

**THE ROLE OF INTERACTIVE METHODOLOGICAL EDUCATION IN
TEACHING UZBEK LANGUAGE TO FOREIGNERS****Madrakhimova Nilufar Azimovna**

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ANNOTATION

As a representative of the study of the role of interactive methodological education in teaching Uzbek language to foreigners, I would like to touch upon an important theme and tell about the prospects of studying the Uzbek language abroad, tell in more detail about the methods and techniques used, programs and directions that are used on the way of learning this language at the National University of Uzbekistan, of which I am a student.

Key words: *interactive, methodological, foreigners, reverse analysis, acquired knowledge, effectiveness, pedagogy, e-learning system, skills and abilities.*

INTRODUCTION

Research on the use of interactive methods to improve the effectiveness of foreign language teaching in the global educational system within the framework of the Carl Wieman Science Education Initiative (CWSEI) (British Columbia), an interactive e-learning system to improve the effectiveness of lessons - study) on the use of Purdue University (USA) and JCM International Management Engineering Institute (China) and research on the implementation of interactive learning at leading universities in the world, such as the UN International Institute for Sustainable Development (IISD), institutes and research centers. It is important to develop skills and abilities to use modern educational models to increase the opportunities for teaching a second language in the field of pedagogy in our country.

Decree of the President of the Republic of Uzbekistan PF-6084 dated October 20, 2020 on the creation of programs for teaching Uzbek to foreigners, increasing the role and prestige of the state language in the international arena, the development of foreign cooperation and foreign cooperation. higher education A number of tasks have been set, such as providing Uzbek language courses in educational institutions with the necessary scientific, educational, methodological and artistic literature, increasing the volume of scientific research on the teaching of the Uzbek language.

We know that interest in learning the Uzbek language in foreign countries is growing. Experience has shown that citizens of South Korea, the USA, Germany, the Czech Republic, Japan and Turkey study Uzbek with great interest. It is necessary to further develop this process, increase the international prestige of the Uzbek language and develop interest in its study, increase the volume of research for the effective organization of this process. One of these areas is an interactive learning model that shows the best results in the world practice of teaching another language. Experience has shown that four basic learning models are widely used in education. These are extracurricular, active, interactive and interactive learning models. Interactive learning is a process of active communication and exchange of information between teachers and students, as well as between students. In this process, the active exchange of information between the participants is of a communicative nature. This is an important factor that helps students learn Uzbek to develop conversational skills.

This form of educational communication is important not only for students to express their personal views on the topic of learning or learning information - knowledge, but also for the implementation of information in practice.

As a rule, in the traditional model of education, we often observe that when a student describes his knowledge or experience, the teacher often has his own opinion and does not perceive it as serious educational information.

Then he tries to retell the topic in his own way. The way of violates one of the rules of multifaceted communication - a teacher's opinion is a student's statement.

The student's life experience, including the experience of mastering the basics of the subject, is a very simple, insignificant tool for achieving a goal (the teacher's goal) that has not yet been fully realized. Students' knowledge of a particular subject, its subjective assessment and feedback serve as a “communication filter” that the teacher must understand and accept.

The organization of utilizing of an interactive learning model in teaching a foreign language confirms the validity of the following conclusions:

1. If students are given the opportunity to approach the study of a particular topic based on their own experience, the necessary knowledge, skills and competencies will be acquired to the required level;
2. If the teacher can actively support the learning tools of the students, they will receive a beneficial education;
3. If the teacher can, firstly, choose effective ways of acquiring knowledge based on the capabilities of the students, and secondly, if their opinions are taken into account, even if they do not correspond to their own views, the students will be very good at learning subjects.

The presence of an interactive process in teaching Uzbek to foreigners not only denies the “dominance” of the teacher, but also allows the student to assess their level of knowledge, identify strengths and weaknesses.

Another advantage of the interactive process:

- expressing personal opinion to students;
- defend your point of view;
- develop the ability to listen to the opinions of others, generalize them, distinguish between the main, important and true, draw conclusions;
- Improving skills and competencies in the correct and effective use of interactive methods in the educational process. As a result, a skillful, artistic approach to the educational process and its organization in accordance with the needs is one of the most important conditions for the development of an ideal person.

In the process of learning the Uzbek language, each student has a unique idea about the topic being studied or acquired knowledge. On this basis, training tasks are performed to become successful. To what extent can a student's educational activity be based on personal experience of gaining knowledge or able to focus his personal experience on studying the material. There are a number of general principles that apply to all students attitudes toward topics and learning materials. They are:

1. Students master the subject by developing their individual understanding;
2. The learning process should enable the individual to demonstrate that he or she is able to assimilate and deepen knowledge by combining his or her previous and new knowledge. This opportunity helps the student to actively participate in the discussion process;
3. Knowledge is created under the influence of culture, past experiences and values formed by social actors, therefore diversity plays a key role in the emergence of mental activities;
4. Philosophical views confirm the expediency of the study of the problem in educational practice, organizing dialogue (conversation, discussions) and the use of activities aimed at assessing a particular situation or situation.

The task of the educational process in self-education is to master the instructional materials of the initial knowledge that is manifested in the personal experience of each student and to direct them towards

communicative activity. American pedagogical scientist G.Johnson in his research work, analyzes how and to what extent this task can be effectively solved, proposing the theory of “steps of mastering knowledge in interaction”. It contained the following five main situations:

- 1) Organization of demonstration of existing knowledge in the initial position (minutes);
- 2) ensuring that existing knowledge becomes the basis for the acquisition of new knowledge;
- 3) assessment of the extent to which their views are justified on the basis of personal approach and Experience;
- 4) analysis of the acquired knowledge with an eye to each of the different points of view;
- 5) generalization (synthesis) of the judgments expressed so that they are equally understandable to everyone.

From the point of view of the legislation on the establishment of social relations, it is not enough for the student in the educational process to have his own personal opinion, to be able to explain his knowledge, to be able to protect his personal approaches. The most important thing is that he is able to live among social residents and master the skills of interacting with them. In our opinion, the most essential advantage of interactive education is to create the environment situation. Because the creation of conditions for free expression of the opinions of representatives of other nationalities, students on the subject, the organization of the process of mutual thinking, the sharing of their life experiences and the creation of an opportunity to base their opinions increase the opportunity to independently express their thoughts in the Uzbek language and, most importantly, to speak the Uzbek language.

The records reveal that in teaching a second language, the progress expected from each lesson must be aimed at cultivating students' capability to adopt their theoretical knowledge in practice, as well as developing their speaking and writing skills. This requires learners not only to impose the speech constructions they have studied, but also to confidently and creatively express their thoughts with the application in similar phrases. This supposes the combined application of the four basic activities in language learning: listening and understanding, reading, speaking, writing – it must be deployed during each lesson, considering a balanced distribution. And relevant video and audio materials plays major role in this practical assignment. The material that a student is able to simultaneously see, hear and comprehend during the process of learning is firmly fixed in his memory.

The indicator unveiling the degree of language acquisition is, firstly, estimated by how the student comprehends the speech he has heard, replicated in the language he is studying, and how he responds to it. For this reason, audio and video materials has been widely used in the study of foreign languages, and even teaching aids in the form of audio CDs and video materials are published. There are a number of researches that highlight the topic of video films and video files having texts attachments, developed for language learners, as well as on the use of video courses and films during an educational lesson. In teaching Uzbek as a second language, one of the significant factors in boosting the effectiveness of education is the use of audio and video materials. It is not a secret for anyone that the level of proficiency in the Uzbek language of Russian-speaking students in terms of verbal Uzbek speech is much lower than required, and in many cases their inability to correctly pronounce specific sounds of the Uzbek language is not perceived as a glaring mistake. In this context audio material activities, and exercises, what are required to listen and understand create the opportunity to listen to the speech related to the target language and thus develop student's pronunciation. Moreover, videos serve to form not only speech among language learners, but also sociolinguistic and pragmatic competence. Broader acquaintance with events on various speech topics and situations through video materials enhance the vocabulary of students, plus creates conditions for them to independently express their thoughts on the basis of the viewed content.

To summarize, we may say that nowadays multimedia technologies are one of the interactive tool promising areas of digitalizing an educational process. The introduction of multimedia technologies in the educational process is a crucial chance for the intellectual development of students, along with the socio-economic development of our society. Apart, on this account, the century itself requires the teacher of today to be the owner of the merits necessary for his profession and specialty, as a person who is available effectively consume advanced pedagogical and multimedia technologies, as much as has an extraordinary creative mind and works tirelessly to cultivate own abilities.

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