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**ЯНГИ ЎЗБЕКИСТОН:
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**НОВЫЙ УЗБЕКИСТАН:
НАУЧНЫЙ ИССЛЕДОВАНИИФ
ЧАСТЬ-2**

**NEW UZBEKISTAN:
SCIENTIFIC RESEARCH
PART-2**

ТОШКЕНТ-2024



USING INTERACTIVE METHODS IN TEACHING SPEAKING FOR 7TH GRADE LEARNERS

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ANNOTATION: This article explores the implementation of interactive teaching methods to improve speaking skills among 7th-grade learners. It highlights various interactive approaches such as role-plays, group discussions, debates, storytelling, and technology integration. The aim is to engage students actively in speaking activities, fostering confidence, fluency, and collaboration. Each method is discussed in detail, including practical strategies for implementation and potential benefits for student learning and development. The article emphasizes the importance of creating dynamic and inclusive learning environments to support the diverse needs of 7th-grade learners in their journey to becoming proficient speakers.

KEY WORDS: Interactive teaching methods, speaking skills, 7th grade learners, role-plays, group discussions, debates, storytelling, technology integration, engagement, confidence, fluency, collaboration, implementation strategies, student learning, inclusive learning environments.

Incorporating interactive methods in teaching speaking to 7th-grade learners can be engaging and effective. You could try activities like role-plays, group discussions, debates, and storytelling to encourage participation and boost confidence. Utilizing technology, such as online speaking platforms or interactive games, can also make learning more dynamic and enjoyable..

Effective communication skills, particularly speaking, are crucial for 7th-grade learners as they navigate through academic and social environments. Implementing interactive teaching methods can significantly enhance their speaking abilities, fostering confidence, fluency, and engagement. This essay explores various interactive approaches tailored to the needs of 7th-grade learners to improve their speaking skills.

One effective method is role-play, where students assume different characters and scenarios to practice speaking. By engaging in role-play activities, students can step into different perspectives, enhancing empathy and understanding while honing their speaking skills. For example, they could role-play historical figures or characters from literature, discussing events or expressing opinions. Group discussions provide an opportunity for students to express their thoughts and ideas in a supportive environment. Teachers can facilitate discussions on relevant topics, allowing students to share their opinions, ask questions, and respond to peers. Encouraging active listening and turn-taking fosters communication skills while promoting critical thinking and collaboration.

Debates are an excellent way to encourage persuasive speaking and critical thinking. Students can research and prepare arguments on opposing sides of a topic, presenting their viewpoints in a structured format. Debates challenge students to articulate their ideas effectively, defend their positions, and respond to counterarguments, fostering analytical skills and confidence in public speaking. Storytelling is a timeless method for developing speaking skills, sparking creativity, and engaging emotions. Students can create and share their own stories or retell existing narratives, focusing on clarity, expression, and pacing. Storytelling not only enhances speaking fluency but also cultivates imagination, empathy, and cultural awareness. Incorporating technology into speaking activities can enhance engagement and provide diverse learning opportunities. Teachers can leverage online platforms for virtual speaking exercises, video conferencing for remote discussions, or multimedia tools for interactive presentations. Technology enables students to access authentic language resources, receive immediate feedback, and collaborate with peers globally, enriching their speaking experiences.

Interactive teaching methods play a vital role in enhancing speaking skills for 7th-grade learners. By integrating activities such as role-play, group discussions, debates, storytelling, and technology, teachers can create dynamic learning environments that foster communication proficiency, critical thinking, and confidence. Empowering students to express themselves effectively prepares them for academic success and lifelong communication competence. Once upon a time, in a bustling



classroom filled with eager 7th-grade learners, a journey to master the art of speaking began. Our protagonist, Emily, felt a flutter of nerves as she listened to her teacher introduce a new approach to learning—interactive methods designed to enhance speaking skills. With a spark of curiosity, Emily embarked on this speaking adventure, eager to explore the realms of role-play, group discussions, debates, storytelling, and the wonders of technology. As she delved into each method, she discovered newfound confidence and excitement in expressing herself through spoken words.

In the realm of role-play, Emily transformed into characters from history and literature, immersing herself in their worlds and gaining insights into different perspectives. With each role she embraced, from courageous leaders to curious adventurers, Emily honed her speaking skills and unlocked the power of empathy and imagination. In the land of group discussions, Emily found herself amidst vibrant exchanges of ideas and opinions. Guided by her teacher, she learned to listen actively, articulate her thoughts with clarity, and engage respectfully with her peers. Through lively debates on topics close to her heart, Emily discovered the thrill of persuasive speaking and the art of constructing compelling arguments.

As Emily ventured into the enchanting realm of storytelling, she discovered the magic of weaving tales that captivated hearts and minds. With each narrative she crafted, from fantastical adventures to personal anecdotes, Emily honed her storytelling skills, enchanting her audience with vivid imagery and heartfelt emotions. In the realm of technology, Emily embarked on digital expeditions that transcended the boundaries of the classroom. Through online platforms and virtual simulations, she connected with fellow adventurers around the globe, engaging in immersive language experiences that sparked her curiosity and broadened her horizons.

Throughout her journey, Emily encountered challenges and obstacles, moments of self-doubt, and fear of the unknown. Yet, with the guidance of her teacher and the support of her peers, she persevered, embracing each challenge as an opportunity to grow and learn.

And so, dear reader, as Emily's speaking adventure continues, she carries with her the invaluable treasures she has acquired along the way—confidence, empathy, creativity, and a passion for the spoken word. With every word she speaks, Emily embarks on a new adventure, ready to share her voice with the world and inspire others to embark on their own journey to speaking mastery. For in the grand tapestry of life, each spoken word is a thread that weaves together the stories of our past, the dreams of our future, and the boundless possibilities of the present. And as Emily's story reminds us, the adventure of speaking is a journey worth embracing—one that leads us to the greatest treasure of all: the power of our voices.

Innovative methods and forms of teaching a foreign language include various approaches and technologies that represent innovative and modern ways of teaching. In our research we focused on interactive methods as we consider them to be the most accessible and extensive innovative form of teaching a foreign language. Interactive means to be able to interact, to be in the process of conversation, dialogue with someone. That is, interactive teaching is a dialogue teaching, in the process of which there is interaction between the teacher and students. In the modern world methodologists have not yet developed a single definition of the concept of “interactive approach”. For example, some methodologists, such as K. Rogers, identify the concepts of “interactive approach” and “communicative approach”, emphasizing that “the interactive model of foreign language acquisition assumes that learning takes place in the process of participation in language acts]. Madona Giorgdze, Marine Dgebuadze explain the interactive method as “ a form of learning and a communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking” [3, p. 545]. Thus, we can conclude that the interactive approach of teaching includes the interaction between teacher and student, as well as students among themselves, in the process of communication and learning in order to solve linguistic and communicative problems, and the interactive approach excludes the dominance of one participant in the dialogue or discussion over others. The main feature of this approach is the flexibility of the teacher and students. A. Nezhivlevleva defines the main goal of the interactive approach as “development of skills of independent search for answers through interaction”. Thus, students do not only develop their vocabulary, but pay attention to all the necessary skills: they listen to each other's speech, improve their own speaking, participate in discussions of different formats, thus interactive engagement of students is maximally close to real life.

The undeniable advantages of interactive methods are the development of critical thinking skills, skills of analysis and problem solving, discussion and argumentative debate, as well as tolerant attitude



to the interlocutor, for the development of the latter a great focus on the lesson is given to work in large and small groups, pairs, in particular such techniques as dialogues, role plays, project activities, creative projects in the form of theatrical productions. According to W. Glasser, an interactive teacher is one who manages to involve all his students in the learning process. The scientist also emphasizes that teaching is a complex task that must be adapted to the needs of the students. The teacher's task is to create a comfortable environment in the classroom to increase the child's enjoyment as well as their desire to learn. A teacher who adheres to interactive methods focuses not on the content of the material, but on its assimilation by the students, motivates them to analyse and solve various problems and tasks. When using interactive teaching, students' relationships improve, they better understand the common goal, communication improves, and they achieve better results in learning the subject.

The fact that interactive learning helps a student not only to easily learn some new material, but also to memorize it for a longer period of time, was proved a long time ago. For example, Edgar Dell in the pyramid of memorization clearly showed that the more activity a student spends with the information to be memorized, the higher the level of memorization of this information is. It follows that if a student simply reads a text, after two weeks they only remember 10% of the total information. However, if we as teachers offer students a type of task that allows them to use the information in real life, such as a role play to practice new words and expressions, then after two weeks students will remember 90% of the information.

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ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ
ТАДҚИҚОТЛАР

Abduraimova Mehriniso Murodjon qizi THE ROLE OF A TEACHER IN ESP CLASSROOM	33
Makhametova Dilnavoz Botirovna PARTICULAR CHARACTERISTICS OF LINGUISTIC AND CULTURAL UNITS IN ENGLISH AND UZBEK	35
Muqaddam Alixonova INGLIZ VA O'ZBEK TILLARI OZIQ-OVQAT TEXNOLOGIYASI TERMINLARINING FUNK- SIONAL-SEMANTIK XUSUSIYATLARI	38
Кодирова Лола Музафаровна ИНТЕГРАЦИЯ ОБРАЗОВАТЕЛЬНЫХ ПРОСТРАНСТВ	40
Hulkar Turdieva Komilovna ENLIGHTENERS OF INDONESIA & UZBEKISTAN	43
Abduraimova Mehriniso Murodjon qizi THE ROLE OF STORYTELLING IN DEVELOPING PUBLIC SPEAKING SKILLS	45
Муҳиддинова Сабохат Ахматжановна МОТИВАЦИЯ И УЧЕБНЫЕ ПРОСТРАНСТВА	47
Qodirova Lola Muzafarovna VARIABLES IN LANGUAGE	49
Dilshoda Rakhmonova Sayfullo kizi TEACHING STRATEGIES FOR STUDENTS WITH DIVERSE NEEDS	51
Dilshoda Rakhmonova Sayfullo kizi THE ROLE OF FEEDBACK IN THE LEARNING PROCESS	53
Boburjon Samigov INDONEZ TILIDA O'ZLASHMALAR: KALKALASH TURLARI	55
Хомидчонова Ш.Х. ВЛИЯНИЕ СТРЕССА НА СОСТОЯНИЕ И ФУНКЦИОНИРОВАНИЕ СЛИЗИСТОЙ ОБОЛОЧКИ ПИЩЕВАРИТЕЛЬНОГО ТРАКТА	56
Хо'jamqulova Nilufar Abdimurod qizi, Хо'jamqulov Abdulaziz Xazrat o'g'li INTEGRATING AI AND TECHNOLOGY IN ENGLISH LANGUAGE LEARNING	57
Мирзалиев Толибжон Ганиевич ОБ ИНФОРМАЦИОННО-КОММУНИКАТИВНОЙ ТЕХНОЛОГИИ	59
Мирзалиева Дильфуза Саминовна О МЕТОДАХ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ	61
Xaitova Shoir Rustamovna ENHANCING READING SKILLS AT SECONDARY SCHOOLS IN UZBEKISTAN	63
Мирзалиев Толибжон Ганиевич, Жураева Насибахон ИННОВАЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ РУССКОГО ЛИТЕРАТУРНОГО ЯЗЫКА В ВУЗАХ	66
Sarayeva Feruza Norbayevna MIFOLOGIK TUSHUNCHA LINGVO-KULTUROLOGIK TUSHUNCHANING BIR TURI SIFA- TIDA.	68

АДАБИЁТ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ
ТАДҚИҚОТЛАР

D.I.Nazarova YANGI O'ZBEK SHE'RIYATI MUMTOZ JANRLARNING TAKOMILI	70
Xosilova Xabiba Isamiddinovna, Rahmatova Nargiza Valijonovna USING INTERACTIVE METHODS IN TEACHING SPEAKING FOR 7TH GRADE LEARN- ERS	73