student tries to prepare well for the lessons. This makes students active participants in the learning process. Education system sets goals to make perfect educating ,thinking freely, well-rounded, bringing mature person and the future teachers will contribute to the more perfect development of innovative technologies, effective use of interactive methods to national State Educational System.

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