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TOG'AYMURODOV DILSHOD DILMURODOVICH
(Group 4 uzbek 13)

FINAL QUALIFICATION PAPER

**THE PRIORITY OF INTERACTIVE METHODS USED IN
FOREIGN LANGUAGE TEACHING**

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for conferring the bachelor's degree

**“The final qualification paper Scientific supervisor: A.T.Amonov
is recommended to proof Scientific advisor: A.R.Ismailov**

The head of the chair of English
lexicology and stylistics.

N.Sh.Amriddinova _____

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I hear and I forget.
I see and I believe.
I do and I understand.
(Confucius)

Abstract

The present qualification paper is named “The priority of interactive methods used in foreign language teaching”. The purpose of this paper is to evaluate the traditional methods of teaching as well as interactive teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically, teaching must include two major components sending and receiving information. Ultimately, a foreign language teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as interactive methods of teaching. The use of interactive methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen government and increase the effort to achieve the human development goal for the country. In the aforementioned paper the importance of interactive methods are described.

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Introduction

For organizing effective foreign language teaching process using various methods according to some exact approach is an essential instrument of the educator. If teaching process is organized on the basis of certain approach, the direction of the lessons becomes fluent. This statement has been approved by many scientists. In our modern era, every field of life demands innovative ways in order to develop. It is time to avoid using classical methods. Today a great attention is paid for the development of educational system. In this process foreign language teaching sphere is also being reformed. In this case every teacher who teaches foreign language, must feel huge responsibility to create new sphere of teaching. It is not such easy task to change teaching style which the teachers tend to use. This kind of methods has been the most essential and unique type of delivering information to learners' mind for ages. With the help of traditional methods teacher can control the class completely and be centered. In this condition the educator is able to conduct activities how he wants. Learners have to deal with the strict discipline. They learn everything which is given by teacher silently. A great amount of knowledge is based on the theory. But nowadays we do not need only understanding topics in learning foreign languages. The main reason of learning any foreign language is to be able to communicate with the speakers of that language. That is why, learners should practice any information which they learn in the lesson simultaneously. For achieving this result, teachers must use interactive methods and innovative techniques during the lesson. This is the demand of the era.

In this research, some comparison between traditional and interactive methods will be investigated. The reason of choosing this

topic is to evaluate the priority of interactive methods in foreign language teaching and find answers following questions:

- What are the concepts of approach, method and techniques?
- What are the main methods of teaching foreign language till nowadays?
- What is the interaction in language classroom?
- Why do we need to reform traditional teaching styles?
- What is the importance of interaction in teaching foreign language?
- What are the advantages of using interactive methods?
- How to conduct interactive activities in the lesson?
- What kind of tools do we need for organizing innovative activities?
- What types of interactive techniques used in teaching foreign languages are there?

In order to find appropriate and authentic answers for the questions mentioned above, various reference materials should be learnt. In addition, it is vital to note that interviews and feedbacks from the learners who have participated in the lesson conducted with interactive methods, can be one of the main sources of the research.

II. Literature Review

A. Concepts of approach, method, technique and the major methods of foreign language teaching.

It seems worthwhile, first of all, to clarify briefly the concepts of approach, method and technique, which are mutually and hierarchically related. They represent, in fact, three levels of analysis and teacher's decision making for teaching and learning English in the classroom. An approach or strategy is the most abstract of all three concepts and refers to the linguistic, psycho-and sociolinguistic principles underlying methods and techniques. Actually, every teacher has some kind of theoretical principles which function as a frame for their ideas of methods and techniques. A technique is, on the other hand, the narrowest of all three. It is just one single procedure to use in the classroom. Methods are between approaches and techniques, just the mediator between theory (the approach) and classroom practice. Some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods. "It seems to me that we can imitate them the boxing elements. For example, if we consider the approach as a boxing circle, method is a boxer. Techniques can be realized as various punches which the boxer uses. Below, some main approaches and methods of teaching foreign languages are explained and ordered hierarchically from traditional to interactive ones" [14,31].

The Traditional or Grammar-Translation Method applied the study of Latin and Greek grammars to the study of foreign languages from the XVII to the XX centuries. In the 19th century this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed. Even today, in spite of its obsolescence, it has not entirely died out as some textbooks

still in use and the practice of some classes are there to prove. The most relevant principles of this method can be summarized as follows:

- 1) It emphasizes the study and translation of the written language, as it is considered superior to spoken language.
- 2) Successful learners are those who translate each language into the other, though they cannot communicate orally.
- 3) Reading and writing are the main language skills.
- 4) Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- 5) Students must learn grammatical rules overtly and deduce their applications to exercises.
- 6) Students have to know verb conjugations and other grammatical paradigms.
- 7) The basic unit of teaching is the sentence.
- 8) The student's native language is the medium of instruction and used as well to compare with the language studied.

The Grammar-Translation Method focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered its most important classroom activity. The main procedure of an ordinary lesson followed this plan: a presentation of a grammatical rule, followed by a list of vocabulary and, finally, translation exercises from selected texts [22,451]. Other activities and procedures can be the following:

- a) reading comprehension questions about the text;
- b) students find antonyms and synonyms from words in the text;
- c) vocabulary is selected from the reading texts and it is memorised;
- d) sentences are formed with the new words;
- e) students recognize and memorize cognates and false cognates;

- f) fill-in-the-blank exercises;
- g) writing compositions from a given topic.

Retrospectively, there are some very obvious disadvantages of this method, which are summarised next:

- 1) No account of present-day language usage is presented. Norms are imposed from the great literary authors.
- 2) Secondary grammatical points, lists of forms and examples receive a lot of attention. Some definitions and explanations are often incoherent because of their heterogeneous criteria. As a result, facts about the language are confusing for the students.
- 3) It gives a predominant place to morphology but neglects syntax. Therefore, rules enabling the learners to construct systematically correct complex sentences are not presented.
- 4) It gives an exaggerated importance to faults to be avoided by the learner and to exceptions, emphasising the prescriptive and mechanical aspect of language.
- 5) Translations are often unsatisfactory as they are done word by word.
- 6) Students have to learn a lot of grammatical terms and too much weight falls on their memories. Frustration on the part of students and lack of demands on teachers are effects of this method [23,43-45].

The structuralist methods.

The different methods analysed in this section share a common conception of how to learn a foreign language as a process of acquiring the structures or patterns of it through habit formation. We will examine the approach as well as the origins and the subsequent development of these methods: The Oral Approach and the Audiolingual Method. The theory of language underlying these methods is structural linguistics, and

though there are some differences between British and American structuralism, both movements saw language as "a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types" [19,49]. Grammar no longer consists of a collection of rules, but a list of structures. Consequently, learning a language means mastering all these building blocks of the language and the rules to combine them. One of its main features is the importance given to the oral aspects of language, breaking with the relevance of the written language. In fact, these conceptions appeared to offer a scientific basis for FLT, which claimed to have transformed teaching from an art into a science. They are summarised in the following five ideas [22,158]:

- a) Language is speech.
- b) A language is what its native speakers say, not what someone thinks they ought to say.
- c) Languages are different.
- d) A language is a set of habits.
- e) Teach the language, not about the language.

The Oral Approach was the first move in what can be called structuralist direction and has its origin in the British applied linguistics of the 1920s and 1930s, represented by Palmer and Hornby. It was the first attempt to apply a scientific foundation to FLT and was dominant from the 1930s to the 1960s. In the 1960s this approach was referred to as the Situational Approach, due to a bigger emphasis on the presentation and practice of language situationally. The main difference with the American structuralism lies in the British notion of "situation" and purpose, clarified by Pittman: "Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in

situations designed to give the greatest amount of practice in English speech to the pupil. Situations that always have an underlying purpose from the part of the speaker and give more attention to meaning” [19,35].

The characteristics of the Oral Approach are the following:

- a) its syllabus is organised structurally in sentence patterns, gradually sequenced;
- b) vocabulary is considered a very important aspect of FLT;
- c) the teacher is the model, creates the situation and teaches through questioning and eliciting the learners' answers;
- d) students are expected to deduce word meaning from context, without translations or explanations in the mother tongue;
- e) grammatical structures are learnt with oral procedures: repetitions, substitutions, drills, reading aloud...;
- f) grammar is learnt by an inductive process, as in the Direct Method, graded from simple to more complex forms;
- g) correct pronunciation and grammar are considered crucial, so students must avoid errors;
- h) oral language comes first, then written language;
- i) the textbook and the visual materials are very important.

The teaching units of a situational textbook could be the following:

- My new school
- My friends like playing football
- At Bill's birthday
- Christmas presents
- New year's resolutions.

The Audiolingual Method corresponds with the USA structuralist tradition of FLT, which became the dominant orthodoxy after World

War II. Its origin can go back to the seminal work of Bloomfield, who set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado went on applying these principles up to the 1970s with a close relationship with behaviourism. Bloomfield became a basic source for the Army Method, which was a response to the need of army personnel after the USA entry into the Second World War. Its main procedure was imitation and repetition. The most important assumptions about FLT in the Audiolingual Method are the following [8,21-25]:

Foreign language is the same as any other kind of learning and can be explained by the same laws and principles.

1. Learning is the result of experience and is evident in changes in behaviour.
2. Foreign language learning is different from first language learning.
3. Foreign language learning is a process of habit formation.
4. Language learning proceeds by means of analogy (habit-formation involving discrimination and generalization) rather than analysis (deductive learning of rule, as the Grammar-Translation Method).
5. Errors are the result of L1 interference and are to be avoided.

As it is understood from the approach and assumptions considered above, the main procedures put into practice by Audiolingualism give a primary emphasis to an oral approach to FLT and focus on an accurate speech, but grammatical explanations do not have an important role. Teaching units are organised following these three methodological points:

Nothing will be spoken before it has been heard.

Nothing will be read before it has been spoken.

Nothing will be written before it has been read.

A typical lesson would have the following procedures [19,58-90]:

1. Students first hear a dialogue with the key structures of the lesson, repeat and memorise them. The teacher pays attention to pronunciation and fluency. Correction is immediate.
2. The dialogue is adapted to the students' interest or situation.
3. Certain key structures from the dialogue are selected and used as the basis for repetition and pattern drills, first practiced in chorus and then individually. An example of a pattern drill could be this:

To elicit: There's (a man watching TV)

Teacher: There's a policeman. He's standing near a car.

Student: There's a policeman standing near a car.

Teacher: There's a girl. He's knocking at our door.

Student: There's a girl knocking at our door.

4. Students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried on.

The central unit of the lessons are, therefore, language structures, which are graded and sequenced. An example of how lessons may be organised around structures is this partial Index from a very known textbook [3,134]:

- Is this your...?
- What make is it?
- What's your job?
- Look at...
- Whose is this/that...? This is my/your/his/her...
- What colour's your...?

There are, anyway, some positive aspects contributed by the structuralist methods [24,158]:

1. They were the first methods to recommend FLT based on linguistic and psychological theories.
2. They tried to extend language learning to a great deal of people but with a small intellectual abstraction.
3. They emphasised syntactic progression, while the preceding methods were more concerned with vocabulary and morphology.
4. There was a development of the different skills.
5. They promoted the use of simple techniques.

The Communicative Approach or Communicative Language Teaching is usually called communicative, though other labels - particularly functional or notional at its early stages - have also been used as synonyms. The term communicative, in relation with language teaching, denotes a marked concern with semantic aspects of language [25,262]. The crisis of the structuralist methods had begun with Chomsky's criticisms, particularly in his book "Syntactic Structures", where he clearly explained the incapability of structuralism to take into account the fundamental characteristics of language. The Situational Method was criticised by the British applied linguists because it lacked the functional and communicative potential of language. Applied linguists made use of the British functional linguistics (Firth, Halliday...), American sociolinguistics (Hymes, Gumperz, Labov), as well as philosophy (Austin and Searle). This wave of criticism and new conceptions was parallel to a growing dissatisfaction among the FLT profession with the emphasis laid on the mastery of language structures and the manipulation of grammatical forms. FLT along these lines tended to produce structurally competent but communicatively incompetent students, unable to transfer outside the classroom the amount of classroom work on repetitive habit-forming exercises.

Dissatisfaction showed as well from the new educational realities created by the development of the European Union and a great mobility.

The Communicative Approach draws upon some changes and innovations coming mainly from applied linguistics, so I am going to give a summary of changes about language nature and its knowledge. Language is considered a social phenomenon by this approach, as it is a means of communication and interaction between members of a community. The goal, then, of FLT is to develop students' communicative competence, term coined in opposition to the Chomsky's concept of competence that refers to the abstract grammatical knowledge speakers have for producing correct sentences in a language. Communicative competence, on the other hand, extends Chomsky's concept to the ability to understand and produce messages appropriate to a socio-psycho-cultural situation, so that language users can relate their linguistic knowledge to everyday conventions. Later, on this knowledge of language use was extended to the capacity to participate in discourse and to the knowledge of pragmatic conventions governing that participation. It was also added the competence to be creative with these rules and conventions, and to negotiate them during communication. This is then a set of language knowledge competencies which interact during real communication. The Communicative Approach can be considered rich and eclectic at the level of language theory, because it advocates the following main features [19,71]:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The learning theory underlying this Approach is not very much developed, though some main elements emerge from its practice. Learning improves when these forceful ideas are applied to classroom activities [16,156]:

- Relationship of activities to real communication.
- Activities use language for meaningful tasks.
- Language used is meaningful to the learner.
- Language is used communicatively, rather than practicing language skills.

Communicative approaches make use of a variety of materials which are selected and viewed as a way of improving classroom interaction and a communicative use of the language. Some criteria in which these materials are based and some activities and techniques derived from them are the following [18,112-115]:

-The Information transfer principle which refers to the ability to understand and produce language making transferences from one medium of the language to another. Activities based on the Information transfer can be: write some purposeful notes from a listening comprehension, write sentences from diagrams, give a personal opinion about some pictures...

-The Information gap principle takes account of the different levels of information between people when communicating, which allows to do a good number of exercises: students have different pieces of information and have to exchange them through questions and answers; students can choose different answers, which means negotiation when talking...

-The correction for content principle means more emphasis on the communicative content expressed than on grammatical accuracy. Errors and mistakes, therefore, receive a very different treatment than in the preceding methods.

- The use of authentic materials exposes the students to real uncontrived language, so that the learner is faced with language as it is.

-Join scrambled sentences (or a conversation, a picture story...) into their original order, a good way of dealing with cohesion and coherence and other aspects of discourse.

-Language games are communicative as they have three features of communication: Information gap, choice, and feedback.

-Role-plays allow students to be aware of the different social contexts and roles, attitudes, mood...

-Problem-solving activities.

-Pair and group work are a procedure very much used.

B. The importance of interaction and using interactive techniques in the language teaching process

Interaction is an elicitation of willing student participation and initiative which requires a high degree of interpersonal communication skills [20,3]. It refers to the exchange of information between the teacher and the students or among the students. It has long been considered important in language learning. "It may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs" [17,27]. It will make students deeply involved in activities that draw on their creativity. Teachers should demonstrate these qualities to students to help them overcome their inhibitions and fear of embarrassment. According to Swain, "interaction allows the learner to practice the target language, thus enhancing fluency; to notice or trigger a particular structural form that needs modifying; to test hypotheses

about structural points and to reflect meta-linguistically”. Similar to Swain, Brown and McLaughlin point out that interaction provides opportunity for the non-native speaker to practice structural components, increasing the likelihood of automation of such components. Brown (1994) indicates that interactive classes have the following beneficial features:

- a) there is a large amount of pair and group work;
- b) students engage themselves in spontaneous and authentic conversations;
- c) students work for actual audiences and purposes, not artificial ones;
- d) the task-based activities prepare students for the real world outside of the classroom.

Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations. At the time of interaction, students can use all they have learnt of the language or have casually absorbed in real life exchanges where expressing their real meaning is important to them. Thus, they will have experience in creating messages from what they hear or read, since comprehension is a process of creation. It is also underscored by Richards that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

Lee says that promoting interactive activities seems to be an alternative means to help the second language learners to acquire the target language in a meaningful way. It is believed that by means of interaction, second language learners can stretch their linguistic competence and use appropriate strategies to modify and negotiate meaning in spite of their inaccurate and incomplete utterances. In

promoting interactive activities, comprehension and production retrieve their natural relationship as an interactive connection. To achieve this:

- Teachers must promote the desirable ambience and good relations among students for them to know one another;
- Individuals must appreciate the uniqueness of others by encouraging and educating one another;
- Both students and teachers must build up their confidence and enjoyment in what they are doing;
- Classrooms should not be teacher-directed and dominated;
- Classrooms should be interactive by nature and never one-way.

Real interaction in the classroom requires a teacher:

- to facilitate students and be in the background;
- to monitor students closely;
- to provide complete authority to students in developing and carrying out activities;
- to accept all kinds of opinions and be tolerant of errors made by students while they are attempting to communicate.

At the same time, teachers should not be afraid and reluctant to carry out interactive activities that could be chaotic and impractical. Brown points out that teachers must organize, provide security, motivate, instruct, be a model, be a guide, inform, give feedback, encourage and evaluate the language learners.

C. The principal elements of classrom interaction.

One of the main principles of education is interaction. In language classes, learners should have more autonomy to have interactions among themselves as well as with the teacher. Second language learners are more likely to achieve better levels of comprehension of the new input in their effort to communicate through interaction. In recent decades, there have been various views in the area of language teaching on the

influential factors that leads classroom language learners to achieve mastery of a second or foreign language. It is mostly believed that classroom language learning is greatly dependent on the nature of the classroom interaction in order to meet the desired outcomes. This fact has been noted and given importance in the literature by different scholars such as Allright, Long, Breen and Candlin. Such studies have provided important considerations for language learners for language development. Vygotsky asserts that based on the sociocultural theory, “a dialogical approach holds that learning should be in the manner that arouse a diversity of internal developmental processes which operate just at the time of a child’s interaction and cooperation with others in the environment, and these processes become internalized when they turn into a part of independent developmental achievement of the child” [23,234]. As a result, sociocultural and institutional realities that exist outside the classroom should be reflected as much as possible in the classroom, and classroom interaction covers the elements of collaborative dialogue, negotiation and co-construction.

Collaborative dialogue refers to when a dialogue occurs efficiently between learner and learner or learner and assistant interaction. The potential level of development of the individual was the focus of Vygotsky rather than the individual’s current level of development. Test scores might show the same level of actual development for two individuals. These two may demonstrate different levels of potential development which is shown by their distinctive abilities and performances in solving similar problems with regard to varying assistance degrees from an adult. When learners interact with other members of their sociocultural environment including family members, friends, teachers, classmate, and coaches it leads to dialogic interaction. Vygotsky states that learning is an essential activity of the

learner's self and adult's assistance or cooperation with more capable peers.

Negotiation generally is seen as discussion to find agreement. Allwright asserts that "interactive negotiation needs to be person-to-person communication in order to lead to satisfactory outcomes. Reading a text and analyzing it silently includes three basic processes of interpretation, expression and negotiation. Negotiation is viewed as using real life language which is related to the learner's learning purposes" [2,158]. Negotiation has also an essential role in classroom interaction. When more opportunities are provided for second language learners for negotiation of comprehension problems, they are more successful. More second language vocabulary is learned when learners are involved in peer negotiation and interactive situations. By negotiating the input, learners reach higher vocabulary acquisition scores in doing the immediate post-test, and more importantly, they kept this benefit over time.

Jacoby and Ochs define *co-construction* as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality" [15,172]. According to Long, interactional competence refers to the language knowledge which is co-created by all those who participate in interaction. It is required that all the participants have the duty to make a successful and appropriate interaction in a special social context. Through face to face interaction, participants negotiate meaning and also co-construct it together in a locally specific social context.

D. Examples for interactive techniques of modern language teaching practice.

Using interactive techniques while explaining a new theme is one of the most important part of modern language teaching process.

Nowadays in the practice of world teaching you can find numerous techniques. Below, some kind of interactive techniques which can be used, especially, in teaching foreign languages. These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material and the process of measuring student understanding in many cases is also practice for the material-often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning.

Interactive techniques used in a lecture. The teacher should use following techniques in order to deliver the new information into the learners’ brain effectively:

Picture Prompt - Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first.

Think Break - Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down helps assure that they will in fact work on the problem.

Choral Response - Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.

Word Cloud Guessing - Before you introduce a new concept to students, show them a word cloud on that topic, using an online generator (Word Cloud, Wordle, Taxedo, or Tagul) to paste a paragraph or longer of related text, and challenge students to guess what the topic was.

Total Physical Response - Students either stand or sit to indicate their binary answers, such as True/False, to the teacher's questions.

Make Them Guess - Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing for a while before giving the answer to build curiosity.

Punctuated Lectures - Ask student to perform five steps: listen, stop, reflect, write, give feedback. Students become self-monitoring listeners.

Recall, Summarize, Question, Connect, and Comment - This method of starting each unit has five steps to reinforce the previous session's material: recall it, summarize it, phrase a remaining question, connect it to the class as a whole, and comment on that class session.

Background Knowledge Probe - Use questionnaire (multi-choice or short answer) when introducing a new topic.

Whiteboard Capture - Using a smartphone, take photographs of the whiteboard at the end of the day and make it wallpaper of home screen for easy student reference.

Pass the Dart - Use a real magnetic dartboard to decide which student must answer the next question. Student names must be arranged on the dartboard already.

Individual learner action techniques. With the help of these techniques students or pupils can easily learn new concepts during the lesson.

One-Minute Papers - Students write for one minute on a specific question which might be generalized to “What did you learn in today’s lesson?”. Usually it is suggested to use at the end of the class session.

Muddiest Point - Like the Minute Paper, but asks for the “most confusing” point instead. Best used at the end of the class session.

Turn Taking Reading - Instead of the teacher reading a paragraph or leaving silence for students to do it, instruct them we will sit in silence until someone is moved to read ONE sentence, then someone else - anyone - will start the next sentence. Adds “good” tension and raises energy.

Photo Homework - Students are assigned to use a smartphone to snap a picture of something at home or out in the city that captures a specific concept from the class, as assigned by the teacher.

Video Selfie - Ask students to make a video of themselves performing the homework, as they will take it more seriously and be more likely to avoid mistakes.

Bookmark Notes - Distribute full-length paper to be used as a bookmark for the current chapter. On it, record prompts and other “reading questions”, and require students to record their notes, observations, and objections while reading onto these bookmarks for collection and discussion in class.

Storytelling - Students are given assignments that make use of a given concept in relation to something that seems personally relevant such as requiring the topic to be someone in their family.

Interactive techniques for pair-learning. Using pair techniques helps the teacher to make learners work with their partners.

Think-Pair-Share - Students share and compare possible answers to a question with a partner before addressing the larger class.

Pair-Share-Repeat - After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.

Wisdom of Another - After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

Teacher and Student - Individually brainstorm the main points of the last homework, then assign roles of teacher and student to pairs. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned, but, come up with 2-3 ones missed by the teacher.

Get One, Give One - Students fold a piece of paper in half and write "Give One" on one side and "Get One" on the other side. On the "Give One" side, ask them to write four insights from today's material. Have them stand up and find a partner. Each student shares one idea from their "Give One" side of the paper and writes down one idea on the "Get One" side of the paper. Find a new partner until your "Get One" side of paper is full of new ideas!

Interactive techniques for group-learning. This kind of activities can be used in groupworks. In this case learners can get and give the information or new vocabulary among the members of the whole group.

World Cafe - Small groups tackle the same driving question; plenary debrief, then everyone except table hosts find a new table (new groups) for a second discussion question. The host leads discussions and draws ideas between rounds, taking notes for sticky wall posters.

Things You Know - Give an envelope to every student. Inside are cut-up strips of paper with the topics/rules they should know about already.

They divide into two piles: things they know well, and things they need help with. Then they ask nearby students questions on things any of them need help with.

Movie Application - In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way they got it wrong.

TV Commercial - In groups, students create a 30-second TV commercial for the subject currently being discussed in class. Variation: ask them to act out their commercials.

Human Tableau or Class Modeling - Groups create living scenes (also of inanimate objects) which relate to the classroom concepts or discussions.

Group Test / Group Grade - Allow students to take an exam as a team, speaking out loud to each other during the exam (but not so loud that other groups can hear them), and they all share the same grade.

Group Test / Individual Grade – Allow students to view and discuss the test as a team, but each student fills out an individual test sheet and thus results are not necessarily the same across the entire group.

Name Game - Students form circles in groups of 8-10 and one at a time state their name with an alliterative action: “I’m Jumping James!” Optimally, they should perform the action as well. They proceed around the circle, stating names and performing the actions, adding names one at a time, until the last person in the circle will have to say everyone’s name and perform all the actions.

Interactive techniques based on games. If your learners are more playful, teaching them with various games can be successful.

Crossword Puzzle - Create a crossword puzzle as a handout for students to review terms, definitions, or concepts before a test. Some online websites will automate the puzzle creation.

Bingo - Fill out various answers onto bingo cards (each with different words and ordering), then have students cross off each as the definition is read verbally. The first with a whole row or column wins.

Pictionary - For important concepts and especially terms, have students play pictionary: one draws images only, the rest must guess the term.

Twenty Questions - Assign a person, theory, concept, event, etc. to individual students and have the partner ask yes/no questions to guess what the concept is. Also works on a plenary level, with one student fielding the questions from the whole class.

Role-Playing - Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions.

All the activities listed above are some examples so that the priority of interactive methods and techniques can be understood. These activities have their own peculiarities. Some of them can be adapted for any groups of learners according to their age and level of knowledge. Others should be used only in exact class in order to be effective.

II. RESEARCH PLAN

A. Statement of Purpose

Using interactive methods can increase the effectiveness of learning process, because the lessons become more interesting for learners. If the teacher uses various traditional methods, teaching process may appear static and can not attract learners' attention. That is why, it is possible to note that interaction in language classroom is one of the most important aspects of modern language teaching practice. The main purpose of aforementioned research is to determine the priority of interactive methods during the lessons which associated with foreign language teaching process. In order to prove the hypothesis about the advantages of interactive methods, it is vital to find authentic answers for following questions:

- What is the interaction in language classroom?
- Why do we need to reform traditional teaching styles?
- What is the importance of interaction in teaching foreign language?
- What are the advantages of using interactive methods?
- How to conduct interactive activities in the lesson?
- What kind of tools do we need for organizing innovative activities?
- What types of interactive techniques used in teaching foreign languages are there?

Since the aim of this research paper was to compare the interactive methods with the classical ones and to prove the priority of interactive methods and techniques used in language teaching process, The researcher decided to conduct lesson for both groups according to both types of methods.

Taking into consideration goals of the research mentioned above, **the objectives** of the aforementioned qualification paper are the following:

- To identify the awareness of teachers and learners about interaction in the classroom;
- To compare various individual peculiarities of both interactive and traditional methods;
- To illustrate the importance of interaction in language teaching process;
- To observe the influence of interactive methods for efficacy of the lesson;
- To investigate teachers' methods used during the lesson and analyze them;
- To investigate learners' needs and interest in the process of foreign language teaching.

Shortly speaking, this research work is denoted to demonstrate all the features of interactive methods and the importance of using such kind methods in the language classroom.

B. Methods

During the lessons various methods were used in order to get opportunity for comparing their individual features. In the first lesson, all the activities were conducted on the basis of interactive methods like audiolingual and communicative methods. Then, on the next step, the materials and activities were prepared traditionally for the second lesson. In this lesson the signs of Grammar translation method outnumbered. The materials were designed according to the learners' level and interest, used according to the curriculum plan.

In order to investigate the questions mentioned on the statement of purpose researcher decided to choose the groups of learners at different

ages and levels. The **subjects** were the pupils of the school, because while researching the researcher was in practice too. With the purpose of proving and testing advantages of using interactive methods in foreign language teaching, two groups of learners included 2-form class pupils of that school. According to the standard curriculum in school foreign languages are taught for primary level by dividing a class into two groups, so that the lesson should be understandable for every pupil of the class. That is why he wanted to compare the influence of both traditional and interactive methods for teaching result, the researcher preferred to choose particular class with comprising two groups. They were learners of beginner level. First group consists of 20 pupils. 9 of them were males, 11 of them were females. In the second group there were 20 subjects too. 13 of them were males, the rest ones were females. They began learning English year ago. In the 1-form they learnt only some basic notions like letters or other simple words of English. But it is possible to say that they had imagine about foreign language. They were on the 2 step of beginner level. In this position researcher can investigate the theory on teaching them. The researcher conducted two lessons for both groups in order to compare the peculiarities of various methods and the learners' respond and interests. They were at the same age, but different socioeconomic status and nationality.

Subjects of the research was self-selected by the researcher. As is known, teaching for higher level learners has been investigated very many times. But the priority of interactivity in elementary level was not observed deeply. Most people thought that teaching beginner level comprised only singing a song and make the learners learn by heart alphabet and new words. In contrast, there are many significant things which we must pay attention in this level.

The materials are handouts prepared for consolidation, flash cards based on pictures, multimedia lesson program created with “Focusky” animation maker, questionnaires to identify the feedback of the learners, activities from curricular reference book, videos belonging to the theme from the internet and different teaching activities and techniques from the book “Interactive Classroom Strategies & Structures for Success”. The equipment types of the lesson are LCD monitor, white board, and computer.

The procedure of the survey comprises three lessons. Each lesson has two version according to the traditional and interactive methods. Lessons, based on interactive methods like Audiolingual and Communicative approaches, were conducted to examine the effect of these modern type of teaching. Other lessons, planned on the basis of traditional methods such as Grammar translation method or Oral approach, were taught in order to compare the effectiveness between traditional and interactive approaches.

The stages in the process of conducting the lessons

Below two versions of the first lesson are explained step by step. The first version is the lesson with interactive methods and the second one is the lesson with traditional methods according to the same theme.

Interactive lesson.

Stage 1. The researcher should identify whether the teacher of the class uses interactive methods or does not use during the lesson. Because learners can act properly in the process, they must have ability to respond for interactive tasks.

Stage 2. The researcher scans all the themes outlined in the curriculum plan for this level.

Stage 3. He should coordinate the interactive techniques with the level and themes of the pupils, because all the techniques of interactive methods are not suitable for all levels of learning.

Stage 4. The researcher prepares lesson plan according to curriculum, learners' interest and level, condition of the class and existence of necessary equipment tools.

Stage 5. Before the beginning of the lesson warming-up activities should be completed in order to make pupils ready for receiving information easily and willingly. In this part of the lesson one of the various brief games may be played. This part serves more for physical wakening than informative awareness. Games can also create interaction among the members of learning process of foreign languages.

Stage 6. After checking homework, new theme is explained. The topic of the lesson is "Months of a year". Since subjects are in beginner level, researcher firstly asks the name of the months in their mother tongue. Then, each subject's birthday is requested. The reason of asking subjects' birthday is that learner can remember the name of month with classmates' birthday easily. In this case subjects can learn new constructions like "When is your birthday?", "My birthday is in November" simultaneously. As you see, while explaining new topic the teacher is not unique speaker. With the help of communicative approach, learners can discuss new topics, although, they are in beginner level.

Stage 7. Following activity is the practice of a new material. In this part researcher uses technique of Audiolingual method: singing a song. This technique can be considered one of the most effective for elementary learners. Subjects learn many things in spite of the fact that they think it is only game for leisure.

Stage 8. Next activity plays role of consolidation. This is an extra task for subjects in order to consolidate new information on the topic. In

this section of the lesson researcher uses interactive technique, “Pictionary”. As is known, a year is divided into 4 seasons. Each season includes 3 months. Researcher demonstrates the picture of any season. Subjects try to guess the name of that season and the months which belong to it. With the help of this activity subjects revise not only new concepts but also elder ones which have been learnt by heart before.

Traditional lesson

Stage 1. After reviewing the curriculum plan, researcher read reference books in detail. Then fulfill lesson plan ready sheet. In this paper only aims of the lesson and duration of three part: introduction, main part and conclusion, should be written.

Stage 2. After finishing organizational moment, researcher is going to check homework with subjects’ notebook silently. Subjects must deal with discipline and keep silence while checking.

Stage 3. The topic of the lesson is “Months of a year”. The researcher begins explaining new theme. Subjects observes the list of months on reference book until the researcher finishes his explanation. After giving explanation for a new theme the researcher uses a technique of Oral approach: “Choral repetition”. He reads aloud a name of month. After him subjects repeat in chorus.

Stage 4. Following activity is to read all the names of months. Subjects reads aloud one by one according to the list in the book.

Stage 5. In order to learn by heart better, subjects go to the blackboard and write the name of any months which they can remember. Every member of the group should participate in this activity.

If we compare using interactive and traditional methods and techniques during the lesson from the example of procedure of two lessons mentioned above, it is possible to see the advantages of

interaction clearly. Actually, organizing interactive activities demands more power and time. But the result will be worthy for that hardship.

From **the analysis** of the data it is clear that interactive methods possess a great amount of advantages because their techniques inspire every learner to participate in the action of learning. If interactive methods are used during the lesson, teacher can encompass every member of the class or group in the circle of interaction. After conducting two versions of the lesson on the same theme, pupils claimed that they liked the first lesson. They preferred to learn with interactive techniques to boring only-reading activities. It is vital to note that results of teaching also differentiate with each other.

III. DATA COLLECTION

During the data collection process, it is important to identify the opinions of the subjects and other persons around the survey. In this case researcher should have a questionnaire on the matter. With the reason mentioned above the researcher had a questionnaire on the theme “The priority of interactive methods in teaching foreign languages”. The questions were related to what kind of activities learners prefer and the usage of interactive methods by the teachers of the school during the typical lessons. The questionnaire was taken not only from subjects but also from foreign language teachers in order to identify the awareness of them about interactive methods. The questionnaire for subjects includes 4 questions which related to know their desire for learning foreign language and how they want to learn. The questionnaire for teachers comprises 4 questions related to identifying their awareness about interactive methods of teaching foreign language. The researcher hands out 40 questionnaires for pupils, 9 questionnaires for foreign language teachers. 35 of pupil’s questionnaire and all of the teachers’ questionnaire were handed in.

Before planning the lessons, the researcher got the list of lessons according to curriculum plan of the school. The reason of this action was to gain their learning atmosphere properly. He did not want to add unfamiliar topics for the lessons, so that pupils were not be disturbed. The pupils group was marked with particular name. The first group of subjects was labeled with the name - Group A. The ages of subjects were the same but levels of knowledge on English language differentiated with each other. Total number of pupils of Group A is 20. 9 of them were males, 11 of them were females. The lesson was conducted by the researcher on February 13.

GROUP A

Table 1. The list of students of the first group.

<i>No.</i>	<i>Name</i>	<i>Age</i>	<i>Level</i>
<i>1.</i>	<i>Amirova Barnoxon</i>	<i>9</i>	<i>Beginner</i>
<i>2.</i>	<i>Abdukhalimov Shokir</i>	<i>9</i>	<i>Beginner</i>
<i>3.</i>	<i>Abdurafiqova Shakhnoza</i>	<i>9</i>	<i>Beginner</i>
<i>4.</i>	<i>Abdurasulov Samir</i>	<i>9</i>	<i>Beginner</i>
<i>5.</i>	<i>Amonova Rohatoy</i>	<i>9</i>	<i>Beginner</i>
<i>6.</i>	<i>Asrorov Afzalshox</i>	<i>9</i>	<i>Beginner</i>
<i>7.</i>	<i>Bobomurodov Sokhib</i>	<i>8</i>	<i>Beginner</i>
<i>8.</i>	<i>Bozorqulov Aslam</i>	<i>9</i>	<i>Beginner</i>
<i>9.</i>	<i>Burkxonov Bekhruz</i>	<i>9</i>	<i>Beginner</i>
<i>10.</i>	<i>Djalilova Aziza</i>	<i>9</i>	<i>Beginner</i>
<i>11.</i>	<i>Erkinov Ahmad</i>	<i>9</i>	<i>Beginner</i>
<i>12.</i>	<i>G'aniyeva Nurshoda</i>	<i>8</i>	<i>Beginner</i>
<i>13.</i>	<i>Ibragimova Marjona</i>	<i>9</i>	<i>Beginner</i>
<i>14.</i>	<i>Ilhomov Jasur</i>	<i>9</i>	<i>Beginner</i>
<i>15.</i>	<i>Ilhomova Parvina</i>	<i>9</i>	<i>Beginner</i>
<i>16.</i>	<i>Jumayeva Shahzoda</i>	<i>9</i>	<i>Beginner</i>
<i>17.</i>	<i>Lufillayev Lutfillo</i>	<i>9</i>	<i>Beginner</i>
<i>18.</i>	<i>Mardonkulova Vazira</i>	<i>9</i>	<i>Beginner</i>

19.	<i>Mirzoyeva Sabina</i>	9	<i>Beginner</i>
20.	<i>Naimova Fotima</i>	9	<i>Beginner</i>

The second is Group B comprising second part of the 2-A class. The Group B consists of 13 males and 7 female pupils. The levels of these pupils are the same. They are aware of basic and primary concepts of English language. The lesson for Group B was led by the researcher on February 17.

GROUP B

Table 1. The list of students of the second group.

No.	Name	Age	Level
1.	<i>Khamidov Olim</i>	9	<i>Beginner</i>
2.	<i>Khasanov Sardor</i>	8	<i>Beginner</i>
3.	<i>Khaydarkulov Laziz</i>	9	<i>Beginner</i>
4.	<i>Khotamova Zarina</i>	9	<i>Beginner</i>
5.	<i>Khudoyorov Fayoz</i>	9	<i>Beginner</i>
6.	<i>Norkulova Nigora</i>	9	<i>Beginner</i>
7.	<i>Olimkulov Aziz</i>	9	<i>Beginner</i>
8.	<i>Qosimov Muhammad</i>	9	<i>Beginner</i>
9.	<i>Rakhimjonov Fakhridin</i>	9	<i>Beginner</i>
10.	<i>Rakhimova Gulnoza</i>	9	<i>Beginner</i>
11.	<i>Rustamova Laziza</i>	9	<i>Beginner</i>
12.	<i>Sadriyev Fayzullo</i>	9	<i>Beginner</i>

13.	<i>Shamsiyeva Anisa</i>	9	<i>Beginner</i>
14.	<i>Sharipov Shohjahon</i>	9	<i>Beginner</i>
15.	<i>Sharofiddinov Fakhridin</i>	9	<i>Beginner</i>
16.	<i>Soliyev Sardor</i>	9	<i>Beginner</i>
17.	<i>Tashkulov Farshed</i>	8	<i>Beginner</i>
18.	<i>Uktamov Umar</i>	9	<i>Beginner</i>
19.	<i>Zaripova Nozikoy</i>	9	<i>Beginner</i>
20.	<i>Zayniyeva Mavluda</i>	9	<i>Beginner</i>

Any method can demonstrate its individual features when it is compared with another one. Especially, teaching methods are able to illustrate their own advantages and disadvantages during the practice. Practical survey proves real peculiarities. In this process investigated material should be practiced with detached subjects. For this reason, the researcher decided to conduct lessons with articular group according to particular methods. Group A was selected for the lessons organized on the basis of interactive methods. Group B was chosen for the lessons with traditional and classical methods of foreign language teaching.

Below two versions of the first lesson are explained step by step. The first version is the lesson with interactive methods and the second one is the lesson with traditional methods according to the same theme.

In the first lesson for Group A, before the beginning of the lesson the researcher organized warming-up activities in order to make pupils ready for receiving information easily and willingly. In this part of the lesson the game “Imitation to the rain” was played. This part served more for physical wakening than informative awareness.

Then the researcher explained new theme after checking homework. The topic of the lesson was “Months of a year”. The researcher firstly asked the name of the months in their mother tongue since subjects were in beginner level. After this activity, he asked from each subject when their birthday was. The reason of asking subjects’ birthday was that learner could remember the name of month with classmates’ birthday easily. With the help of this technique subjects could learn new constructions like “When is your birthday?”, “My birthday is in November” simultaneously. As a result, while the researcher was explaining a new topic, pupils could also participate in discussion. The lesson was not teacher-centred.

Following activity was the practice of a new material. In this part researcher used technique of Audiolingual method: singing a song. He downloaded a simple song about months of a year from the internet and showed it through the LCD monitor. Subjects firstly listened to the song and then sang with the researcher together. The song was composed with the emphasises to the names of the months. That is why pupils could have an opportunity remember them easily.

Next activity played role of consolidation. This was an extra task for subjects in order to consolidate new information on the topic. In this section of the lesson researcher used interactive technique, “Pictionary”. As is known, a year is divided into 4 seasons. Each season includes 3 months. Researcher demonstrated the picture of a season. Learners tried to guess the name of that season and the months which belong to it. With the help of this activity subjects revised not only new concepts but also elder ones which had been learnt by heart before.

After finishing all activities, the researcher assessed each member of the Group A according to their participance in the process. At the end of the lesson observers gave their written feedback for teaching process.

Scores of interactive lesson.

Table 3. Marks for pupils of **Group A** in the first lesson.

<i>No.</i>	<i>Name</i>	<i>Score</i>
<i>1.</i>	<i>Amirova Barnoxon</i>	<i>5</i>
<i>2.</i>	<i>Abdukhalimov Shokir</i>	<i>5</i>
<i>3.</i>	<i>Abdurafiqova Shakhnoza</i>	<i>5</i>
<i>4.</i>	<i>Abdurasulov Samir</i>	<i>4</i>
<i>5.</i>	<i>Amonova Rohatoy</i>	<i>5</i>
<i>6.</i>	<i>Asrorov Afzalshox</i>	<i>4</i>
<i>7.</i>	<i>Bobomurodov Sokhib</i>	<i>4</i>
<i>8.</i>	<i>Bozorqulov Aslam</i>	<i>3</i>
<i>9.</i>	<i>Burkxonov Bekhruz</i>	<i>4</i>
<i>10.</i>	<i>Djalilova Aziza</i>	<i>5</i>
<i>11.</i>	<i>Erkinov Ahmad</i>	<i>4</i>
<i>12.</i>	<i>G'aniyeva Nurshoda</i>	<i>4</i>
<i>13.</i>	<i>Ibragimova Marjona</i>	<i>5</i>
<i>14.</i>	<i>Ilhomov Jasur</i>	<i>3</i>
<i>15.</i>	<i>Ilhomova Parvina</i>	<i>5</i>
<i>16.</i>	<i>Jumayeva Shahzoda</i>	<i>5</i>
<i>17.</i>	<i>Lufillayev Lutfillo</i>	<i>4</i>
<i>18.</i>	<i>Mardonkulova Vazira</i>	<i>4</i>

19.	<i>Mirzoyeva Sabina</i>	5
20.	<i>Naimova Fotima</i>	5

After leading the lesson with interactive methods for Group A, the researcher decided to conduct the lesson on the same theme but with traditional methods.

Firstly, he reviewed the curriculum plan, researcher read reference books in detail. Then fulfilled lesson plan ready sheet. In this paper only aims of the lesson and duration of three part: introduction, main part and conclusion, were written.

At the beginning of the lesson organizational moment was held, attendance of the pupils was checked according to the list. Then The researcher began checking homework with subjects' notebook silently. Subjects was ordered to deal with discipline and keep silence while checking.

The topic of the lesson was “Months of a year”. The researcher began explaining new theme. Subjects looked at the list of months on reference book until the researcher finished his explanation. After giving explanation for a new theme the researcher used a technique of Oral approach: “Choral repetition”. He read aloud a name of month. After him subjects repeated in chorus.

Following activity was to read all the names of months. Subjects read aloud one by one according to the list in the book.

On the next step, subjects went to the blackboard and wrote the name of any months which they could remember, in order to learn by heart better. Every member of the group participated in this activity.

After finishing all tasks, the researcher assessed each member of the Group B according to their participation in the process. At the end of the lesson observers gave their written feedback for teaching process.

Scores of traditional lesson.

*Table 4. Marks for pupils of **Group B** in the first lesson.*

<i>No.</i>	<i>Name</i>	<i>Score</i>
<i>1.</i>	<i>Khamidov Olim</i>	<i>4</i>
<i>2.</i>	<i>Khasanov Sardor</i>	<i>3</i>
<i>3.</i>	<i>Khaydarkulov Laziz</i>	<i>3</i>
<i>4.</i>	<i>Khotamova Zarina</i>	<i>3</i>
<i>5.</i>	<i>Khudoyorov Fayoz</i>	<i>5</i>
<i>6.</i>	<i>Norkulova Nigora</i>	<i>3</i>
<i>7.</i>	<i>Olimkulov Aziz</i>	<i>3</i>
<i>8.</i>	<i>Qosimov Muhammad</i>	<i>4</i>
<i>9.</i>	<i>Rakhimjonov Fakhridin</i>	<i>5</i>
<i>10.</i>	<i>Rakhimova Gulnoza</i>	<i>3</i>
<i>11.</i>	<i>Rustamova Laziza</i>	<i>4</i>
<i>12.</i>	<i>Sadriyev Fayzullo</i>	<i>5</i>
<i>13.</i>	<i>Shamsiyeva Anisa</i>	<i>5</i>
<i>14.</i>	<i>Sharipov Shohjahon</i>	<i>4</i>
<i>15.</i>	<i>Sharofiddinov Fakhridin</i>	<i>4</i>
<i>16.</i>	<i>Soliyev Sardor</i>	<i>5</i>

17.	<i>Tashkulov Farshed</i>	5
18.	<i>Uktamov Umar</i>	4
19.	<i>Zaripova Nozikoy</i>	5
20.	<i>Zayniyeva Mavluda</i>	5

V. RESULTS AND DISCUSSION

Before doing the investigation, the researcher could not think that he would come across some difficulties with the survey and spend much effort. Although the objects and the subjects were definite, hesitations on some matters during the lesson made the researcher think more and deeply. Choosing appropriate and suitable questions for Teacher's and Student's Questionnaire was difficult so that subjects were in very early age. For this reason, the researcher decided to choose more practical questions for Student's Questionnaire. He preferred to arrange theoretical questions in Teacher's Questionnaire.

It was not easy to identify learners' need, because they were in elementary level. That is why, they could not demonstrate freely what they wanted. The researcher had to use calm addressing so that he was able to identify all the needs and interests of children.

Conducting the same lesson for 2 groups of the same class did not gave the same results and proved the expectations. The reason was that the researcher decided to lead the lesson with the same topic but different methods. According to the scientists who were mentioned on Literature review, interactive lesson can be more effective than the traditional one. The researcher prepared teaching materials with such kind of expectations.

After completing the lesson, all the results had been analysed before doing conclusions on it. It was possible to clarify the priority of interactive methods used in foreign language teaching process by observing the differences of results and acquiring knowledge between two groups of subjects. The researcher achieved his goal at different degrees in both groups. The themes and topics of the lessons were the same. The goal of the lessons was also to make pupils acquire new

concepts of the topic. There was difference only in the way of explaining. There was difference only with methodological sides of the lesson. It was natural that if the teacher used various methods for particular lesson, the materials would be also different from each other. In interactive lessons usually, visuals and multimedia tools and materials were used. In the following diagram it is possible to realize differences of learning scores of both traditional and interactive teaching groups.



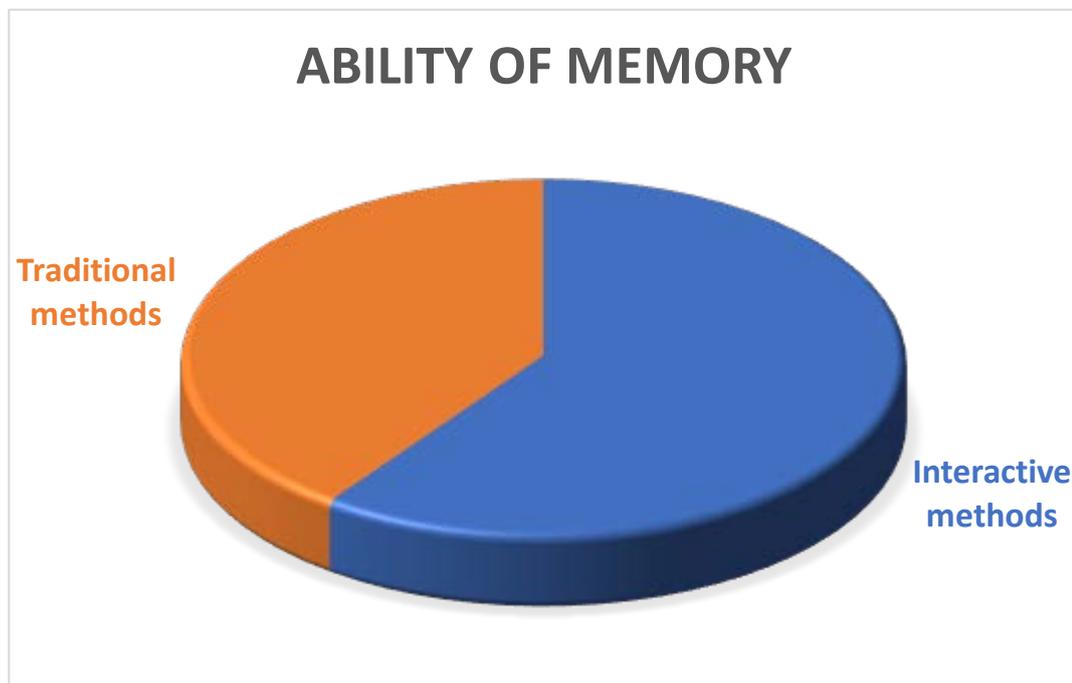
As we know at school three types of marks are used in order to assess pupils' participation in the lesson. They are:

- 3: low mark;
- 4: medium mark;
- 5: high mark.

In this diagram the proportion of marks in both lessons based on interactive and traditional methods. According to the given diagram it can be seen that in the lesson with interactive methods, learners are able to have opportunity to get high mark much more. In this case pupils can feel satisfactory on their selves. They have motivation not from the point

of mark or assessment, but satisfaction. They realize that they can achieve everything, if they want. This position can give birth to the enthusiasm and willingness to learn new things.

The diagram below shows the quality and quantity of acquiring new concepts of the new topics in the lesson. As is known, some pupils come across some difficulties to understand, remember and learn by heart new words or concepts of the theme. According to the survey interaction and using interactive techniques during the lesson can also influence of learners' memorial ability.



According to the aforementioned diagram, it is possible to see the proportion of two types of methods again. In this diagram Interactive method possessed 70 %.

With the help of interactive techniques and various activities, conducting the lesson became easier for the teacher too. During the lessons all the students were interested in the process, tried to gain best results. The active atmosphere of the classroom effected their mood and attitude to the lesson. Their previous knowledge on these three topics

was different in comparison with their post knowledge of three demo lessons.

The Results of Teacher's Questionnaire were following according to the given questions:

1. *What is the interaction in the lesson?* Most of the teachers' answer was that this is the communication among the participants of the teaching process. According to their opinions, if pupils interact with each other during the lesson, conducting the lessons and explaining new topics may become very easy for them.

2. *What kind of interactive teaching methods and techniques do you know and use during your English lessons?* They said that using various methods is connected to pupils' level and interest. Audio lingual method and oral approach are most used among them. Communicative approach may give birth to difficulties for some pupils while understanding new topics.

3. *How do traditional and interactive methods differentiate from each other?* The overall answer for this question was that the most important difference between these methods is the type of teaching and materials. For the lessons based on only grammar translation method, they do not need any other material like pictures, flash cards, audios, videos beside handouts and text materials. For interactive lessons, it is important to prepare various types of materials.

4. *Which of the methods are more effective in teaching foreign language?* Majority of them chose interactive methods. Traditional lessons based on Grammar translation method may be easy to conduct but the learning results of pupils can not be so awesome. Although the teacher has to spend more effort for interactive lessons, he can inspire himself and also pupils by achieving goals. In short, they claimed interactive methods more effective than traditional ones.

The Results of Students' Questionnaire were following according to the given questions:

1. *Do you prefer more to read or to speak?* According to their answers the researcher could understand that they prefer to speak more in the lessons, because only reading text and translating it made them bored.

2. *Do you like singing a song and doing physical tasks?* Most of them claimed that learning new words with singing a song and physical activities was so amazing that they did not know even how to remember so easily.

3. *Are you interested in learning foreign languages by playing games?* Almost everyone answered that playing games became most interesting activity in the lesson. At this age, it is natural to prefer playing games more.

4. *Which one do you like more in English lessons: sitting silently or trying to speak?* The overall answer for this question was that they tried to answer in English, even they did not know all words. They willingly learn new words and want to pronounce at the moment of learning. If they only sit silently and read words, they will not remember most of the words in the next lesson.

Answers for Research Questions.

What is the interaction in the lesson? Interaction is a kind of action that occur as two or more objects have an effect upon one another. Classroom Interaction can be categorized under these main headings such as:

- Collaborative Learning
- Discussions and Debates
- Interactive Sessions
- Loud Reading

- Story-telling
- Soliloquies
- Conversation with learners
- Role-Play.

What kind of interactive teaching methods and techniques do you know and use during your English lessons? Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed below in the chronological order of their development:

- Grammar Translation – the classical method
- Direct Method – discovering the importance of speaking
- Audio-lingual – the first modern methodology
- Communicative Language Teaching – the modern standard method.

How do traditional and interactive methods differentiate from each other? Traditional methods of teaching that are still being adhered to in the schools:

- Teacher-centric classrooms;
- Teachers in the mode of knowledge dispensers rather than facilitators;
- Chalk and talk methods;
- Regimented classrooms;
- Lack of collaboration and group learning;
- More emphasis on examinations and results rather than understanding of concepts;
- Improper alignment between objectives, activities and assessments.

Followings are some important peculiarities of interactive methods in language classroom:

- Technology-driven classrooms;
- Continuous comprehensive evaluation;
- Cross-curricular connections;
- Inquiry-based learning;
- Emphasis on understanding of concepts;
- Linking curriculum with life;
- Emphasis on skill building, life skills and values;
- Smart interactive boards;
- Collaborative learning;
- Differential learning;
- Activity-based learning and learning labs;
- Integrative and social responsibility and civic engagement;
- Differentiated instruction;
- Flipped classroom;
- Problem-based learning.

VI. FINAL REFLECTION

I examined, as a researcher, the importance of interactive methods in foreign language teaching process. The main aim was to describe special features, various techniques and their priority during the lesson. We know that in our modern era everything should be updated regularly in order to keep the effectiveness and the success. Moreover, the education system should be in the prior place when we speak about modernism. For this reason, this survey was conducted not only based on theory but also practically.

The reason of reviewing numerous resources and theories was that during the investigation every researcher should possess fundamental bases, especially with new technologies and methods. That is why I decided to learn and read out all materials and books written by numerous authors before. After collecting all theoretical knowledge on interactive methods of teaching foreign language, I began to practice them with the learners. So that the differences became more visible, I conducted the lessons based on both types of methods separately. I believe that all the goals were dealt and all about the importance of interactive methods have been demonstrated successfully.

From this research I realized a great importance of methodology in foreign language teaching process. Teaching someone, especially, foreign language is not so easy work as others think. Many teachers complete this task with a great enthusiasm and creativeness. They are always ready to spend their nights for creating new types of techniques which can help students to acquire the language faster and easier. They possess willingness to optimize themselves regularly and forever. We can consider them real teachers, real educators.

Unfortunately, in education system there some kind of “workers” under the name of the teacher who do not want to update neither yourself

nor their teaching strategies. They always tend to blame students for the poor quality of acquisition.

According to the results of the research, it is possible to say that the quality of acquisition is absolutely related to the teacher and the appropriate teaching methods which he uses. Our modern era demands us to be fast and creative. We must innovate our education process, especially in teaching foreign languages. It is time to teach not only about the language but also language itself to our young generation. Every lesson we must involve our students in authentic communication situation, which encourage a continuous flow of speech. In fact, the acquisition of the language depends on practicing it naturally. When we communicate with our students, we should not insist on getting full answers. Short answers are accepted in natural communication. In my opinion, the real value of conversation class is that they provide practice for different speaking skills. These skills have to be defined, and particular objectives have to be set by the teacher. The advantage is that speaking is not used specifically to practice structure or pronunciation, but the student has to summon all he knows in order to solve particular problems all of its expression and understanding. In making the lesson, students -centered, not teacher- centered, we should give our students every possible chance to use the language, to talk English as much as possible, to give the students the opportunity to interact. To make the lesson more attractive and perceptive, we can use teaching media. They save time and effort.

To sum up it is vital to note that giving students the freedom to demonstrate themselves is very important in language classroom. In this case interactive methods play great role in creating innovative and interactive learning atmosphere. All these interactive methods and techniques mentioned on literature review may give good results if they

are used according to the particular class or the pupils' knowledge level or the atmosphere in the classroom. There are a lot of other techniques which I have not mentioned because of the limited scope of my final qualification paper. But all the methods which are mentioned in my research work are effective and more efficient from a practical point of view, and, judging from the reaction which I have had from the pupils during my practice. It seems to work well, from teaching point of view. Whichever method you follow, it is important to make sure your students get as much time as possible to communicate. If you stand at the front and are a "chalk and talk" style teacher, they will get limited practice time. It is therefore very important to include work in small groups or pairs as part of your lessons. This gives the students much more time to speak English during classes.

I have no doubt that interactive methods will be spread in every stage of our education system upcoming years. I believe that results of teaching and learning foreign languages will continue to develop.

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3. http://www.teachingenglish.org.uk/think/methodology/motive_teens.
4. [http://www.teachingenglish.org.uk/think/methodology/ mother-tongue](http://www.teachingenglish.org.uk/think/methodology/mother-tongue).
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APPENDICES

APPENDIX

1. Teacher's Questionnaire
2. Student's Questionnaire
3. Lesson Plan №1.
4. Lesson Plan № 2.
5. Lesson Plan № 3.
6. Teaching materials and handouts.
7. Photos.

Appendix 1.

Questionnaire for Teachers.

Teacher's full name _____

1. What is the interaction in the lesson?

2. What kind of interactive teaching methods and techniques do you know and use during your English lessons?

3. How do traditional and interactive methods differentiate from each other?

4. Which of the methods are more effective in teaching foreign language?

Appendix 2.

Questionnaire for Students.

1. Do you prefer more to read or to speak?

2. Do you like singing a song and doing physical tasks?

3. Are you interested in learning foreign languages by playing games?

4. Which one do you like more in English lessons: sitting silently or trying to speak?

Appendix 3.

Lesson Plan 1 for the 2nd form.

Theme: January, February... (Months of the year)

Pupils: 20

Teacher: Dilshod Dilmurodovich Tog'aymurodov

Teaching tools: blackboard, LCD monitor, presentation, pictures.

No:	Stages	Teacher	Pupils	Time	Blackboard
1.	Organization moment	<ul style="list-style-type: none">✓ Good morning dear pupils. We are going to start our lesson.✓ Who is not present today?✓ What day is it today?	Good morning teacher. Today is Tuesday.	3	The date
2.	Warming up	We will play the game "The imitation to rain": We will try to imitate the sound of rain by using our hands.	Pupils do activities in accordance with the game.	5	
3.	Checking homework	At the previous lesson, we passed the theme "Let's	The pupils show their	5	

		play”. you were obliged to do exercises. Now I’ll check your home task.	exercise books with completed tasks.		
4.	Explaining new material	Our new theme for today is “Months” . By means of months we can demonstrate the date of events more exactly...	Pupils are obliged to pay attention and participate in discussion. (even with native language) in order to get all information	15	Theme: Months January February ... All 12 months
5.	Practice of a new material	Well, then we will learn and sing a new song according to our theme.	Pupils listen first and sing a song together.	7	
6.	Consolidation activities	Now dear pupils, you should complete the task on your handouts.	Pupils learn by heart the name of months.	5	
7.	Evaluation	Ok, well done! Now I will put marks for you who	Thank you	3	

		participated in the actions and doing tasks actively			
8.	Giving a home task	Then, I am going to give the tasks. You should do the tasks 1 and 2 on page 59 of your exercise book.	ok	2	Complete exercises 1 and 2 on the page 59.
9.	End of the lesson	Lesson is over. Thanks for attention Good bye!	Thank you. Good bye!		

Appendix 4.

Lesson Plan 2 for the 2nd form.

Theme: What's your favourite ...?

Pupils: 20

Teacher: Dilshod Dilmurodovich Tog'aymurodov

Teaching tools: blackboard, monitor, cards

No:	Stages	Teacher	Pupils	Time	Blackboard
1.	Organization moment	<ul style="list-style-type: none">✓ Good morning dear kids. How are you?✓ Who is absent today?✓ What day is it today?	Good morning teacher. Fine! Today is Saturday.	3	The date
2.	Warming up	Now we will play a game with you. It is called "Good counter is winner". I will show you numbers with my	Pupils do activities in accordance with the game.	5	

		fingers and you should say the number correctly.			
3.	Checking homework	At the previous lesson, we had the theme “There are 30 days in ...”. you had to do some exercises. Now I’ll check your home task.	The pupils show their exercise books with completed tasks.	5	
4.	Explaining new material	Today, our new theme is “What’s your favourite ...?”. You can ask each other about your favourite season, animal, song, and etc.	Pupils are obliged to pay attention in order to get all information	12	Theme: What’s your favourite ...?

5.	Practice of a new material	Ok, then we will ask different questions from each other in order to understand the theme better.	Pupils stand up turn by turn and ask “What’s your favourite ...?” question from his pair.	10	-What is your favourite season? - My favourite season is summer! - It is hot.
6.	*Extra-class activities	Now dear pupils, you should say your favourite day by using your card (All pupils say turn by turn)	Pupils write about their favourite season.	5	
7.	Evaluation	Well done, Good job! Then I will put a mark for each of you according to your participation.	Thank you	3	

8.	*Giving a home task	Then, I am going to give the tasks. You should do the home task on the page 61 of your exercise book. You should the picture of your favourite season and write about it.	ok	2	Complete home task on the page 61.
9.	End of the lesson	Lesson is over. Thanks for attention Good bye!	Thank you. Bye bye!		

Appendix 5.

Lesson Plan 3 for the 4th form.

Theme: Happy Navruz

Pupils: 20

Teacher: Dilshod Dilmurodovich Tog'aymurodov

Teaching tools: blackboard, cards, handouts

No:	Stages	Teacher	Pupils	Time	Black board
1.	Organization moment	<ul style="list-style-type: none">✓ Good morning dear kids. How are you?✓ Who is absent today?✓ What day is it today?	Good morning teacher. Fine! Today is Tuesday.	3	The 13rd of March
2.	Warming up	Now we will play a game with you. It is called "Months and holidays". I will say a month and you should say a holiday which is celebrated in this months.	Pupils do activities in accordance with the rule.	5	

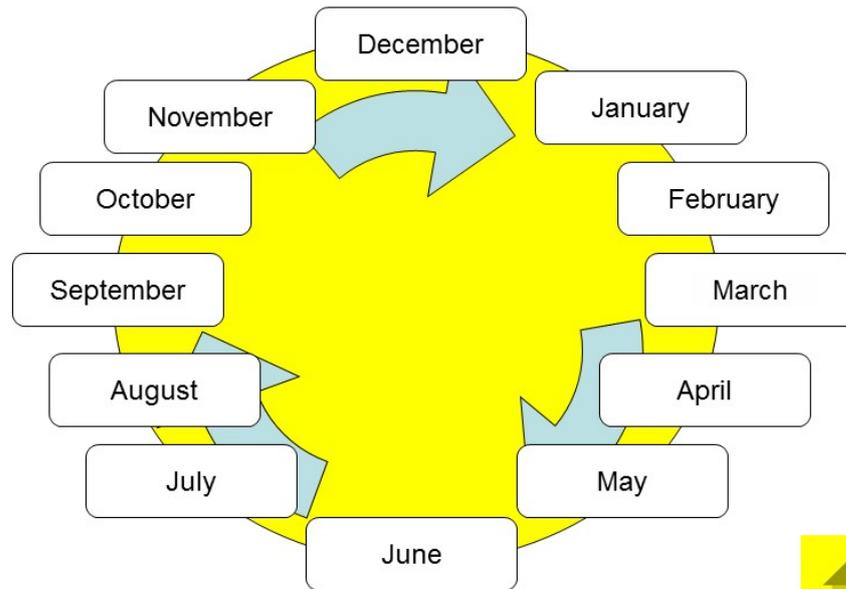
3.	Checking hometask	At the previous lesson, we had the theme “We celebrate...”. you had to do some exercises. Now I’ll check your home task.	The pupils show their exercise books with completed tasks.	5	
4.	Explaining new material	Today, our theme is “Happy Navruz”. Navruz is one of our national holidays. We play different traditional games. Our mothers cook some national food	Pupils should listen to the teacher’s speech carefully.	12	Theme: Happy Navruz
5.	Practice of a new material	Well, now I will show you pictures by hiding their name. You should find the name in English.	Pupils stand up turn by turn and answer.	10	National meals National dances National games National clothes

6.	*Extra-class activities	Now dear children, you should complete your story about Navruz according to your exercise book.	Pupils complete the task.	5	Complete the story
7.	Evaluation	Ok, my dears! Now you will know your marks for today.	Thank you	3	
8.	*Giving a home task	Then, I am going to give the tasks. You should do the home task on the page 66 of your exercise book. You should write a letter about Navruz and learn by heart new words.	okay	2	Complete home task on the page 66. Learn by heart new words.
9.	End of the lesson	Lesson is over. Good bye!	Thank you. Good bye!		

Appendix 6.

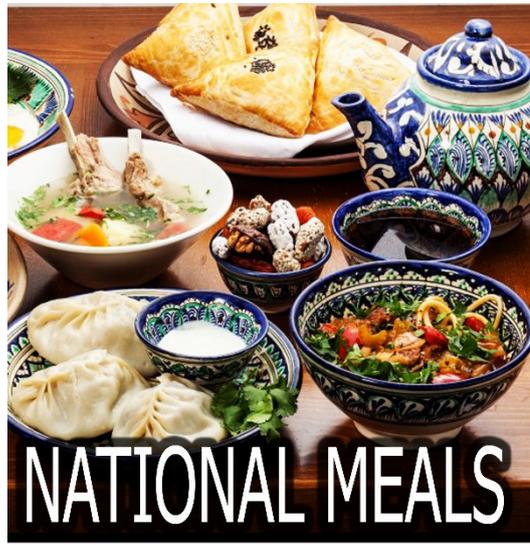
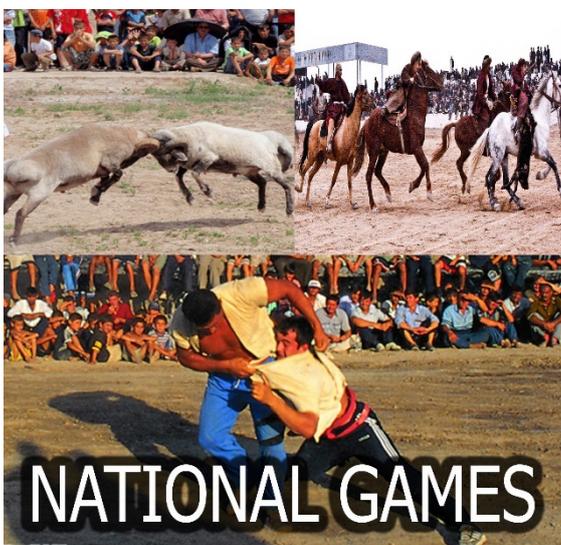
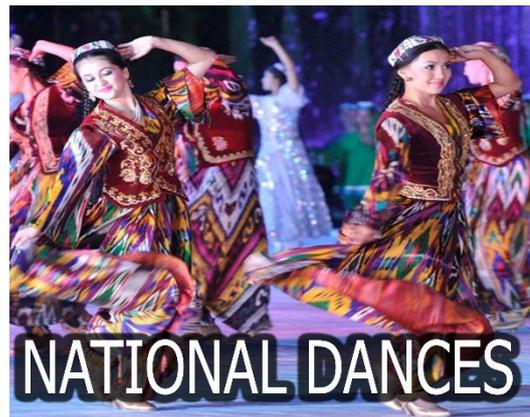
Teaching materials and handouts.

Months of the year



Months of the Year	
Unscramble the words	
uyjnara	<input type="text"/>
ryfbeura	<input type="text"/>
hcmra	<input type="text"/>
lapi	<input type="text"/>
yam	<input type="text"/>
enju	<input type="text"/>
yjlu	<input type="text"/>
gtsuua	<input type="text"/>
tmesperbe	<input type="text"/>
tcobore	<input type="text"/>
vonmereb	<input type="text"/>
cedmeerb	<input type="text"/>

What is your favourite day?
I like
My favourite day is ...



Appendix 7.

Photos.

