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THE CHAIR OF ENGLISH LANGUAGE TEACHING METHODOLOGY

This is submitted for

BACHELOR'S DEGREE DIPLOMA PAPER

Theme: "Interactive teaching activities for primary school learners"

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Introduction

The actuality of the theme: Today teaching and learning a foreign language like English is not easy task. The situation become more difficult when the learners are primary school children and teaching and learning focus is grammar, an activity often regarded as 'boring, 'uninteresting' and 'tedious'.

According to the decree which adopted on 20 of April in 2017 by our president Shavkat Mirziyoyev says: "Every High Educational Institution should have corporation with world famous scientific–educational universities in order to implement advanced pedagogical technologies based on international education models to the classes."[1]

Recent policy initiatives in Uzbekistan have focused on promoting 'interactive' teaching in schools, with a clear expectation that this will lead to improvements in learning. This expectation is based on the perceived success of such approaches in other parts of the world. At the same time, there has been a large investment in Information and Communication Technology resources, and particularly in interactive whiteboard technology. This paper explores the idea of interactive teaching in relation to the interactive technology which might be used to support it. It explains the development of a framework for the detailed analysis of teaching and learning in activity settings which is designed to represent the features and relationships involved in inter-activity. When applied to a case study of interactive teaching during a lesson involving a variety of technology-based activities, the framework reveals a confusion of purpose in students' use of an ICT resource that limits the potential for learning when students are working independently. Discussion of relationships between technical and pedagogical interactivity points a way forward concerning greater focus on learning goals during activity in order to enable learners to be more autonomous in exploiting ICT's affordances, and the conclusion identifies the variables and issues which need to be considered in future research which will illuminate this path.

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[1]"Oliy ta'lim tizimini yanada rivojlantirish chora–tadbirlari to'g'risida" PQ-2909 son, Xalq so'zi 2017 yil 21 aprel

Interactive teaching with interactive activities for primary school learners is the basic problem which aim to improve teaching and learning in schools in Uzbekistan have promoted the idea of 'interactive teaching'. Other schemes promote the use of interactive technologies for learning, yet no strategy has been developed for linking the two policies or investigating how interactive technology supports interactive teaching. This paper examines different interpretations of interactive teaching, considers why such teaching is believed to be more effective than approaches which place the teacher in a different role, and analyses the evidence concerning its effectiveness. It discusses what advantages, if any, the use of ICT offers to teachers pursuing interactive teaching approaches in the classroom, then characterizes the ways in which ICT needs to be integrated into teachers' pedagogical content knowledge if it is to support a move from 'surface' to 'deep' interactive teaching. Using a number of case studies drawn from research in primary and secondary schools, it explores how interactive teaching can be supported and improved using interactive technologies in the classroom. It concludes by considering the implications for forthcoming research into ICT and interactive teaching.

The degree of inquiry of the theme: Using interactive activities can help teachers to conduct their lessons successfully and also to develop primary learners' language competence. Baker stresses that children learn mostly through games, fun activities or real-life situations. In the very early age they are not even worried of committing a mistake or expressing themselves in an incorrect way, they are just glad that they can express themselves. According to Piaget, children also need the self-control of themselves, so they can feel steadiness in today's world. Brown, Askew, Baker, Denvir and Millett suggest that it is not so much the model of classroom organization which is the key feature in promoting learning, however, but the quality of teacher-pupil interaction. Moyles, Hargreaves and Merry argue that effective interactive teaching is characterized by sustained interchange between teacher and learners involving the sharing of ideas rather than the traditional initiation-response-feedback sequence of teacher questioning. Muijs &

Reynolds characterise interactive teaching primarily in terms of the nature and effectiveness of the teachers' questioning of learners.

The aim of the research is to increase using interactive teaching activities for primary school learners in order to develop their language skills

The object of the research:

- To analyze the importance of teaching interactive activities;

-To analyze the effectiveness of information and communication technologies.

The subject of the research: using ICT in teaching interactive method.

The research questions: As it is known while learning the person educational development changes and it cited by several psychologists. Considering it I put the following research question:

-how to create new Interactive Teaching Activities and appropriate tasks for primary school learners?

-how to teach learners from early ages?

-what is the purpose of teaching interactive activities for primary school learners?

The novelty of the research is finding the new interactive activities and using them increasing pupils' learning ability in Uzbekistan.

The method of inquiry: As the main methods the qual Interactive Teaching Activities t ive-descriptive, surveys, questionnaires and interview instruments are used in the diploma work.

The main thesis put in the research paper:

1. The statistical analyses of teaching with varieties activities are shown;

2. The percentage of the learners, considering their attendance and their progress is found out;

3. Interactive educational materials and activities for primary level are designed.

The hypothesis:

1. It is possible to create the materials and activities in order to effective teaching and learning procedure and adopting their teaching approach and learning abilities.

   2. The second hypothesis is it possible to motivate a learner who doesn't have a gift ability learning the languages.

The theoretical and practical significance of the research: The research paper has a great significance in teaching foreign language for young learners, cognitive and behavioral psychology along with pedagogics for pupils of Primary school, and also using innovative technologies in teaching/learning process.

The structure of the research paper includes three chapters. The first chapter of which is devoted to depicting the collected material on the topic of dissertation. The methodology chapter reveals the analyses of the lessons and dialogue with the teachers of targeted grades. In the results chapter all the data of the enquiries are shown, some statistical data are put as the main factor of the psychological aspects of the learners.

I. Literature review

1.1. Importance of Interactive Teaching

It is commonly known that young learners, pick up a foreign language easily. Baker[2] stresses that children learn mostly through games, fun activities or real-life situations. In the very early age they are not even worried of committing a mistake or expressing themselves in an incorrect way, they are just glad that they can express themselves. The most important thing at this age of young children is acquisition. This can be referred to as the absorption of language.

Moon[3], after the discussion with teachers, found out that for children the best way to learn a foreign language is to be surrounded by it as much as possible. The best is to live in the country where the language is spoken, so that young learners can acquire it every single moment. She emphasizes the need for using English, the exposure to English and various activities with the stress on having fun, desire to communicate, being creative or doing something actively. She also mentions that school is the only place where children can learn the foreign language and in most cases the teacher is the only source who can mediate it to them.

Phillips[4] describes young learners as holistic learners. Personally, I agree with this statement as it is known that especially young children do not analyze but learn the subject matter as a whole. Sarah Phillips continues saying that for young learners it is important to see what they can actually do with the language, how they can use it and not see it in an abstract way. In teaching young learners, she stresses that we should prepare simple tasks use more orally based tasks, and prepare for them achievable but not too easy activities.

Cameron[5] states, that two most important areas while teaching a young learner is vocabulary and discourse. Discourse because of the socialization and vocabulary because children need to be able to label concepts, things, schemes.

[2] Baker, C. Parents' and teachers' guide to bilingualism. Australia: WBC Book Manufacturers Ltd,-1995. P 264.
[3] Moon, J. Children Learning English. Oxford: Macmillan, -2005. P 45.
[4] Phillips, S. Young learners. New York: Oxford University Press,-1993. P 62-64.
[5] Cameron, Teaching Languages to Young Learners. Cambridge University Press,-2001 MO3 P 15-18.

Biehler and Snowman [6]remind that teaching through action, participation, exposure and reality is fundamental.

Even though, there was many studies and it might seem that everything concerning young learners is clear, Scott and Ytreberg[7] make us aware of the fact that we still do not know much about the way how young learners learn a foreign language. They write about other factors in children's life which are important while a child is learning the foreign language. These factors can be emotions, social life, child's surrounding, also the way of learning can be dependable on the mother tongue with which pupil is speaking.

As I have already mentioned, there was many studies written about children's behaviour or factors influencing children's minds. One of the most important psychologist, also referred as philosopher was Piaget.

Piaget was interested in the way how children think, behave or work in our world. He wrote about their mental behaviour or about the impact of their surrounding. According to Piaget[8], surrounding is not very important for children, they mostly care about themselves and do not seek especially interaction with adult's world.

Biehler and Snowman[9] want to remind us about the developmental psychologist from Switzerland – Piaget. In his works, we can see the interest in biology and knowledge. He stresses that man has two main inclinations – towards organization and adaptation. The term adaptation consists of assimilation and accommodation.

According to Cameron[10], assimilation happens when no changes are done in a concrete situation (Cameron gives an example of a child who gets a fork instead of spoon and tries to use it in the same way as he did with the spoon). On the opposite is adaptation which somehow influences child in the way that he needs to

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[6] Biehler and Snowman. Psychology Applied to Teaching. Educational psychology. 1993. P-72
[7] Scott and Ytreberg. Teaching English to Children. World scientific news-1990 pp.1-3
[8] Piaget, J. Development and learning. In R. Ripple, & V. Rockcastle (Eds.), Piaget rediscovered. Ithaca, NY: Cornell University Press- 964. P 7-20.
[9] Robert F Biehler, Jack Snowman. Psychology Applied to Teaching. Houngton Mifflin,-1986 MO1 P 77-79
[10] Cameron, Teaching Languages to Young Learners. Cambridge University Press-2001 MO3 P 85-90.

adjust into a certain situation (he finds out that he can spike the food to be able to eat it). These to processes can be taken from behaviour level into a mental area. Biehler and Snowman[11] write, that these are the processes which are needed when a child is experiencing a new situation. According to Piaget, children also need the self-control of themselves, so they can feel steadiness in today's world.

Stages of intellect

According to age, Piaget[12] divided children into few stages:

- Sensorimotor Stage (children up to the age of two years) – establishes systems through motor actions.

-Preoperational Stage (preschool children) – ability to preserve thoughts.

-Concrete Operational Stage (elementary school children) – look above.

-Formal Operational Stage (eleven years and above) – the ability to deal with hypothetical problems, mental operations, abstraction.

"From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking"[13]

Although Biehler and Snowman mention that there were many critics of Piaget's theory of children stages, it is yet very important to be familiar with it. The main point of argument is that other psychologists claim that Piaget underestimated for instance preschoolers and overestimated adolescents. Nevertheless, it is useful to know Piaget's stages of cognitive development as they can help each teacher to understand at least some of children's behavioural ways. Therefore it is good to have them in mind while planning a lesson.

Yeomans and Arnold[14] are interested in children's development of intellect. They remind us of Piaget's stages of development where we can find young learners in the seven to eleven age group. This stage is specified as a stage of concrete operations where children start to think logically. They cannot do it in

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[11] Robert F Biehler, Jack Snowman. Psychology Applied to Teaching. Houngton Mifflin,1986 MO1 Pp 77-79

[12] Piaget. Piagets Theory of Cognitive Development. Cambridge University Press,-2001 Pp 66-68.

[13] Cameron, Teaching Languages to Young Learners. Cambridge University Press,-2001 MO3 P 87-98.

[14] Jane Yeomans and Arnold. Teaching, Learning and Psychology .London Journal Pp 17-19.

such an abstract way but they need real situations – concrete situations and examples to do so. For example, children while learning counting need the help of fingers to see the counting process in reality. I find it very important to connect that with the IT method. IT is the way by which children can connect the theory with a real situation.

Biehler and Snowman[15] according to Piaget's study, discuss that children's mental manipulation is limited to concrete situations, objects. At the age of 7, children are capable of knowing that the amount of water poured from a bigger glass into a smaller one did not change, even though it looks different. Still, their thinking is limited as when they have two equal masses of clay and they roll one into larger shape, they tend to say that the rolled one became bigger. This is important to know as while teaching such young learners, we should have in mind that we must use the real situations, concrete examples as much as possible. At this age, they are not competent to generalize problems or situations. Not mentioning the hypothetical complications. The key words at this stage are manipulation, actual or past experiences (which help children with better understanding of new tasks) and concrete operations.

1. What is interactive teaching and why is it considered effective?

There is widespread agreement that high quality interaction between teacher and learners is an important element of effective teaching. During recent years in Uzbekistan, much has been made of the need for 'interactive teaching', although gaining agreement over its nature and defining the role of the teacher in the process are problematic. Most proponents would support the idea that it involves sustained two-way communication with the learners and it may be valuable, therefore, to develop an analysis which focuses on interactivity from the learner's perspective. In the traditional model of direct teaching, the only interactive resource available to the learner was the teacher. Other resources for learning – blackboards, pen/paper, books, artefacts, audio/video – have only facilInteractive Teaching Activitiested

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[15] Robert F Biehler, Jack Snowman. Psychology Applied to Teaching. Houngton Mifflin,-1986 MO1 P 80-92.

one-way communication and require metacognitive effort on the part of the user in order to construct knowledge from them. In order to sustain the engagement of learners with underdeveloped metacognitive skills, therefore, a high degree of teacher intervention is required. As a consequence, whole-class teaching approaches have dominated recent initiatives to improve standards of attainment, and it is considered characteristic of good teaching that the whole class feels simultaneously engaged in the process of interacting with the teacher. Interactive teaching is mostly used to refer to classroom settings in which a whole class of learners is expected to behave in the same way. The phrase 'whole class interactive teaching' was introduced by Reynolds and Farrell [16] as a way of representing how they felt that teachers in Pacific Rim countries were able to achieve high attainment levels in international comparisons by keeping classes of learners progressing through learning material together. Brown, Askew, Baker, Denvir and Millett[17] suggest that it is not so much the model of classroom organization which is the key feature in promoting learning, however, but the quality of teacher-pupil interaction. Moyles, Hargreaves and Merry argue that effective interactive teaching is characterized by sustained interchange between teacher and learners involving the sharing of ideas rather than the traditional initiation-response-feedback sequence of teacher questioning. Muijis & Reynolds[18] characterize interactive teaching primarily in terms of the nature and effectiveness of the teachers' questioning of learners. They suggest that questioning allows the teacher to check the learners' understanding of the matters being taught; it allows students to practice and master the skills involved, and to clarify their thinking; it enables the teacher to provide scaffolding for learning. They draw on American research, primarily during the 1980s, which indicates the importance of:

   -using questions to review prior learning at the start of the lesson

   -stimulating reflection on what has been learned at the end of the lesson;

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[16] Reynolds and Farrell. Interactive Teaching in the Primary School. British educational research journal.- 1996. P-395

[17] Brown, Askew, Baker, Denvir and Millett. critical issues in mathematics education. -1998. PP 125-148.

[18] Muijs & Reynolds. Effective teaching/.Sage publications,-2005. P 314.

-creating a climate where learners feel encouraged to make a response to questions;

-including higher-level and strategic questions, open questions, and process questions;

-acknowledging the learners' response and give clear feedback, particularly if the learner seems Interactive Teaching Activities;

-prompting the learner by rephrasing or breaking down the question if there is an incorrect response or no response;

-wait long enough for the learner to formulate a response before prompting;

-asking another learner rather than the teacher answering the question.

Questioning is not the only approach which can generate interaction, however; Muijis & Reynolds[19] acknowledge that discussion can be effective in engaging learners, helping develop understanding, and helping develop communication skills. They indicate that it should be clearly focused, carefully prepared by teacher and learners, and the results summarised afterwards. The National Literacy Strategy and parallel numeracy strategy in England advocate interactive teaching as one of the factors contributing to success, along with discussion, pace, confidence and ambition. They define teaching as interactive when "pupils' contributions are encouraged, expected and extended". However, even with the limited DFEE definition it seems that interactive teaching is hard to achieve. Indeed, Galton, Hargreaves, Comber and Wall[20] found that, since the advent of the National Curriculum in England, the amount of teacher talk had increased overall but the ratio of questions to statements had declined Indeed, Galton, Hargreaves, Comber and Wall found that primary teachers devote an average of 60% of lesson time to whole class teaching, of which 74% of the time comprised teacher talk. The most frequent discourse moves were closed questions and evaluative statements, reflecting an initiation-response-feedback sequence rather than sustained interaction or higher order thinking. The teachers considered

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[19] Muijs & Reynolds. Effective teaching/.SAGE publications,-2005. P 317.
[20] Indeed, Galton, Hargreaves, Comber and Wall. Hand book of Child Development and Early Education. Edited by Oscar A. Barbarin ,Barbara Hanna Wasik.-1999.P-287.

most effective used rather more questions overall, but the types and distribution of questions was broadly the same, Hargreaves Merry, Paterson, Pell and Esarte-Sarries[21] identified an increase in the proportion of questions since the advent of the NLS in primary schools in England, although statements were still the dominant form of teacher talk. They felt that an emphasis on higher-order questioning is an important element of effective interactive teaching, and this has not been explicitly encouraged by government initiatives. They found inconsistent changes following the adoption of the NLS: with 5-7 year old pupils, the proportion of higher order questioning had dropped, whereas with 8-11 year olds it had increased considerably, although pupil responses were only rarely 'extended'. This was only the case in literacy lessons, however, and the opposite trends were found in other areas of the curriculum. Furthermore, exploration of questioning about task organization revealed a massive shift from questioning to telling pupils about tasks, which indicates a major reduction in learner autonomy. Cooper & McIntyre highlight the essential feature of bi-directionality of influence between pupils and teachers in effective teaching, which requires teachers to have integrated knowledge of their students into their pedagogical thinking. Their studies of teachers found a continuum of positions between 'interactive' and 'reactive' teaching, where the interactive end of the continuum is characterized by planning in advance the content and approach of the lesson in order to match the curriculum goals to the perceived needs of the learners, whereas the reactive end is characterized by minimal outline planning and a teaching approach which draws on learners' interests and intentions as they emerge. Moyles ,Merry[22] note that whilst the NLS definition matches Cooper & McIntyre's[23] interactive teaching, teachers' descriptions of interactivity are more closely related to the characteristics of reactive teaching. Hargreaves derive nine different types of interactive teaching

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[21] Hargreaves Merry, Paterson, Pell and Esarte Sarries. How do primary school teachers define and implement interactive teaching in the National Literacy Strategy in England Research Papers in Education.-2003.P-18.
[22] Moyles ,Merry. Interactive Teaching in the Primary School. McGraw-Hill Education-.2003.P-242.
[23] Cooper and McIntyre's .Effective Teaching and Learning. McGraw Hill Education UK-.1996.P-180.

from teachers' descriptions of how the interpret interactive teaching. These are divided into 'surface forms':

-engaging pupils

-pupil practical and active involvement

-broad pupil participation

-collaborative activity

-conveying knowledge and 'deep' forms:

-assessing and extending knowledge

-reciprocity and meaning making

-attention to thinking and learning skills

-attention to pupils' social and emotional needs/skills. Burns and Myhill identify some important factors and unifying themes present in interactive lessons:

-reciprocal opportunities for talk which allow children to develop independent voices in discussion;

-appropriate guidance and modelling when the teacher orchestrates the language and skills for thinking collectively;

-environments which are conducive to pupil participation ;

-an increase in the level of pupil autonomy.

This suggests a move away from teacher direction towards learner independence. Furthermore, Burns and Myhill [24] claim that the more questions teachers ask, the less children say, and this may indicate a reduction in productive thinking as a result of continued low level questioning. Even with the inclusion of higher order questioning, it is debatable whether the continuation of questioning for a high proportion of time is effective in developing learners' higher order skills, since the principles of 'scaffolding' require the structure provided by the teachers' questions to be withdrawn as the learners develop their own skills. The role of the teacher in creating 'common knowledge' in a class is of particular interest.

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[24] Burns and Myhill. Interactive or inactive? A consideration of the nature of interaction in whole class teaching. Cambridge Journal of Education. 2004 P-34

Common knowledge is formed by the teacher using their curriculum and pedagogical content knowledge to help pupils articulate and evaluate their varying individual knowledge in an interactive way. The understanding which is co-constructed in this way can be appropriated by the pupils in a way that cannot be achieved by other means of presenting the ideas, however engaging. For this interactive approach to be successful, a balance is needed between whole class and individual/group work, and ICT needs to be seen as a tool which can facilitate Interactive Teaching Activities enquiry and critical thinking. This can improve pupils' learning, but teachers may need support in taking risks John & Sutherland[25]. Edwards and Mercer[26] make an important distinction between 'ritual' and 'principled' knowledge in analyzing the way that ideas 'known' by the class as a whole support individual learning; ritual knowledge concerns procedures, and is heavily context bound, whereas principled knowledge involves understanding and can be used to solve problems in new contexts. The sort of teaching which develops principled knowledge shares characteristics with the 'deep' form of interactivity.

Some examples of Interactive Teaching Activities for in the interactive classroom Interactive teaching is all about instructing the students in a way they are actively involved with their own learning process. There are different ways to create an involvement like this. Most of the time it's through

-teacher-student interaction

-student-student interaction

-the use of audio, visuals, video

-hands-on demonstrations and exercises

We encourage our students to be active members of our class, thinking on their own, using their own brains, resulting in long-term memory retention. Not only the students' knowledge will improve, but their interest, strength, knowledge,

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[25] John & Sutherland. Transforming teaching and learning: embending ICT into everyday classroom practices. Journal of Computer Assisted Learning. -2004. P-20

[26] Edwards and Mercer. The development of understanding in the classroom. Scientific Research Publishing -1987. P-67

team spirit and freedom of expression will increase as well. In this blog post, I will talk about the use of interactive methods for teaching, encouraging more dedication towards the lesson material. We will see some interactive teaching tools, interactive teaching ideas and interactive teaching games. Not only will I talk about the use of interactive methods of teaching, I'll give some examples of methods used in the present classroom as well Here are some of the most effective ways to engage our pupils!

Effective interactive teaching strategies to encourage speech in our classroom

First, I want to put some activities in the spotlight. The following interactive student activities are three of the most effective ways to encourage more speech in our classroom.

1. Think, pair and share

Set a problem or a question around a certain topic, and pair up your students. Give each pair of students enough time so they can reach a proper conclusion, and permit the kids to share their conclusion in their personal voice. This way your students will be engaged, communicating, and remember more of the class than ever before.

2. Brainstorming

Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other. We'll be surprised of all the great ideas they come up with! Check out these 8 fun brainstorming apps we can use in our classroom, or use Book Widgets' Mind map widget to structure thinking.

3. Buzz session

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. Everyone should learn from each other's input and experiences. As a teacher, I could give

my students some keywords to spark the conversation. Of course, there are many other interactive teaching ideas as well. I split up the activities in different categories:

-Individual student activities

-Student pair activities

-Student group activities

-Interactive game activities

-Individual student activities

4. Exit slips

These are best used at the end of the class session. I'll ask the students to write for one minute on a specific question. It might be generalized to "what was the most important thing we learned today". Then, I can decide if I am going to open up a conversation about it in our next class. I can ask them if they still remember what they wrote down. Need Interactive Teaching Activities exit slip template? Try this one from Book Widgets and learn more about the possibilities of an exit slip.

5. Misconception check

Discover students' misconceptions. See if students can identify what is the correct answer, when given a false fact. It's useful when going over a previous lesson. It encourages students to think deeply and wager all the possibilities.

6. Circle the questions

Make a worksheet or a survey that has a list of questions about your topic, and ask students to circle the ones they don't know the answers to. Then, let them turn in the paper. Create corners concerning different questions that were circled. Let our students work on the extra exercises and explanation in the corners, individually. As our students will all have circled different questions, you have to give each student a different and personalized order to visit the corners.

7. Ask the winner

Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands. Then, all other students

have to talk to someone with a raised hand to better understand the question and how to solve it next time.

Student pair activities

8. Pair-share-repeat

After a Think-pair-share experience, which I've written about in the first interactive learning lesson idea, you can also ask students to find a new partner and share the wisdom of the old partnership to this new partner.

9. Teacher and student

Let students brainstorm the main points of the last lesson. Then, pair up our students and assign them 2 roles. One of them is the teacher, and the other one is the student. 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 and come up with 2 to 3 points that the teacher missed.

10. Wisdom from another

After an individual brainstorm or creative activity, pair students to share their results with each other. Then, call for volunteers who found their partner's work to be interesting or exemplary. Students are often more willing to share the work of fellow students publicly than their own work. Of course, we can always encourage sharing their own objectives as well.

11. Forced debate

Let students debate in pairs. Students must defend the opposite side of their personal opinion. It encourages them to step away from their own beliefs and teaches them to look through a different coloured glass for once in a while. Variation: one half of the class takes one position, the other half takes the other position. Students line up and face each other. Each student may only speak once, so that all students on both sides can engage the issue.

12. Optimist/Pessimist

In pairs, students take opposite emotional sides of a case study, statement, or topic. Encourage them to be empathic and truly "live" the case study. We'll

discover some good solution proposals and our students will learn some exceptional social skills.

13. Peer review writing task

To assist students with a writing assignment, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three-paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision, if it were her essay. Students can learn a lot from each other and from themselves as well! Here are 10 more creative self-assessment ideas.

Student group activities

14. Board rotation

This interactive learning strategy is even more interactive than the others! Divide our class into different groups of students and assign them to each of the boards you've set up in the room. Assign one topic/question per board. After each group writes an answer, they rotate to the next board. Here, they write their answer below the first answer of the previous group. Let them go around the room until all the groups have covered all the boards. Not that many boards in your classroom? Try using tablets and Book Widgets' interactive whiteboard.

15. Pick the Winner

Divide the class into groups and let them work on the same topic/problem. Let them record an answer/strategy on paper or Interactive Teaching Activities. Then, ask the groups to switch with a nearby group and let them evaluate their answer. After a few minutes, allow each set of groups to merge and ask them to select the better answer from the two choices, which will be presented to the complete class.

16. 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. Think about movies showing historical facts, geographical facts, biographies of famous people,

Interactive game activities:

Create in interactive classroom full of interactive learning games. Games are so much fun for students, since it doesn't feel like learning. With Book Widgets, We can make interactive learning games like crossword puzzles, pair matching games, bingo games, jigsaw puzzles, memory games, and many more in minutes.

17. Crossword puzzle

The crossword game is perfect to use as repetition activity. Choose a list of words and their description, and Book Widgets creates an interactive crossword for us. The crossword game transforms these boring lessons into a fun experience. Here We can read more about how to create them and for which topics We can use them.

18. Scrabble

Use the chapter title as the pool of letters from which to make words and allow teams to brainstorm as many words relevant to the topic as possible. We can also actually play scrabble and ask students to form words from the newly learned vocabulary.

19. Who/what am I?

Tape a term or name on the back of each student. We can also tape it on their forehead. Each student walks around the room, asking "yes or no" questions to the other students in an effort to guess the term. Of course, the term has something to do with your lesson topic.

20. Bingo

Bingo is a fun game that can be used for all sorts of exercises: language exercises, introductory games, math exercises, etc. Take a look at this blog post with all the different bingo possibilities here. We'll be surprised about how many interactive lesson activities you can do with just one game.

There are other features of the classroom which can support interaction for individual learners, notably other learners and ICT. These have also been studied

extensively over recent years. Pair and group working only rarely achieves sustained two-way communication in practice, however, and often constitutes a number of learners working individually and comparing results. ICT's potential for interaction has been less well analyzed, surprisingly since interactivity is usually the first feature suggested when teachers are asked what is special about using ICT in teaching and learning. A glance at most case studies and surveys which provide sufficient detail concerning learners' activity with ICT suggests that, for the individual leaner, ICT does indeed provide an agent with which learners can communicate to and receive feedback from, and that this two-way communication tends to be sustained. As well as supporting interaction for the individual learner, however, there is also evidence that ICT is effective in supporting genuine group interaction Hoyles, Healy & Pozzi[27], and with the recent developments in interactive presentation technologies , there is currently much interest in how ICT can support whole-class interactive teaching. The clearest definition of ICT's interactivity was introduced for two major teacher education initiatives in the UK in 1998; it was expected that all trainee and serving teachers learn how to exploit the following features of ICT: Speed, Automaticity, Capacity, Range Provisionality, Interactivity. Interactivity in particular was defined as "the function of ICT which enables rapid and dynamic feedback and response". In studies carried out with teachers since then which have used these features to analyze the potential for learning activity afforded by ICT Kennewell[28], the original 'provisionality' and 'interactivity' were found to be hard to distinguish, confused in their purpose, and also dependent on speed and automatic function. As a result, three more distinct features 'edita bility' and 'transformability', and 'feedback' have been substituted for use in recent research.

-Editability: the ability to easily change something which has been produced.

-Transformability: the ability to change the form of a representation.

-Feedback: the automatic provision of a response to an action by the user.

[27] Hoyles, Healy & Pozzi. IT for learning Enhancement. Education Time.-1994 P-14
[28] Kennewell. Reflections on the interactive whiteboard phenomenon. Cardiff Metropolitan University. -2004 P-48

It might be expected that the interactivity which is characteristic of ICT would assist interactive teaching, and the interactive whiteboard should particularly helpful for teaching characterized as interactive. Indeed, in 2003 the Welsh Assembly Government invested in one IWB for every primary school and three for each secondary school in Wales. New schools are being equipped with an IWB and five networked PCs in each classroom as standard, and it is no longer just the enthusiastic teachers who are using ICT as a matter of routine in their teaching Kennewell & Beauchamp[29], Kennewell. The degree of interactivity which tools actually afford within the classroom is clearly dependant on the use to which they are put. Teachers vary in their degree of confidence and competence with these technologies. Despite the widespread uptake of government funded training for the use of ICT in subject teaching across the UK, most of teachers' professional learning concerning the use of ICT is gained through individual exploration of software and through sharing ideas with colleagues. In this situation, the development of an integrated 'pedagogical ICT capability' in relation to the IWB seems to follow a continuum in terms of technical and pedagogical skills. Comparison of this scale with Hargreaves et al.'s typology of interactive teaching suggests that there may be a link between levels of pedagogical ICT capability and the depth of interactivity in teaching. Consequently supporting teachers in progression from 'surface' to 'deep' interactive teaching would be a worthwhile goal for professional development in ICT. A more detailed analysis of the use and effect of ICT's interactivity in teaching has been carried out using a framework for teacher orchestration of activities, abilities and features of classroom settings. This framework places learners' activity at the centre of the learning process, with the teacher's roles being to set tasks requiring learners to exert some cognitive effort, to assess learners' knowledge and skills, and to provide just sufficient potential and structure for action in relation to their abilities so that they can complete the tasks. Using this framework, interactive teaching can be considered as the active and

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[29] Kennewell & Beauchamp. The influence of technology-rich classroom environment on elementary teachers' pedagogy and children's learning. Cardiff Metropolitan University.-2003. P-26

sustained orchestration of features of the classroom setting in relation to the continuous monitoring of learners' abilities, the task goal and the learning objectives. Examples Exploratory studies in primary and secondary schools have been carried out in order to develop further our knowledge of the features of ICT and their potential for improving learning Kennewell[30]. The settings for these studies involved a range of typical teachers who happened to be provided with technology-rich classrooms, rather than selected for exemplary practice. The data has been further analyzed to investigate how interactive teaching may be influenced by the easy availability of ICT. Teachers who were interviewed commented on the value of ICT in preparing "interactive lessons" and observations in their classrooms indicated that the teacher's interactions with pupils were planned in detail beforehand and appropriate multimedia material prepared for use on the interactive white-board which was available in every room. Power point was frequently used, in addition to the special 'flipchart' software supplied with the boards, in both primary and secondary schools, to produce "interactive presentations". Interactive in this context was thought to mean dynamic/animated, but the presentations were used as affordances for pupil responses during questioning sequences and the easy availability of clear, dynamic, visual stimuli for pupil-teacher interaction led to an increase in the momentum and flow of the lesson. The teacher did not need to cause delays and distractions by organizing teaching material or clearing the board for new content. Indeed, the teacher became almost a bystander as the learners seemed to engage more directly with the material being considered. Teachers particularly noted the greater attention levels of pupils with learning difficulties. In addition, the flipchart software seemed to afford a greater amount of pupil contribution to activity at the front of the class. They were confident in writing on the board by hand, in the knowledge that there was an immediate 'undo' button if the reaction of their classmates or the teacher indicated that their ideas were not accepted. There were also many examples of activities at the board which involved 'dragging' words or images to the correct

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[30] Kennewell. Reflections on the interactive whiteboard phenomenon. Cardiff Metropolitan University.-2004 P-54

place on a diagram or table. The ease with which this could be carried out seemed to support a high level of reflective and strategic discourse between teacher and pupil – or, indeed, the rest of the class and the pupil on many occasions with the teacher only providing minimal structure to the process. Although usually only one child at a time was working at the board, teachers felt that the whole class would be thinking through the task; furthermore, they would be thinking at a reflective level, as they considered what alternative responses were likely and attempted to predict what where they might go wrong. This way of working was familiar to many teachers who had used the approach previously with ordinary whiteboards, but the features of ICT made the process much easier to manage. Earlier, in elementary levels, most of the schools would just have a few computers that were present in the computer lab and students would get to use them only once in a while. As far as the teaching style is concerned, it would generally be lecture-based lessons, which also involved many worksheets, and of course the famous blackboard, chalk, and duster. However, things are a lot different now. The kids are advanced, grow up in a technology-rich environment, and by the time they are in their elementary levels, using a chalkboard is no more the scenario. Though passive learning still exists, most schools now opt for interactive learning. Not only does it makes the lessons fun-filled for the students but also makes it a lot interesting for the teachers. If you are still wondering why is interactive learning important, and if you should opt for it, then continue reading and you shall discover your answer

Main Importance of Interactive Teaching

It helps Create Collaboration in the Classrooms. Who says collaboration is just important in the business world, it is as helpful in classrooms too. Nowadays, the interactive whiteboards are taking place of the traditional blackboards, and this helps both the students and teachers not only to share and present information easily but even to collaborate and enjoy working together and enjoy learning together. Students can easily participate in the lesson, and everyone has his/her turn to use the whiteboard. Just a laptop, internet connection, projector, webcam

and the right tool like Talks Meetings can connect students with teachers from all over the world, whilst they can be in their classroom or even in their home. Talks has proven to be immensely helpful for students as has been for business owners. Using this tool the students can get connected with their teachers, who also must use this tool, and then they can enjoy a videoconference, discuss problems, and even use the whiteboard to enjoy a seamless learning experience. Furthermore, working on shared projects or documents from their own computers or tablets helps students to develop strong communicative and collaborative skills which certainly will prove to be beneficial in later stages of their lives.

It Makes Students More Independent

Yet another importance of interactive teaching is that it helps students discover their resources and they are also able to control their learning process to an extent. They can decide which way they want to develop and present their projects and this helps them build strong research skills, which again will prove to be very beneficial. In fact, a few studies had been conducted on students, and their parents reported that interactive teaching helped make their kid's learning more easily, and it helped develop a work from home comfort which also was advantageous.

It Is An Adaptable and Flexible learning Style

Interactive teaching plays an important role in the life of students with different abilities. YouTube, podcasts, and podcasts help students to maintain their own comfortable pace while learning, and they can also revise contents as and when is needed, and this proves immensely helpful particularly for those kids with special learning abilities. Furthermore, as the interactive teaching culture is introduced and followed in classrooms, it helps students enjoy various learning styles, and this gives the chance to help match the individual requirement of each student.

It is Engaging and Enjoyable

Every school that has used interactive teaching has reported it to boost motivation and engagement in their classrooms. It gives the chance to the teachers

to make their learning session a whole lot of fun. They can make things a little competitive, can help students learn through interactive games, and also add tiers of achievement, which students are sure to find attractive. The many free apps and tools available, like Talks, gives a chance to the students to create digital content while letting their imagination run wild. Presentation, posters, video, and blogs are amongst a few ways that can be used by students to present their work digitall. Additionally, during interactive teaching sessions, teachers can ask their students to solve a problem in groups. This further makes the process more fun filled when students get to complete a work along with their friends, or classmates. It also helps make their bond stronger. Now that you know why interactive learning is important, start using them in your classes too without delay. Before long you will notice the kids are more active, willingly participate, enjoy learning, and come up with ideas that you perhaps may not have even though they ever could. Together with the students, interactive learning will be a fun-filled experience for teachers too.

1.2 Advantages and disadvantages of Interactive Teaching Activities for primary classes

Interactive learning is a procedure that imparts education in the traditional classroom. In between traditional lectures with students who listen to their instructors and take notes and individual e-learning from the commodity of one's home, interactive learning combines it all, right there in the spot where education happens – classrooms.

Basically, it involves the students to take an interactive role, which in return promotes their autonomous learning. With the help of technology and a variety of different online programs, students enjoy an opportunity none of their ancestors did when they studied foreign languages or any other material for that matter. In the paragraphs that follow, we are about to shed some light on the pros and cons of interactive learning, all whilst debunking the many myths you might believe in when it comes to modern education.

Pros of Interactive Learning

Interactive learning has proven to develop high thinking skills and autonomy, increase student retention and help them learn better. These are just a few of the many benefits it offers, such as:

Promotes Classroom Collaboration

Replacing the traditional chalkboards with an interactive whiteboard has reached its peak in the past decade and around the globe. Interactive whiteboards are a popular way to share the information in real time, mostly because they promote classroom collaboration and make learning faster and easier.

''As part of this learning process, interactive learning promotes collaboration thanks to the various opportunities offered in terms of partaking in the lessons. With a laptop and an Internet connection, students and teachers connect in real time, while sitting inside a classroom or studying at home.'' – explains teacher Joe Terrence. Social tools can benefit the learning process because they give everyone included an opportunity to connect with the remaining of the classroom

participants. With it, students can build on their communication and work on projects together with their peers.

Versatility in Teaching and Learning

Our attention lifespan can differ, but it is rather short. So, when teachers use the same methods of teaching on a continuous basis, students are bound to get bored regardless of how willing they are to master the material.

In an interactive classroom, this cannot happen. Interactive learning comes with grand versatility in teaching and learning techniques and practices. There are opportunities for new learning materials and technologies everywhere on the Web, making it possible for teachers to spice up the learning process for their students.

Promotes Autonomy

Thanks to interactive learning, students are one step closer to learner's autonomy. Learner's autonomy has been the buzzword in worldwide education in the past couple of decades, especially when it comes to foreign language education. Having the ability 'to take charge in one's own learning' is known to reap many benefits for the students and help them master the target language faster. For this goal, interactive learning is crucial. With the help of technology used in interactive learning, students can control their learning processes and detect the preferred studying resources. It helps to beat the feeling of disengagement they often experience in a traditional classroom and helps them find new, individual ways of studying on their own even when the classes are finished. Uses the Existent Technology Skills of Students Millennials have grown with technology almost every day of their lives, so it is safe to say that they are very proficient and used to it. And while many believe that introducing technology into the classroom is risky and gives students more time to get addicted to it, leading them to use technology for educational reasons and purposes isn't that bad of an idea, after all. If done properly, interactive learning can give students a whole new perspective of technology. Instead of just using it as a social media tool or game playing tool, they'd be using it to build on their skills and education. Technology has a grand

educational potential for the students, and the use of it in the classroom only feeds that potential.

It Is Flexible and Adaptable

Interactive learning has a grand trait – it is flexible. There are plenty of options that come with it. To master the foreign language, students can watch YouTube videos, podcasts, vodcasts, read written materials, listen to online courses, etc. Moreover, they can use a myriad of different tools for collaboration, studying, and writing. Interactive teaching comes with various styles that combine participation and flexibility. Some of the most popular interactive teaching styles teachers use are: Interactive brainstorming (individual brainstorming, team ideas mapping, negative thinking and reverse thinking, structured brainstorming, unstructured brainstorming, group passing, etc.).Buzz sessions where students contribute ideas and thoughts and share their experiences. Pairing students in groups and asking them to share their discussions. Q&A sessions with the help of index cards or student-generated questionnaires.

It Is Enjoyable

Finally, one of the biggest reasons why students love interactive learning – it is enjoyable and fun. When given the chance to collaborate with the peers and the teacher, share ideas and use technology to learn, students are having fun. Compared to the traditional teaching methods that students often find boring and repetitive, interactive learning allows for a wider range of activities and tools for mastering the same material. This, in return, enhances their motivation and boosts their engagement. Interactive learning allows students not only to use a variety of different tools and technology to study but also opens opportunities for them to be creative and enjoy the freedom of guiding their own learning processes. The effects are grand – thanks to interactive learning, students develop higher autonomy levels, which is known to yield amazing benefits for the learner.

Cons of Interactive Learning

As any other teaching and learning approach, the interactive methods also come with their own set of disadvantages. Here are the most prominent ones in the education of today:

-It Can Be Complicated

Since interactive learning is rather new to the world of education, it can often bring complications. The use of an unlimited number of resources and a variety of tools also adds up to the complications, making it challenging to track what the students are learning and at what pace. While the benefits are grand, interactive learning also demands a great deal of work on behalf of the teachers. They need good technical skills to be able to track and guide the students in the process, training that allows them to teach the students of what sources are reliable for language learning, as well as knowledge and experience in using the tools that promote autonomy and classroom collaboration. Interactive learning must be updated, and often. Teachers and students need to stay informed of the latest trends before they implement them in the learning process. This by itself, brings many challenges. Costly Demand of Essential Technology Infrastructure You can't really promote interactive learning in a classroom without the essential technology. To implement this into the classroom and enjoy the many benefits it offers, an educational institution needs to have the required equipment and workforce. This demands a large budget, which many schools aren't willing to spend just to 'test interactive learning' as a teaching technique. One of the disadvantages is definitely the cost. Acquiring hardware and software for a blended interactive learning program is often expensive, especially if the academic institution is large or has multiple branches.

-Acceptance and Mentality

Even if the technology and resources are made available to all sides of the learning process, they still have to be accepted by teachers and students. Otherwise, the cost and efforts will be in vain. The fact that most students nowadays are millennials and therefore technology-proficient helps this matter by a lot. Students are accepting interactive learning rather fast, but teachers have a

long way to go before they obtain the same technical knowledge as their students. This is a necessity in the process of guiding and aiding students' learning processes, which is why acceptance and mentality can present a challenge at first.

-Slow Advancement Pace

The pace of advancement of interactive learning methods remains slow. Based on the chosen learning technique and method, the usage of technology can often make students focus on things with less importance, or put an emphasis on their learning of already mastered materials. Many students do this. They linger around the topics they find most interesting and easiest to master. Since interactive learning gives them more flexibility and freedom to impact their learning processes, teachers can't always oversee the work and progress of every individual student in an interactive classroom. In the traditional classroom, all students learn from the same materials and at the same pace. Due to the flexibility in interactive learning, this pace can often be slower for some of the students.

At the end of the day, it is the job of the instructor to guide and track the students' choices for learning and their activities. The process of training teachers to accept and implement autonomy is complex and moving slowly, and with it moves the interactive learning success. It is definitely moving forward and has progressed a lot since its beginning, but the pace remains rather slow. Teachers and Students Can Be Overworked and Overwhelmed We've already established that interactive methods require a significant amount of work on behalf of the teacher, especially in the primary stages. Teachers need to pick out a great syllabus, choose the ratio between online learning and face-to-face learning, find the tools and programs to use for interactive teaching, and guide the students into using relevant sources, in the right way. That's just the beginning. Along the path, teachers need to continuously work on their technology skills, check the progress and pace of learning of their students, and constantly find new techniques and sources for making all of this possible. The more organized this process is, the better will the results be. Still, it is no secret that interactive learning has a negative impact on the instructors – overwork. When it comes to students, blending learning reaps more

benefit than traditional learning. However, there arises the issue of overwhelming due to the cognitive load. It happens at the beginning stages of the implementation of interactive learning when students are new to the varied educational activities and content. Until the point where students and teachers reach a balance and master the interactive learning processes, there will be challenges that come with it. When a teacher finds the right syllabus and creates a program that is tailored to the needs of their students, they need to transfer that knowledge onto the student himself. As soon as the student accepts it, engages in it, and gets used to the workload, such disadvantages should not exist. This process is as complex as it gets, which is why the implementation of it is as slow as we know it.

•Risk of Plagiarism

Most students are already informed of the plagiarism rules or, to be more specific, the rules against plagiarism. However, when they use the Internet to study in class, they can often get tempted to look up things on the Web and copy them into their work. This can lead to many problems in terms of students' assessment and learning. That being said, teachers have yet another task – to make learners understand the perils of plagiarism and unverified resources on the Web, as well as track their work by using plagiarism detection software.

Benefits of interactive activities for kids

Conventional teaching methods like lectures and book reports are great educational tools—but they can also be a little dull and boring, especially for younger students. Spice up your classroom or home learning environment by working to make learning more interactive activities.

Interactive Activities for Kids

Interactive activities are fun for kids and also provide numerous benefits for a child's physical well-being, learning, and social and behavioral skills. By making playtime educational, kids can learn important lessons while still having a great time. Interactive learning also provides space for kids to bond with those around them, and can encourage a lifelong interest in learning by making the experience enjoyable and engaging. Read on to learn more about four different

types of interactive activities—as well as the benefits each category offers. Four Types of Interactive Activities for Kids Interactive activities are a fun way for kids to play and learn, whether they're interacting with friends, teachers, or parents. Use the following activity categories to create some hands-on learning opportunities for our kids.

1. Physical Activities Promote Fitness and Health

Kids today tend to play outside less than their parents and grandparents did, so it's important to make sure your kids are getting enough exercise and learning to use their bodies. That's why physical learning activities are such a great idea! Going outside to play is a fun way to break up a boring day of classroom work, and kids who participate in physical activities tend to have healthier bodies. Best of all, physical games don't just get kids moving—they can also help students develop important attributes like agility, strength, balance, and flexibility.Here are a few fun physical activities to promote full-body learning:Hide and Go Seek is a classic that encourages both movement and strategic thinking!Simon Says or Follow the Leader are both effective, active games to play with kids of any age. These games involve plenty of movement—but kids will also need to be quick on their feet and pay close attention! Set up an obstacle course outside and time kids to see how quickly they can move through all the challenges!

2. Games and Puzzles Aid in Skill Development

If We want to teach skills like logic, creativity, or imaginative thinking, games and puzzles are a fantastic tool. Stimulating, interactive games can be used to teach basic skills like math, reading, and writing—or they can be used to teach soft skills like critical thinking, organization, and teamwork. There's no shortage of educational games and puzzles to play with kids of all ages, but here's a few of our favorites: Scavenger hunts are a fun way to problem-solve on the go, particularly when they involve clues or puzzles that must be figured out in order to move on! Build a fort out of household items and work together to figure out the answers to questions like: What items will work the best as walls? Is it possible to give your fort windows? How big does the fort need to be to hold everyone?

Charades or games like Pictionary are a fun way to get everyone involved in puzzle-solving together!

3. Collaborative Activities Improve Social Skills and Tighten Bonds

Interactive activities also offer plenty of opportunities for kids to improve their social skills and to bond with those around them, particularly when the activities focus on collaborating or working together to achieve a goal. Try the following activities to promote important skills like cooperation, communication, and teamwork: Collaborative storytelling is a fun way to get two or more people to work together to achieve a shared goal. Give each person a list of words or set of images and take turns writing sentences using your designated words or pictures. Each person gets to contribute—but you'll have to work together to create a cohesive story in the end! Journal together and share your thoughts to learn more about what others think and to promote positive, healthy discussion!

Interactive Activities Writing Prompts

Use the following journal prompts and either work together to draft a mutual opinion or write your own responses and then discuss your answers together: Find a picture online. Then, imagine what is going on in the image or what the people in it are thinking. Be as specific as possible. Write a shared history that details the story of our relationship with one another. What special memories do you have? Close your eyes and be quiet for three minutes. Then, write about all the interesting things you noticed about your environment or your body during the three minutes of quiet time. Give the other person a writing assignment of your own—then share your work and see what the other person came up with!

What would your dream house be like?

Describe the types of rooms it would have and what special features it would include. Describe three notable things that have happened in the world in the last year—then discuss the events you chose and how you responded to them. Rewrite your own ending to a popular fairy tale for children's story. Listen to a song and then write about how it made you feel. Did the music evoke any particular emotions? Did the words remind you of anything? Find a news story online about

something currently going on in the world. Discuss your opinions on the subject. Interactive activities are fun for kids and also provide numerous benefits for a child's physical well-being, learning, and social and behavioral skills. By making playtime educational, kids can learn important lessons while still having a great time.

4. Cooperative games teach essential life lessons

Finally, cooperative games are also a great way to help kids learn important life lessons like how to be a good sport, how to follow rules, and how to communicate and work together toward a shared goal. Games and group activities with established rules and guidelines can also help kids develop their self-control skills, as they have to learn to control their impulses to succeed. To promote skills like cooperation and sportsmanship, try interactive group activities like: Team sports such as soccer and basketball quickly help kids learn that each player has a role—and that everyone must work together if you want a chance to win! Board games can be played with each person competing on their own or in teams—but no matter what, everyone must play by the rules and follow directions for things to be fair! Paint a mural or do another large-scale craft that requires a lot of hands to come out successfully.

To sum up, there are both pros and cons for interactive learning as compared with conventional learning. The advantages are clear and proven, and disadvantages mostly exist during the implementation process of the interactive learning method.

1.3. Challenges and difficulties using interactive teaching activities

The first class with a new group of young learners can be a nerve-wracking experience for teachers old and new. Many of us spend the night before thinking about how to make a positive start to the year, with a mixture of nerves, excitement, and a desire to get started. However, sometimes things don't always go as expected, and it is important to set a few ground rules in those early lessons to ensure a positive classroom experience for all, throughout the academic year.

Let's look at a few common problems that can come up, and how best to deal with them at the start of the school year.

1. Students are not ready to start the class

The way the first few minutes of the class are spent can have a great influence on how the lesson goes. Students can be slow to get out their equipment and this can cause a lot of time wasting. To discourage this, start lessons with a timed challenge.

Tell students what you want them to do when they come into class, e.g. sit down, take out their books and pencil cases, sit quietly ready for the lesson to start.

Time how long it takes for everyone to do this and make a note. Each day do the same.

Challenge students to do this faster every day. You could provide a goal and offer a prize at the end of the trimester if they reach it, e.g. be ready in less than a minute every day.

2. Students speak first language (L1) in class

One of the most common classroom management issues primary teachers face is getting them to speak English. However, young learners may need to speak their mother tongue on occasion, and a complete ban on L1 is often not the best solution. But how can we encourage students to use English wherever possible?

Tell students they have to ask permission to speak in L1, if they really need to.

3 word rule — tell students that they can use a maximum of three words in L1 if they don't know them in English.

Write ENGLISH on the board in large letters. Each time someone speaks in L1, erase a letter. Tell students that each letter represents time (e.g. 1 minute) to play a game or do another fun activity at the end of the lesson. If the whole word remains they can choose a game.

3. Students don't get on with each other problem solving primary

It is only natural that students will want to sit with their friends, but it is important that students learn to work with different people. Most students will react reasonably if asked to work with someone new, but occasionally conflicts can arise. To help avoid uncomfortable situations do team building activities, such as those below, at the beginning of the school year, and do them again throughout the year whenever you feel that they would be beneficial.

Give students an ice breaker activity such as Find a friend bingo (see activity three in this post) to help students find out more about each other.

Help students learn more about each other by finding out about what they have in common with activity four in this post.

Balloon race. Have two or more teams with an equal number of students stand in lines. Give each team a balloon which they have to pass to the next student without using their hands. The first team to pass the balloon to the end of the line wins.

Team letter/word building. Call out a letter of the alphabet and have pairs of students form the letter with their bodies, lying down on the floor. When students can do this easily, call out short words, e.g. cat and have the pairs join up (e.g. three pairs = group of six) and form the letters to make the word.

4. Students don't know what to do

When the instructions are given in English, there will inevitably be a few students who don't understand what they have to do. It is essential to give clear, concise instructions, and to model the activity before you ask students to start. To check students know what to do and clarify any problems:

Have one or more students demonstrate using an example.

Have one student explain the task in L1.

Monitor the task closely in the first few minutes and check individual students are on the right track.

5. A student refuses to participate / do the task

This is a frequent problem that can have many different causes. In the first few lessons, this may simply be shyness, but it is important to identify the cause early on in order to devise an effective strategy. A few other causes might include:

Lack of language required to respond or do the task. Provide differentiation tasks or scaffolding to help students with a lower level complete the task or have them respond in a non-oral way.

Low self-confidence in their ability to speak English. Again, differentiation and scaffolding can help here. Have students work in small groups or pairs first, before being asked to speak in front of the whole class.

Lack of interest or engagement in the topic. If students aren't interested, they won't have anything to say. Adapt the topic or task, or just move on.

External issues e.g. a bad day, a fight with a friend, physical problems (tiredness/hunger/thirst). Talk to the student privately to find out if they are experiencing any problems. Allow them to "pass" on a task if necessary, and give them something less challenging to do.

It is important not to force students to do something they don't want to do, as this will cause a negative atmosphere and can affect the whole class. At the end of the day, if a student skips one or two tasks, it's not going to affect their achievement in the long run.

6. Students ask for repeated restroom/water breaks

It only takes one student to ask to go to the restroom before the whole class suddenly needs to go! This can cause disruption and stops the flow of the lesson. To avoid this, make sure you have rules in place concerning restroom breaks.

Make sure students know to go to the restroom before the lesson.

Have students bring in their own water bottles. You can provide a space for them to keep their bottles (label them with student names) in the classroom and have students fill them every day at the drinking fountain or faucet.

Find out if anyone has any special requirements that may require going to the restroom.

Provide "brain breaks" at strategic points in the lesson when you see students becoming restless.

7. Students don't have the required materials

Kid with school books

Provide parents with a list of materials students will need on the first day.

If special materials are required in a lesson, give students a note to take home or post a message on the school platform several days before.

Don't blame the student—whether they have a good reason or not for turning up to class empty-handed, making a child feel guilty is not going to help. Write a note for parents explaining why bringing materials to class is important.

8. Students are not listening talking

If you have a particularly noisy class it can be difficult to get their attention. Set up a signal that you will use when you want them to pay attention to you. When they hear or see the signal, students should stop what they are doing and look at you. Some common signals are:

-Raising your hand. When students see you raise your hand, they should raise their hands and stop talking. Wait until everyone is sitting in silence with their hands raised. This works well with older children and teenagers.

Call and response attention getters. These are short phrases that prompt students to respond in a certain way, e.g.

-Teacher: 1 2 3, eyes on me!

-Students: 1 2 3, eyes on you!

Introduce a new attention getter every few weeks to keep it fun. You can even have your students think up their own phrases to use.

Countdowns. Tell students what you want them to do and count backwards from ten to zero, e.g.

When I get to zero, I need you all to be quiet and look at me. 10, 9, 8 …

Keep your voice low and speak calmly. This will encourage students to stop talking and bring down excitement levels.

A short song or clapping rhythm. With younger children, it is effective to use music or songs for transitions between lesson stages so they know what to do at each stage. For primary-aged children, clap out a rhythm and have them repeat it. Start off with a simple rhythm, and then gradually make it longer, faster, or more complex.

RESEARCH METHODOLOGY

Participants

The aim of the research methodology of this diploma project is to determine whether Interactive Teaching Activities and methods can be used with young learners at Uzbek primary schools. For this purpose, I have prepared surveys for both teachers and pupils to learn their opinion about the Interactive approach. To illustrate the possibilities of this foreign language teaching, I have also used Interactive Activities during my own teaching practice to examine the theory in the real education process.

Conclusively there are outlined Interactive Teaching Activities for teaching young learners.

The core part of this practical section is the teachers' survey. The main point of it will be to discover whether teachers have knowledge of the Interactive Teaching Activities approach and how many of them actually use this type of method. Also it is worth to examining whether according to them Interactive Teaching Activities is a good idea for teaching young learners at the primary level of education. How many teachers think that Interactive Teaching Activities can function as a disadvantage in a child's education at primary level? Can Interactive Teaching Activities slow down the other non-language subjects? Additionally it is interesting to learn whether some schools cooperate with any international school and in what way this cooperation functions. Are there any exchange programs for pupils? Or does there exist some form of other communication between Uzbek and English speaking pupils? In the end of this survey it would be useful to look at teachers opinion about the foreign language teaching itself and what they think needs to be improved?

In the contradiction of teachers' opinion there is going to be a special survey for pupils at the primary level. This survey is prepared for pupils from my teaching practice and consists of two parts. The first part is going to show their opinion on Interactive Teaching Activities before knowing the approach (having the information on how it functions and what is it about). The second part of this

questionnaire will be given after they complete the IT method with me being their teacher during my teacher training. Is their opinion on Interactive Teaching Activities going to change? What do they think of Interactive Teaching Activities before and after experiencing it? Are they going to cooperate and is it possible to introduce Interactive Teaching Activities into their lessons? These are the main questions on which is going to be my focus.

The last part of this practical section of my diploma project is going to present the ideas for Interactive Teaching Activities. I would like to present exercises which can be done with pupils on the primary level of education. Firstly I will present the activities I used in my temporary classroom during the teacher training. The reaction of the children will also be added. Secondly, there will be suggestions for possible Interactive Teaching Activities on various lessons.

In the end of this practical part of my diploma project I would like to asses the advantages and disadvantages of Interactive Teaching approach in teaching to young learners. My desire is to determine whether Interactive Teaching Activities is suitable for them and what are the options in using An Interactive Teaching Activities for primary levels at Uzbek primary schools.

Research with primary school teachers

As it was already mentioned, I have decided to find out what is the current situation at our Uzbek primary schools. For this purpose the research among primary level teachers was made. According to the theory part of my diploma project, Interactive Teaching Activities should be in usage. But is it really like that?

During the process of collecting information for this project I have tried to prepare the most appropriate questionnaire for teachers. All together I have created three different surveys. The first two were pilot versions which helped me to understand teachers opinions on innovative ways of teaching English. Those surveys tested the effectiveness of the research methods. Although they were useful during the writing process of my research, I realized that some questions in both questionnaires were not that important or they were not accurately created.

That was the reason of for the changes which led for the final version from which it was possible to make appropriate findings. Nevertheless, I would like to present some of the results from those pilot versions

Interviewing with teachers.

Pilot surveys among primary teachers

The first survey (appendix 1) was created during my teaching practice in November 2018. In the beginning of the writing process of my diploma project, I wanted to assess all innovative ways which are used in teaching a foreign language at primary schools. Interesting was to read for instance about interactive white boards. From the survey results it was clear that teachers see only the positives of this innovation and would value having the whiteboard in their class.

The second survey, created in April 2019 (appendix 10) was already focused only on the Interactive Teaching Activity and on the methods which teachers use while teaching English. Although some interesting findings about the materials used during their lessons could be inducted, I had to re-create these surveys because of the question types which were here used. Those questions were not specific enough and it led to respondents misunderstanding the question or not answering what was meant to be answered.

Final version of teacher's survey

Following the pilot surveys, the final version survey (appendix 11) which was most suitable for this diploma project was created. According to my previous experience, I decided to make it short enough using eight questions (some of them consisted of subtype questions). The reason was not to take too much time of teachers, therefore they were more willing to complete them. Mostly multiple choice types questions were used. My focus in this survey was only on Interactive Teaching Activities (including international projects). To receive as many filled up surveys as possible, I decided to:

-visit schools personally (Fergana City School 10,Margilan City School 34 and Baghdad district School 3). In this way I have collected 35 questionnaires.

-send them online to various schools in our Republic. Unfortunately not many teachers are willing to co-operate through this internet way. From approximately 40 requests sent, I managed to receive 6 back. Although it is not a huge amount, it was still useful for making this research more objective as the schools are from different regions of the Uzbek Republic.

-creating an online version and posting this information on a social network face book. Nine surveys were collected.

The knowledge about Interactive Teaching Method among teachers

The result unfortunately confirms my assumption that most teachers do not know what Interactive Teaching Method is about. Out of 50 responses, 35 teachers answered that they do not know what to imagine under the term of Interactive Teaching Method and only 15 answered positively. That gives only 30% of teachers who know what ITM stands for. For teachers who did not know what is Interactive Teaching Method about, I have prepared a brief introduction about the Interactive Teaching Method.

Figure 2: The knowledge about ITM among teachers
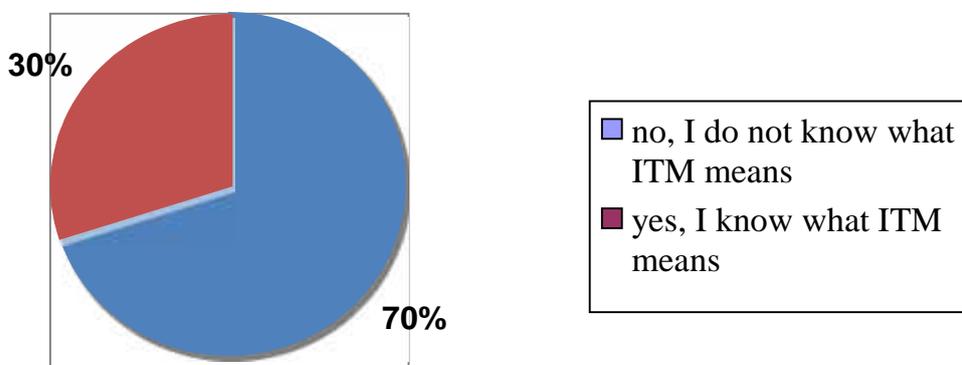
If we divide those answers according to teachers experience in education – according to years in which they have experience as teachers, we can make inferences that:

a) for teachers with experience in teaching from one up to fifteen years, just eight know what ITM means and the rest do not know what to imagine under the term of ITM. In percentage that is 32% of teachers who know what ITM stands for;

b) for teachers who have longer experience the situation is similar. Out of twenty-five respondents, only seven know what ITM stands for. That is 28% of teachers

who know about ITM and this is nearly the same as in the first case (by the younger teachers).

What do teachers understand under the term of ITM

Teachers who answered the previous question positively – those who do know what ITM means were asked to explain the term ITM. All of them defined the ITM approach without any difficulties. All teachers specified, that it is teaching with the help of a foreign language. All answers can be found as appendix 14.

Where teachers learned about ITM?

This was a multiple choice type of a question and respondents were able to choose more than one option. The choices were:

-during studies

-in the newspaper, TV, radio

-on the internet

-during the staff training

-other possibility

Figure 3: Where teachers learned about ITM?
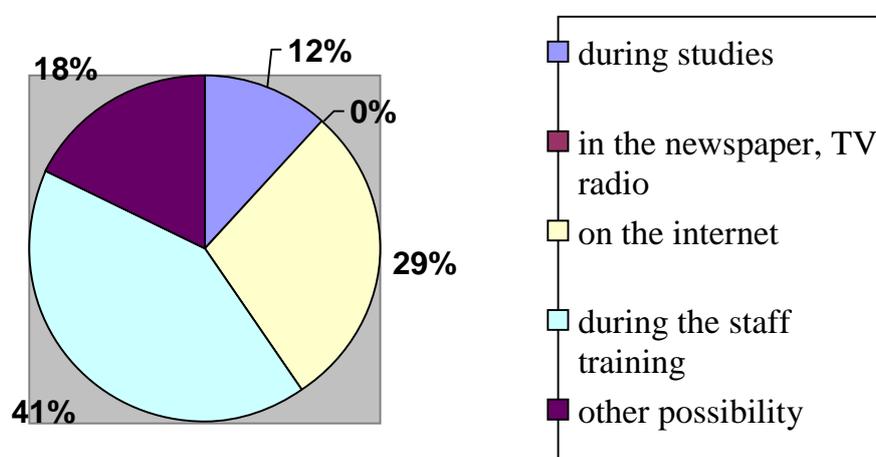
The most popular chosen option was during the staff training (42%) and on the internet (29%). Next mentioned was during studies and "other option".

Teachers who have chosen "other option" were asked to specified where. Their answers were during the primary school, from another teacher from a different school, from the International Newspapers.

From this result it is clear that the best is to organize for teachers trainings were they can learn about new methods of teaching English. Although I would say that the easiest is to already introduce the IT method at universities, were future teachers are being educated.

Observing lessons(procedure)

How many teachers do use the Interactive Teaching method

I have asked teachers whether they actually use the IT method during their lessons. Out of all surveys seven teachers do use at least a little bit of ITM during their teaching. That is 14% of all interviewed teachers who use ITM. I find this result positively surprising. Furthermore if we divide the group into those who do not know about the ITM and those who do, with the focus on those who have heard of ITM – that was 15 respondents, then the result is even better as it gives the result of half teachers who use the ITM and half who do not. Seven of them use it and eight teachers do not use the ITM despite the fact that they have heard of it.

Figure 4: How many teachers do use the IT method

47%   53%

teachers using
 IT method
teachers who do not
  use IT method
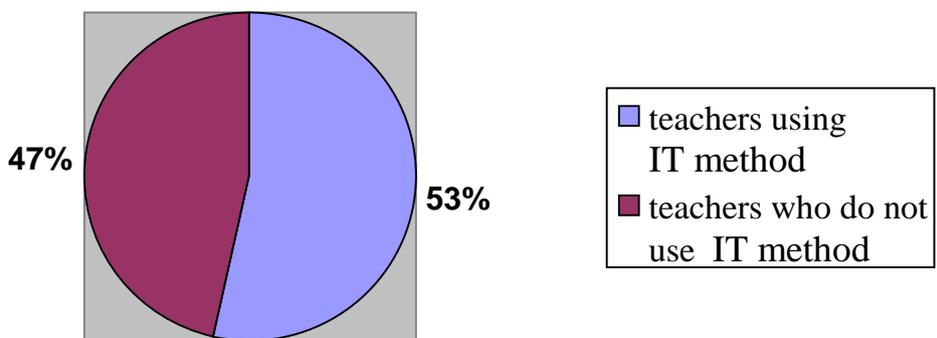
How many teachers do think IT is a possible method to use in their classrooms at primary level?

For this question most of the respondents answered that they do not know whether Interactive Teaching Activities is a good thing to use or not. For teachers who previously have not heard of IT activities, I have prepared an explanation of this method, so they were able to decide whether they think that it is a possible approach to use in their classrooms at primary level or not. That was nineteen answers. The rest was divided into nearly the same groups as seventeen teachers

said it is not possible and fourteen answered that it is possible to use Interactive Teaching Activities during the usual lesson.

Figure 5: How many teachers do think Interactive Teaching Activities is a possible approach to use in their classrooms at primary level?
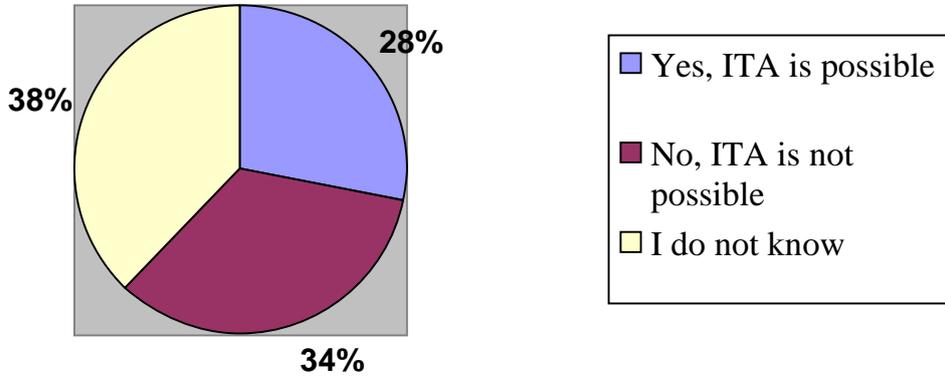
If teachers answer was NO, that Interactive Teaching Activities is not a good idea to use at the primary level of education, I have asked in the next question to explain why they think so. The answers were:

-not enough of time

- not all teachers are so fluent in a foreign language

- not enough of good teachers who know computer technologies

-not with small children, to demanding for pupils

-there should be financial motivation for teachers

-children already have problems in their mother tongue (they do not read, not good vocabulary, not able to understand the subject in their mother tongue)

-not large enough vocabulary in a foreign language.

The most popular answer was that there is not enough of good teachers who can know computer technologies and also master both the foreign language and the non-language subject.

Can be the education of non-language subjects slowed down because of the

IT method?

Most teachers think that it really can be slowed down, that teaching of non-language matter facts can suffer because of the IT method. There was twenty-three

(42%) respondents who answered in this way. Only eleven (22%) teachers think that using Interactive Teaching Activities would not influence learning time of the non-language subject. And sixteen (32%) teachers did not know whether it can or can not influence teaching of non-language subjects.

Figure 6: Can be the education of non-language subjects slowed down because of the <u>IT method?</u>
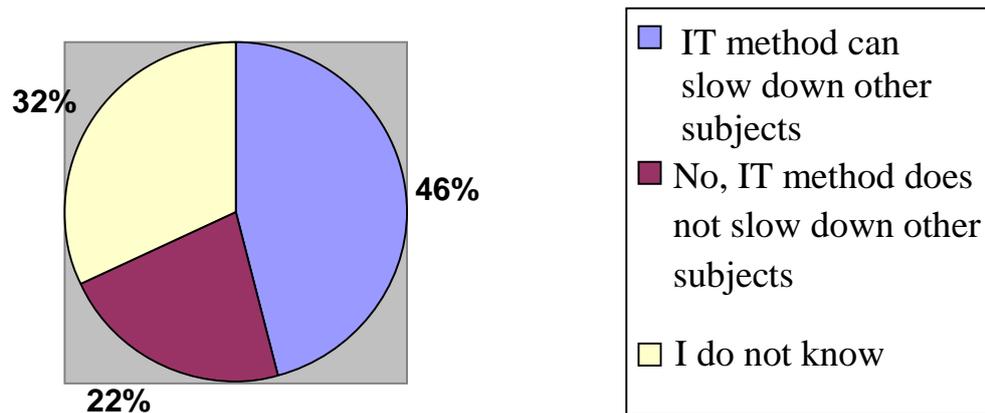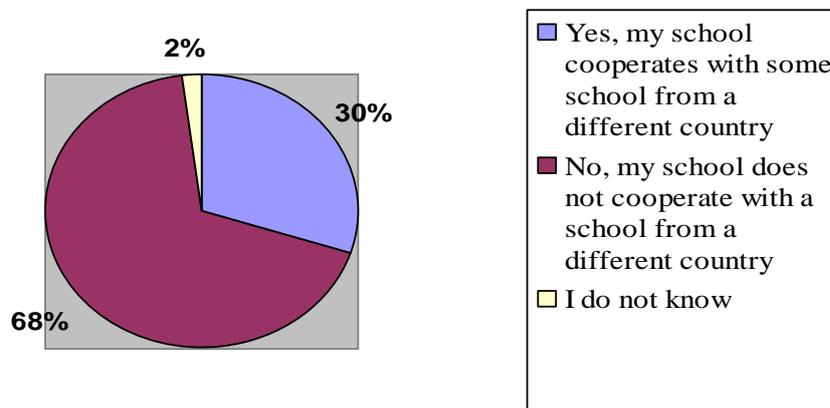

Cooperation with schools abroad

The aim was to determine of how many teachers' schools cooperate with other schools which are abroad. As I have already wrote in the theoretical part of my study, these international projects can be also perceived as a IT method. Out of fifty questionnaires one teacher did not know, thirty-four teachers said that their school is not cooperating with any other international school and only fifteen teachers claim that their school is cooperating with a school from abroad.

Although I have asked teachers on the primary level of education, I did not specify in the question, that I wanted to know whether pupils on the primary level are somehow engaged in the cooperation. Still I find these results valid as it is also an information about the attitude of schools towards the English language and generally towards communication with foreign language speaking environment.

Figure 7: Cooperation with schools abroad

Legend:
- Yes, my school cooperates with some school from a different country
- No, my school does not cooperate with a school from a different country
- I do not know

If the respondent answer was that his school does cooperate with an international school, he was asked further on to specify the type of cooperation. This was a multiple type of question and teachers were allowed to pick up more than just one answer. The most popular option was school projects which received 61% of all votes. The second most popular were pupils' exchange trips with 22%.

Figure 8: Type of cooperation with international schools

Legend:
- exchange programs for pupils
- a penpal relationship
- school projects
- different
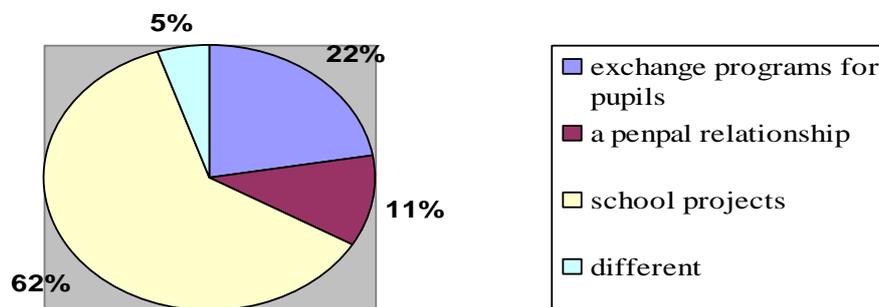
Data Analysis

What is the best way to improve teaching English**?**

This was the final question of the teachers' survey and the purpose was to learn the opinion about teaching English at primary schools. This was again a multiple choice type of a question. Teachers were able to choose from various options: Better educational materials and tools for teaching; introduction of new methods as Interactive Teaching; better salary for teachers; better trained teachers; international projects; different. Nearly the same and the biggest amount of votes received better educational materials and tools for teaching (twenty-four votes)

together with better trained teachers (twenty-three votes). Just behind were international projects (eighteen votes) and after that a better salary for teachers (fourteen votes); introduction of new methods as Interactive Teaching (nine votes); and different. Among the last options teachers stressed factors as: higher donation of hours for English, more engaged/motivated pupils, less children in English groups, etc. Personally I am surprised that most teachers think that there is not enough of teaching aids. According to my own experience, for English teaching there is many ideas, materials and other teaching aids available for instance on the internet, in bookstores or specialized shops.

Figure 9: What is the best way to improve teaching English?
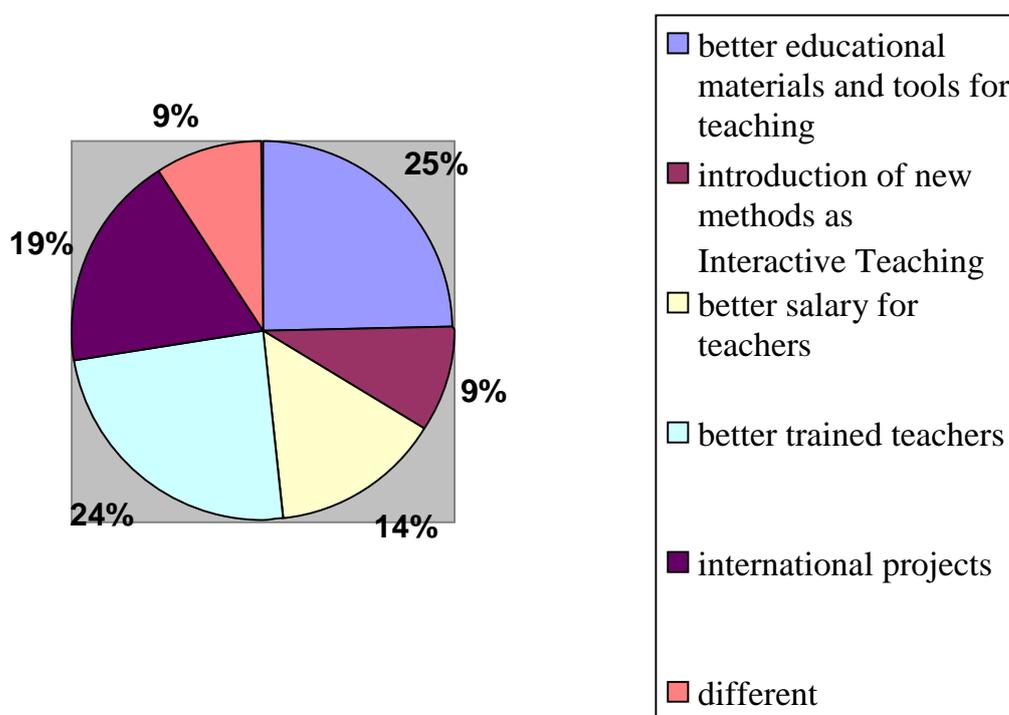
According to results of the survey among primary school teachers, IT method is still considered as an innovative way of teaching a foreign language. This is based on teachers' answers for the question whether they do know about IT method and were 70% of teachers answered negatively. Therefore we can consider IT as a new method of teaching. Alternatively I believe that this result is showing that there is the knowledge about IT method and it would be interesting to see the same results after a period of few next years. Further on it is very promising that some teachers admitted that they are already using Interactive Teaching Activities

during their lessons. Unfortunately my research was not wide enough to explore in what way, how often and most importantly how they use Interactive Teaching Activities. I acknowledge that this was the weak point of the survey as I have not checked exactly the way teachers introduced IT method into their lessons as it is possible that some of them might think that they do have IT method during their lessons but actually they might not use it in a proper way. The last question of the survey was aimed to explore what could be improved in teaching a foreign language at schools in Uzbekistan. Unexpectedly there are factors which need to be changed. These are particularly the way of educating future teachers, there should be better educational aids, the cooperation with other schools could be improved, etc.

In the conclusion it can be said that the teaching of a foreign language needs to be improved but is already going in a positive direction. I support the fact that there are new ideas, including IT method introduced into teaching a foreign language.

Teaching Practice with The Interactive Teaching Method

During my teaching practise, I decided to try the Interactive Teaching Method. My teaching training took place in Ferghana region, Baghdad district, Konizar village School number 3. My supervisor was Ms. Dilrabo Mamatqulova and for the duration of my practice time (14th September till 18th May 2018-2019 study year) I was in charge of her class (see appendix 3). Pupils were in their fourth year, mostly aged 10. When I told the class teacher about my plan – to try using Interactive Teaching Activities, she was not familiar with it, but supported me in my research. I would say that it was a typical type of a class and pupils. As for the teaching practice, it is always hard to start in the beginning of a school year, with children who realize that we – their temporary teachers are there for a short period of time. Despite this, I think that it was successful and worth having this opportunity, especially for me as I wanted to try this new approach of teaching English. Unfortunately I was not able to use it for the full time, because of the reasons mentioned before. Also, as I have already mentioned, the usage of a

foreign language should be at least 25% of a lesson what gives about ten minutes per lesson. I have to admit, that my Interactive Teaching method attempt was a bit different, because of the circumstances specified above, therefore I used also shorter activities. It was not possible to start straight away with bigger dosage of a foreign language because I was not familiarized enough with childrens' English level, but as I have mentioned, shorter activities were used.

During the first English lesson, I gave my pupils an English test together with a short survey to find out about their level of English and about their opinion about speaking in English during different subjects. They, as 4th year pupils had English lessons second year (the have started in their 3rd year). This test/survey can be found as appendix 4.

Survey with pupils before trying Interactive Teaching method

As I have already mentioned, during the first English lesson I gave my pupils an English test including a survey. The aim of the test was to have the information of children's English level. Although as I have realized further on, it is hard to prepare such test for assessing their level of English. Still, it was useful to see the way they are answering and I was able to see their relationship towards the English. The survey consisted of three questions (written in Uzbek) and children were answering in their mother tongue. I will try to summarize each part.

What do children like the most about their English lessons?

After reading pupils' answers for this question, I realized that it was hard for them to give the proper answer. Giving pupils exact options – reformulating this question into a multi choice type question would be more appropriate. This is because most children did not clearly understand the question and therefore answered something totally different. For example they wrote which subjects they like, not mentioning anything about their English lessons (or they just made a statement whether they do or do not like English lessons). Although that is also a good information because we get to know the way they think, understand.

From the appropriate answers about the factors which they do like during their English lessons, the most popular respond was vocabulary. Surprisingly it

received the same amount of supporters as by the question of what they do not like during an English lesson. Other factors which were mentioned as the positives of English lessons were: songs, rhymes, parts of the body, animals, games and reading.

From their responses it is clear that pupils definitely do not like writing tests – this was the most common answer. As I have already wrote some children do not like learning vocabulary. Other unpopular activities are dictations or writing tasks.

All together I received 20 answers and I find appropriate to give an example of some of them. All answers in the original Uzbek version can be found as appendix 5.

1. I do not like any subject, except art classes and physical education.
2. During English classes I like the most when we say rhymes or sing songs.
3. I like English lessons. I like parts of the body and I don't like parts of the house.
4. I like discussions and the topic "animals". I do not like writing, vocabulary revision.
5. I like games. I do not know what I do not like.
6. I do not know what I like. I do not like dictation, writing vocabulary.
7. I like English lessons because I like English.
8. I like animals, everything. There is anything what I do not like.
9. Good is reading, tests are worst.

Have children ever experienced the Interactive Teaching Method?

This question was probably most surprising for children as they were not really able to understand what is it meant by that question. One of the answers was "yes, when instead of English we had something else" – I classified this response as inapplicable as here, the child clearly did not know what I meant.

I expected that children will answer that they did not experience that. This is also what the result was as 20 pupils out of 21 said that no I have not experienced having English during a different subject. None of them have ever heard or experienced Interactive Teaching method.
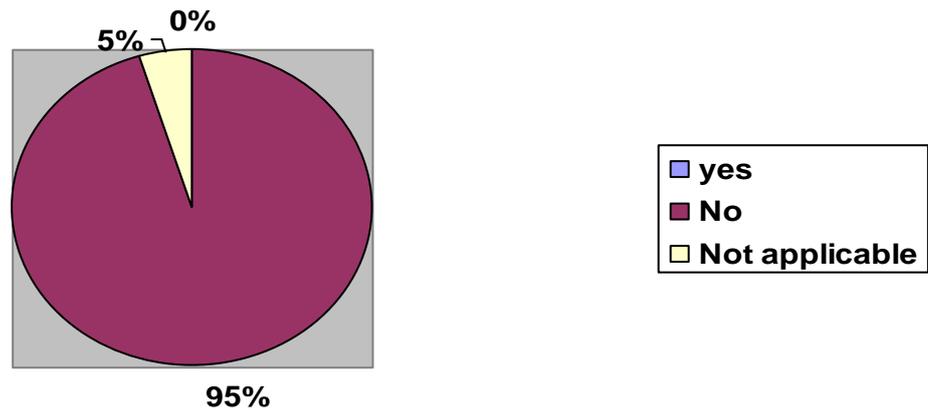
Figure 10: Have children ever experienced the Interactive Teaching Method?

What would children think or how would they react if their teacher started speaking in English during a non-language subject?

These answers were sometimes very entertaining to read. It is very easy to see, that pupils cannot even imagine something like that (one of the answers was actually: "I do not understand. I want English during English lessons.").

I have tried to divide those answers for the negative, positive and neutral attitude towards the Interactive Teaching method. It turns out that there is three times more children who think it is not a good idea. Some of them were not sure and only three children answered in a positive way. With this disposition it was for me perfect to start my Interactive Teaching Method and Activities research during the teaching training and after, in the end of the teaching training, to ask a similar question. Below can be find the most interesting answers and the table with generalized results. The original answers are in appendix 6.

-It would be terrible.

-Probably, I would be frightened or I would not understand it.

-It would be better for me, because I would get to learn more English.

-It would be strange, I think that I would not understand her.

-Weird. I want English just on English lessons.

-It would be ok. Maybe I would understand if she translated if we would not understand her.

-Shocking. It would be better during English lessons.

-I would not really like it.

-Weird, uncommon.

-I do not know.

-It would be awful, especially during physical education.
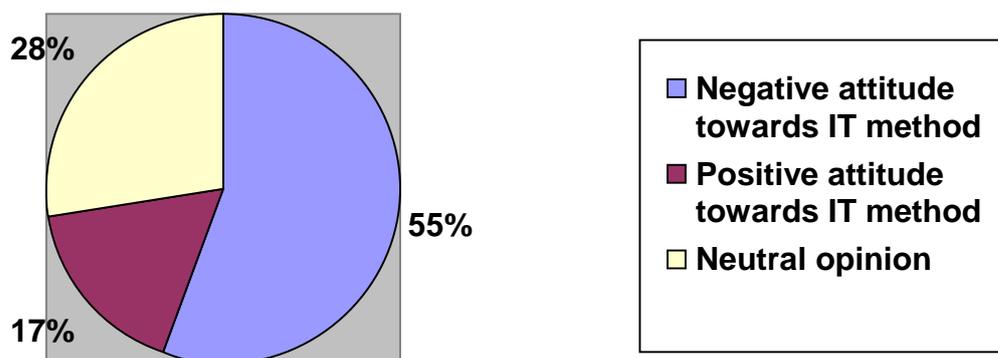

Figure 11: What would children think or how would they react if their teacher started speaking in English during a non-language subject.

Survey with pupils after using Interactive Teaching Activities with them during my teaching practice.

After my teaching practice during the last English lesson, I gave my pupils a question; whether they liked it when we had some English activities during the various subjects. The survey was anonymous, so they could honestly write their opinion. Nearly the whole class enjoyed having the Interactive Teaching approach during their lessons. Although I have not been using too much of it – I used so called Interactive Teaching Activities showers. These activities were sometimes just few minutes long and children already enjoyed that. Again I decided to show some of the most interesting answers, the rest in original Uzbek version can be found as appendix 7. Below is also the graph with summarized results.

1. It was nice and interesting and you were very kind.
2. I liked that a lot, it was great! I like that you know English so well!
3. I liked it, but it was weird.
4. I did not really like English during different subjects.
5. I did not like it, because I am used in Uzbek.

6. Great. I liked it.

7. Everything was great. Goody. Entertaining.

8. I generally liked it and once would like to repeat it. It was very interesting and fruitful. I liked for instance when we were divided into groups and our task was to find out what are we supposed to do.

9. It was entertaining. I enjoyed looking for papers during art class and then drawing a primrose.

10. It was super entertaining. I enjoyed everything.

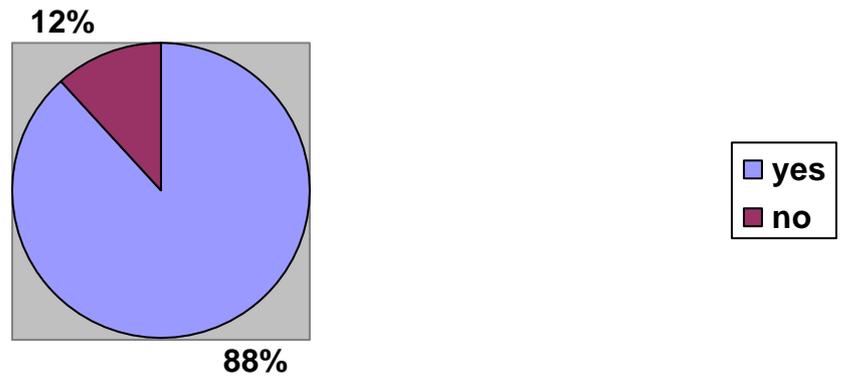11. It was good because we have learned a lot. I am glad that you have been teaching me.

Figure 12: How did children like Interactive Teaching method

Results and Discussion

1. Outcomes of the research

2. Materials development

I am going to present some examples of The Interactive Teaching Activities which I have used during my teaching practice. I have not used Interactive Teaching Method during the whole teaching practice as in the beginning I was not familiarized with pupils' English level and generally with their learning style. The type of Interactive Teaching Activities used by me during lessons were mostly short language showers. I dedicated one of the lessons to be whole in this teaching approach.

Reading

In the second part of the lesson, after reading the story in Uzbek and talking about it, pupils have to role-play the story which is named "Little Red Riding Hood" (they are divided into four groups). Their task while performing is to use at least a little bit of English while performing (words, sentences, anything what could be connected into the story).

Even though it was enough to use just few words – it looked from the outside as an easy task, children had to be focused on choosing appropriate words and it was nice to see how are they cooperating with each other for the purpose of making their performance the best.

Art

-Before the lesson I will hide a few little papers in the class. Papers are in colours (each colour represents one group). There is a task written on every paper.

-For the beginning of the lesson we will have a small discussion about Easter – whether they know any traditions, etc…Afterwards I tell them about celebrating Easter in English speaking countries – about the tradition of Easter egg .

-As I mention the egg hunt, I will tell them further on that we are going to do something similar.

-First, I divide them into groups and tell each group in which colour their papers with tasks are. The papers represent Easter eggs.

-When they start their „Easter paper hunt" they need to find their papers and start doing what is written on them. Those tasks are written in English and children are allowed to use English dictionaries which are already prepared in the classroom. If they won't be able to find out what their task is, they can ask me. But first, they need to try with dictionaries.

-The tasks written on those papers are for instance: „Draw a beautiful Easter egg, make a smiling Easter rabbit, etc.)

-They can choose any art form/method to make what is written on their papers.

-In the end of the lesson, we read all tasks and look at their creations.

Pictures from this lessons are attached as appendix 8.

Mathematic lesson

-During the lesson we will play Bingo game in English.

-Each child receives a card, with 4x4 empty boxes, they have 3minutes to fill them up with numbers 1-50.

1			
13	8		

-The teacher prepares various exercises, according to the theme of the lesson, from which the result gives number range 1-50.

-If the result of an exercise is the same number as they have in their box, they can cross it out.

-Winner is the first person who managed to cross all numbers in a row.

This activity is very universal and can be used nearly at any mathematic lesson. It is also popular among children who enjoy it both in Uzbek or English language.

Music

-Towards the end of the lesson we list some musical instruments in English language and then I am going to play for children a story of little clarinet "A musical masterpiece" on the internet.

It was done in the classroom with an interactive board with the internet connection, therefore it was easy to play the video.

-Uzbek language

-On the blackboard is written:

-Karl and Peter drink coke.

-None of them had glasses.

-They did not want to drink water, because it was not their.

Children are supposed to translate those sentences into Uzbek language and afterwards determine word classes.

It did not take them long time to complete this task correctly.

Reading (on the Uzbek language class)

In the beginning of a lesson, I play a short story " Sesame Street: Martians Discover a Book" from the internet.

This story was very entertaining for children and it was a very good activity for acquiring English, as there were easy words repeated few times in a funny and humorous way for children.

Music

We begin the class with a song from the internet "In the Jungle " and then continue with the theme of the lesson in Uzbek language. Afterwards, towards the end of the lesson, each child receives a special table with information about composers, but where some facts are missing. For instance they have a name of a composer, but don't know when he was born. They need to find a person with that information. See appendix 13.

Examples of Interactive Teaching Lessons or Activities

During the English introduction of new activity, teacher should use gesticulation and face expression, so it is easier for children to understand what are they supposed to do.

Physical Education

In the beginning we can ask children whether they like magic. If so, then we tell them about the magic which can change the "Jismoniy tarbiya" into a P.E.

(physical education). We do that with a click of our fingers. Then we tell them that from this point of a lesson we speak just in English! Teacher asks them to stand in one line in front of him – this can be translated or said directly in the Uzbek language, according to children's level of English.

For the "busy section" of P.E. we can introduce games as:

-Animal running - we give them instructions to run like a: horse, frog, dog, elephant, eagle, fly, snake, etc...

-Ball game - teacher can divide them into two groups. They need to stand behind each other in each group and teacher gives every child a number. That is how pairs are created according to given numbers. Teacher places a ball in the middle of a gym. Then calls a certain number in English and who has got the number, runs to get the ball and threw it to his group. That is how to win a point.

For the stretching section of P.E. we can do following:

-We tell children to imagine that we walk from the Uzbek Republic to England (I repeat walk, walk - and show the movement). Then I say in Uzbek "Oh no! England is too far, we need to fly there" (we perform the movement of flying with hands, symbolizing planes) and teacher repeats words fly, fly fly like a plane) and then shouts jump - that is a symbol of landing. And children jump.

-Then the teachers tell children that it is their first day in England and they need to look around - children should turn heads around to see to the left, to the right, up and down (teacher shows how to do that and can translate into Uzbek, but then repeats the sentence "Look around to the left, to the right, up and down").

-"The weather changes" and teacher says: "Oh the weather is not so good, look at the clouds!" Here, children should do the movement with whole body to look for the clouds. Certain parts can be translated from Uzbek to English, it depends on children's level of English.

-The clouds are still there and we want to chase them away - we move with wrists, then we do the movement with elbows and whole arms (here we can say with children : "go away, go away clouds!"

-Finally there is the Sun! We walk in the circle on our tip toes, with raised hands trying to touch the Sun. Children can shout the word "Sun, Sun, Sun!"

-We all got tired from that so we decide to sit down with stretched legs. We can not even sit, because we are do tired, therefore children try to touch their feet with hands - it should look like they are falling asleep while sitting.

We finish this part of a lesson complimenting the children (in English: well done, good job, etc..).

For the main part of the P.E. lesson we can divide children into pairs and each pair gets a basketball ball. The aim of this lesson is to practise catching. First the teacher shows the right technique and children threw the ball on the "Ready, steady, go" command. While throwing the ball, they need to count loudly how many times they managed to pitch successfully. If the ball falls, they need to start again. After certain time, we stop and each pair says the highest number of how many times they throw the ball which was done without interruption of unsuccessful catches.

For the end of the lesson - the ending part, when children need to calm down, we teach them the game "how the grass grows". It is a competition and children start in a lying position. The goal is to stand up the latest. But they need to be in a constant movement. For this game we all say a poem (previously taught on English lesson)

"Spring".

Spring, spring is coming soon,

Grass is green and flowers bloom,

Birds returning from the south,

Bees are buzzing all about,

Leaves are budding everywhere,

Spring, spring is finally here!

And then everyone starts growing as a grass.

For the very end, we thank children for the lesson and say what they did well, etc…That can be done in Uzbek language, but some English words can be again added.

Mathematic lesson - ideas for activities

For the beginning of any mathematic lesson with a special song (it does not necessary has to be connected with the main topic of a lesson, can be basically any math song which can create a nice atmosphere before counting). Examples can be found as appendix

Game "bingo"

 - example in activities from my teaching practise

Counting competition

- each child receives a table with mathematic exercices (it depends on the level, on the topic what children are currently learning). For instance if they are learning multiplication 1-20, they can get this math table:

$10 + 9$	=	
$12 - 3$	=	
$16 - 8$	=	
$8 + 9$	=	
$11 + 1$	=	

It is a competition and first three children who have the right results get to read them loudly, but correctly in English. The rest of class is checking results.

Math vocabulary

- there can be certain vocabulary introduced for all math lessons (or for those "special ones while Interactive Teaching Method is used). Instead words as: "qo'shish, ayirish, ko'paytirish, bo'lish" they are adviced to use: addition, subtraction, multiplication, division.

This can be done with any subject, any topic any area of vocabulary. Although, it should be something what is used often, as it is easier for remembering and a proper usage.

Game "rocks"

- divide children into 3 groups. They will be standing behind each other in each group. It is a competition. On the blacboard are round circles (symbolizing rocks), each one is for one group.

Teacher says an exercise in English and who knows the result, needs to write it into his groups' "rock". To win the point, not only it has to be written correctly, but it needs to be red in English.

CONCLUSION

In the beginning, when I started writing my diploma project I did not know so much about the innovative methods, especially about the Interactive Teaching Activities. I knew only the basic facts. My purpose was to explore and to create the new Interactive Teaching Activities and Method for primary level learners. I was interested in it, because I thought that Interactive Teaching Activities is a really good idea to be introduced even into young learners classes.

In the middle of writing my thesis, I understood that Interactive Teaching Activities is more complicated than it looks from the outside. That occurred to me especially while trying to use this method during my teaching practice as it was hard not only to prepare adequate activities but also to motivate children into accepting English during different non-language subjects. The questionnaires handed out among teachers which I have collected helped me to understand how Interactive Teaching Activities can be helpful or unusable.

According to the survey, most teachers are not familiar with this approach and do not use it. According to them Interactive Activities can have a negative influence on the education process. Because of this I assume that Uzbek schools are not fully prepared for this method, although they are heading in the right direction.

Other reasons why I claim that Uzbek schools are not fully prepared for Interactive Teaching method is because there is a shortage of well-trained teachers who have reached a reasonable level of communication, and also new computer technology in a foreign language and who are also enough motivated to prepare such lessons.

After all the information I have collected I would introduce Interactive Teaching method only during certain subjects – for instance: arts, physical education, music and maybe some others. But I would not introduce Interactive Teaching Method into a mother tongue lesson or mathematics. I would advise that English would be used sometimes, as a motivation or as a variation. Later on, when children become older, maybe already on the second level of primary education, I

would introduce more English into their lessons, but still I would not lead all of them just in English language. For this purpose there are special language schools which are mostly on the level of high schools or on the primary level.

It is important to show children that English is not only a subject, but it is going to be a medium for communication in todays modern world. That is why it really is crucial to introduce a foreign language during non-language activities, so children realize that English has a real purpose and learning is not only for getting good marks.

As it has been shown in this paper, the benefits of using interactive activities for primary learners have been researched and asserted by scholars over the years. The different approaches to language teaching have used visuals as an important tool in the language acquisition.

The overview of studies carried out to prove the importance of interactive teaching activities in foreign language acquisition have helped to state the hypothesis in this research paper. The researchers mentioned here have claimed that visuals help to enhance the language teaching, as well as students' comprehension of the new input. Visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention.

Summarizing, interactive teaching activities are claimed to facilitate the learning process and to improve the outcomes in the language classroom.

This paper analyzes the development of a research aimed to prove that interactive teaching activities can help to enhance students' learning and facilitate teachers' work.

The results of the questionnaires, filled up by students, clearly show their positive attitude towards the use of visuals in the language classroom; what is more, the students indicated their desire to have more classes based on multimedia visuals.

The questionnaire handed to the teachers aimed to clarify how frequently they used visual aids in the classroom, and their thoughts about the real benefits of this type of aids.

The learning has become more meaningful for them due to the contextualization of the content, bringing the real world to the classroom with videos and presentations.

After carrying out the research and analyzing its outcome, the hypothesis stated at the beginning of this thesis proved to be valid. The comparison of the results of the "experimental group" and the "control group" clearly showed that while teaching grammar or giving new vocabulary, utilizing visual teaching aids leads to better results. Interactive teaching activities helped learners to memorize the words quickly and to remember when they are asked. Besides, there was a great role of these activities when explaining grammar, they made easy to understand the theme.

To conclude, Interactive Teaching Method is an innovative method and I assume that there are going to be many researches concerning this approach and other new ways of teaching. I do believe that in the future English lessons will become more sophisticated and appropriate to our children. Unfortunately, nowadays, only 35% of Uzbek population is able to communicate in a foreign language.

My wish is that the education of a foreign language at our schools will result in a successful communication in English of every Uzbek person.
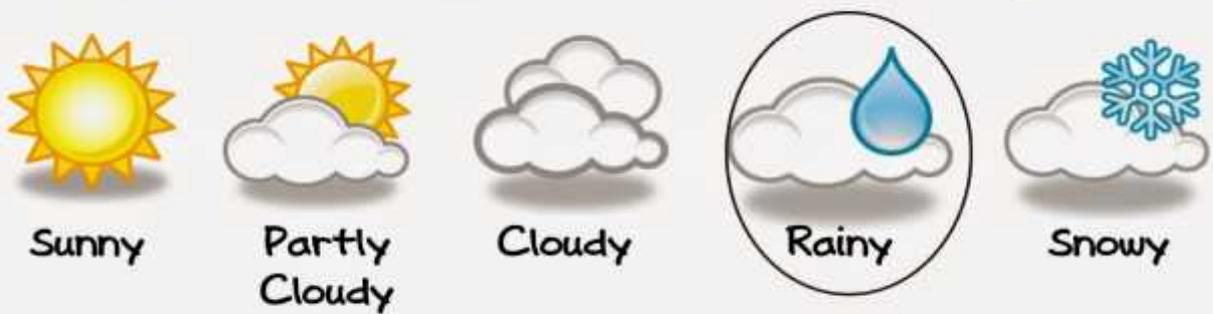
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APPENDICES

Appendix.1

Appendix2

Appendix3