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## THE EFFECTIVE APPLICATION OF INTERACTIVE METHODS IN SCHOOL TEACHING

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**Abstract.** Nowadays, many schoolteachers face difficulties due to the presence of mixed-level students in a single classroom. This study explores interactive methods to enhance students' engagement promote collaboration. The research mainly focuses on interactive methods such as peer teaching, pyramid discussions, and students' academic backgrounds. Data were collected through classroom activities and analysis of students' performance. The results show that the usage of modern methodologies helps students improve their pronunciation, fluency, peer rapport, and independent work in the classroom.

**Keywords:** Interactive methods, collaboration, peer teaching, pyramid discussion, learning preferences, students' background, language weaknesses.

**Annotatsiya.** Bugungi kunda ko‘plab maktab o‘qituvchilari bir sinfda turli darajadagi o‘quvchilar mavjudligi sababli o‘qitishda qiyinchiliklarga duch kelmoqdalar. Ushbu tadqiqot interaktiv metodlarni o‘rganib, ularning o‘quvchilarni dars jarayoniga yanada faol

jalb etish hamda ularning hamkorlikda ishlashini rivojlantirishdagi ahamiyatini tahlil qiladi. Tadqiqot asosan “Peer teaching” (tengdoshlar orqali o‘qitish), “Pyramid discussion” (piramida munozarasi) kabi interaktiv metodlar hamda o‘quvchilarning akademik darajasiga qaratilgan. Ma’lumotlar sinf faoliyatlari va o‘quvchilarning dars jarayonidagi natijalarini tahlil qilish orqali yig‘ildi. Natijalar shuni ko‘rsatadiki, zamonaviy metodikalar foydalanish o‘quvchilarning talaffuzi, ravonligi, o‘zaro hamkorligi hamda sinfda mustaqil ishlash ko‘nikmalarini rivojlantirishga yordam beradi.

Kalit so‘zlar: interaktiv metodlar, hamkorlik, tengdoshlar orqali o‘qitish, piramida munozarasi, o‘quv uslublari, o‘quvchilar darajasi, til bo‘shliqlari.

Аннотация. В настоящее время многие школьные учителя сталкиваются с трудностями в процессе преподавания из-за различного уровня подготовки учащихся в одном классе. Данное исследование рассматривает интерактивные методы, направленные на повышение вовлеченности учащихся в учебный процесс и развитие их навыков сотрудничества. Основное внимание уделяется таким интерактивным методам, как «Peer teaching» (взаимное обучение), «Pyramid discussion» (пирамидальная дискуссия), а также академическому уровню учащихся. Данные были собраны посредством анализа классной деятельности и результатов работы учащихся. Результаты исследования показывают, что использование современных технологий способствует улучшению произношения, беглости речи, развитию взаимодействия между учащимися и формированию навыков самостоятельной работы в классе.

Ключевые слова: интерактивные методы, сотрудничество, взаимное обучение, пирамидальная дискуссия, учебные предпочтения, уровень учащихся, языковые трудности.

Introduction. In modern English language teaching, the use of interactive methods plays a crucial role in engaging students in the learning process. With the rapid development of technology and the increasing demand for highly skilled teachers, the application of effective and engaging teaching strategies has become essential. In the past, many teachers relied on traditional approaches such as the direct method and the grammar-translation method. These approaches were largely teacher-centered, where students mainly listened to lectures and took notes. However, such conventional methods have been shown to be less effective, particularly in developing productive skills such as speaking and writing.

However, educators are now working on innovative ways of organizing lessons. The Presidential Decree of the Republic of

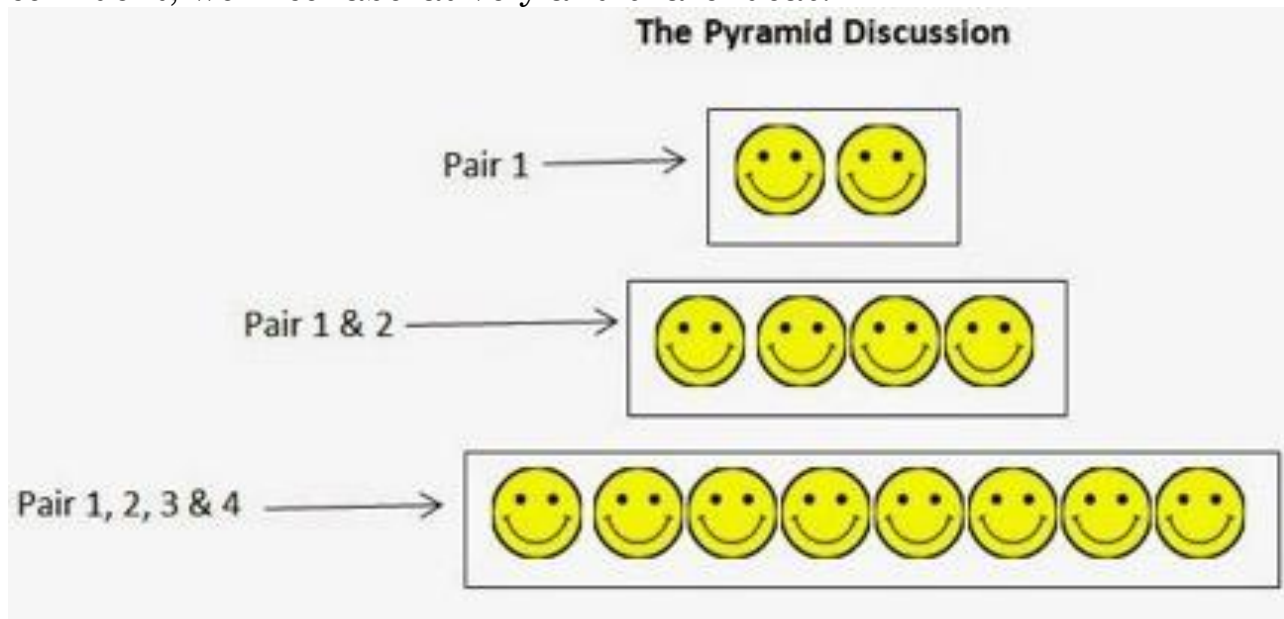
Uzbekistan No. PF-5712, issued on April 29, 2019, entitled” On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level, [1]” demonstrates that foreign language education has been elevated to the level of state policy in Uzbekistan.

This study aims to help teachers use the appropriate interactive methods in English language teaching.

Methods. In the learning process, teachers play an important role. As Theodore Roethke said, “A teacher is the one carries his education in public.” Although knowing English very well does not guarantee good teaching skills of the language. At the school where I am currently conducting my teaching practice, various interactive methods were conducted in English language teaching among 3 high school classes. During the research variety of methods were applied to deliver the lessons and to improve the students’ English.

Knowing the students’ need. During two lessons, students were asked to answer the questionnaire which was about their language learning preferences, general English background, language weaknesses and others. By knowing the academic background, teachers can plan their lessons and teach what is necessary.

Pyramid discussion. Language is the way that gets improved through communication and interaction and the pyramid discussion helps students interact with each other. First, the students were divided into small groups with 2 members. Once the discussion finished, the group was extended by adding 2 small groups into one. Eventually the whole class became two big groups giving arguments to each other. This method is called ‘The Pyramid Discussion’ which helps students to be confident, work collaboratively and share ideas.



*Pyramid discussion.* Peer teaching method. Peer teaching method means students learning with and from their groupmates, based on the tenet that “*Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers*” [2]

While asking and answering their peers, students do not feel hesitant or uncomfortable. In this method, a teacher does not play an important role. Instead, he checks whether the students are doing correctly.

Teacher talking time and student talking time. In contemporary teaching, maintaining a balance between teacher talking time (TTT) and student talking time (STT) is essential. TTT means the time that a particular teacher spends speaking, usually for explaining grammar rules, giving instructions, and providing feedback. Even if explaining the target language is important, an excessive amount of TTT can make the lesson teacher-centered. STT refers to the amount of time students spend talking or discussing during a lesson. When students work in pairs STT increases; that’s why if a teacher wants his students to speak more, he needs to ask students to work in pairs. STT provides more chances for students to improve their speaking skills, such as fluency and pronunciation.

According to Jeremy Harmer, effective teaching involves reducing unnecessary teacher talk to create more space for students’ participation [3].

Results and discussion. The results of this study support the idea that peer teaching, analyzing the students’ needs, increased student talking time, and pyramid discussion can solve the possible problems at school. Pyramid discussion, for instance, makes all the students active and more confident rather than directly asking for answers from the students. Whenever the students work together, it not only improves speaking skills but also creates a friendly atmosphere. What is more, when a student gets a chance to speak to their partner, they do not think or worry about making mistakes, which is why they can speak more confidently.

Conclusion. In conclusion, a student’s practical skills can be significantly enhanced by applying the correct methods. This study has shown that these methods, such as peer teaching, pyramid discussion, increased students’ talking time, are helpful for future educators who wants improve their teaching skills. Unlike traditional methods, these methods create a friendly atmosphere for learners. As a result, students, most importantly, get more confident to deliver their ideas in the target language. That is one of the reasons why, it is highly recommended for



educators use the interactive methods during lessons. Future research may further investigate this study and find more information about it.

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## ЦИФРОВИЗАЦИЯ ПЕДАГОГИЧЕСКОГО УПРАВЛЕНИЯ РАЗВИТИЕМ СПЕЦИАЛЬНОЙ ВЫНОСЛИВОСТИ ВАТЕРПОЛИСТОВ НА ЭТАПЕ УГЛУБЛЕННОЙ СПЕЦИАЛИЗАЦИИ

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**Аннотация.** Современные тенденции цифровизации образования и спорта открывают новые возможности для совершенствования тренировочного процесса в водном поло. В статье рассматривается проблема развития специальной выносливости ватерполистов на этапе углубленной специализации с позиции интеграции педагогических, физиологических и цифровых технологий. Обоснована необходимость перехода от традиционных методов управления нагрузкой к системам, основанным на