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INTERACTIVE TECHNOLOGIES AS A MEANS OF MOTIVATION FOR LEARNING ENGLISH IN A NON-LINGUISTIC UNIVERSITY

Annotation: The article discusses the use of interactive technologies in teaching English as a means of increasing the motivation of non-linguistic university. The experience of using interactive technologies in English lessons is presented.

Key words: motivation, interactive technologies, role-playing game, business game, reflection.

Аннотация: В статье рассматривается использование интерактивных технологий в обучении английскому языку как средство повышения мотивации неязыкового ВУЗа. Представлен опыт использования интерактивных технологий на уроках английского языка.

Ключевые слова: мотивация, интерактивные технологии, ролевая игра, деловая игра, рефлексия.

Annotatsiya: Maqolada ingliz tilini o'qitishda interfaol texnologiyalardan no filologik universitetlarni motivatsiyasini oshirish vositasi sifatida foydalanish muhokama qilinadi. Ingliz tili darslarida interfaol texnologiyalardan foydalanish tajribasi keltirilgan.

Kalit so'zlar: motivatsiya, interfaol texnologiyalar, rolli o'yin, biznes o'yini, aks ettirish.

The primary task of education today is not just to equip a graduate with the necessary level of knowledge, but to form in him the desire and ability to learn throughout his life, to cooperate in a team, to develop the ability for self-development based on reflective self-organization. Previously, the classical function of the

educational process was to master the system of basic sciences. The memory of students recorded numerous actual events, names and concepts. Therefore, there was a noticeable superiority of Uzbek graduates over their peers from other countries. Recent studies in the field of education are thought provoking. Tasks of a reproductive nature, reflecting only theoretical knowledge and skills, are performed by Uzbek schoolchildren better than tasks for applying knowledge in practical, life situations presented in an unusual, non-standard form, aimed at analyzing data or interpreting them, formulating a conclusion or determining certain consequences.

In the modern world, not knowledge itself, but information about the area in which to use it becomes a priority. But it's even more important to know how:

- 1.extract information,
- 2.interpret,
- 3.create a new one.

Together, all this is the result of activity. Thus, there is a need to change the nature of the educational process and the activities of students. With this approach to learning, the main thing is the development by non-linguistic students of such new types of activities as: educational and research, search and design, creative. From a consumer of knowledge, a non-linguistic student becomes an active user of educational activities.

Learning any foreign language is a matter that requires a lot of time and mental effort, so non-linguistic students have to work harder and harder to study this subject, which sometimes causes a negative attitude and is the cause of fatigue. In addition, not all non-linguistic students are aware of the importance of knowing English in life, that is, such non-linguistic students lack internal motivation and there is resistance to participation in the process of studying the subject. To this they, as a rule, have one categorical answer "I don't need it." The formation of communicative competence, i.e., the ability and readiness to carry out foreign language communication in real life, is currently the main goal of teaching a foreign language. What teaching methods and techniques could be at the same time simple, understandable for every teacher and

student at any time, in any place, and quite effective for the formation of communicative competence?

One of these forms is non-standard forms of conducting a lesson using interactive technologies that help increase motivation, relieve emotional tension and develop communicative universal learning activities and put the personality of the student, his capabilities and abilities, inclinations and needs at the center of the educational process. That is why interactive technology is a priority in English lessons. Modern interactive pedagogical technologies (IPT) include: dialogue communication, critical thinking, the ability to solve problems, make decisions, the complex connection of acquired ZUN, the formation of the child's personal qualities.

The essence of interactive learning is that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. In this article, I would like to consider several interactive learning technologies that I widely use in my lessons. One of the leading technologies used in the lesson is a role-playing game.

Role-playing games can be presented and conducted in a wide variety of forms. It can be a presentation, an interview, a correspondence trip, a press conference, a round table, an excursion, a fairy tale, a report, an interest club, and so on. Using role-playing games in the classroom, we form and develop students' skills and abilities to obtain the necessary information, transform it and offer their own solutions in various situations. It should be said that the role-playing game is not just a way to entertain students, dilute the monotony of classes.

A role-playing game is the final stage in the passage of a topic, the purpose of which is, first of all, to enter into unprepared oral speech. For non-linguistic students, this is an opportunity to understand and see that he can really speak, understand and be understood, and for a teacher, this is an opportunity to delicately control and analyze their mistakes. One of the examples of interactive technologies is a business game, which is a means of modeling problem situations in various fields of human activity. As one of the most effective means of developing communication skills, a business game has such a feature as versatility, it enhances the learning process,

consolidates knowledge, skills and abilities, as well as the qualities and abilities that a student needs to perform various tasks, contributes to the formation of teamwork skills, and also increases the level of learning motivation and helps to overcome the psychological barrier.

A modern teacher, using interactive technologies in teaching foreign languages, creates conditions for natural communication, provides more freedom for students to work independently. The use of interactive technologies helps to develop a personality, prepare a future officer capable of quick decision-making, self-control and self-improvement and ready for independent life in the modern world.

And in conclusion, I would like to say that the activation of the speech interaction of non-linguistic students in foreign language lessons is possible if interactive teaching methods are used and conditions for educational cooperation are organized. Interactive methods allow you to get a sufficient amount of oral practice in the classroom for the formation and development of the necessary skills and abilities, increase the internal motivation to learn the language.

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