

## Using Active Methods in Teaching Oral Communication in a Foreign Language

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### ABSTRACT

*In this article, the need to update educational technology by introducing new organizational forms and methods in teaching oral communication in a foreign language, as well as the types of modern methods used in foreign language teaching methodology and their application are considered.*

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New approaches determine the main social task of modern education, which is not only to provide a broad education, but also to teach the future specialist to independently master and constantly deepen. Knowledge, the formation of constant cognitive motivations and the ability to act quickly, comes in the form of a rapid flow of scientific information in the educational process. It is important to update the technology of university education by introducing new organizational forms and methods. Some scholars analyze the state of teaching methods in modern teaching practice and believe that "they want to hear something" in the conditions that complicate the requirements for people's educational work. Updating the technology of university education, first of all, implies the reorientation of professional opportunities. The direction of modern effective forms and methods of teaching is organized on the basis of independent educational activities of participants and interaction of intensive groups. Therefore, in contrast to traditional education, where communication mainly develops between the teacher and the student, the teacher and the class, new interactions appear in interactive education.

Involvement of students in active cognitive educational activities is carried out using the so-called active methods. Active learning methods do not mean memory, but methods that mobilize thinking in the learning process. In order to solve educational problems, introducing simulation elements, searching, comparing different factors, positions, conclusions will help you to choose your point of view more clearly. Speaking about active learning, it should be noted that it is based on the theory of problem-based learning developed at the beginning. The problematic nature of education can be provided by various methods and tools depending on the content and structure of the educational material as the basis of active education.

Their distinguishing features include:

- compulsory activation of students' thinking and behavior (compulsory activity);
- mandatory interaction of students with each other and (or) with a personal leader;
- the presence of necessary conditions for step-by-step assessment, the progress and completeness of mastering the educational material;
- increase in motivation, emotional and creative nature of knowledge;
- Focusing on the superior development or acquisition of professional, intellectual, behavioral skills and abilities.

Based on the above characteristics, there are different approaches to the classification of active teaching methods in the scientific pedagogical literature.

In this case, it is more reasonable to classify active learning methods, according to which all AMOs are divided into simulation and non-simulation methods of active learning. Non-simulation methods allow to activate the learning process in a traditional way. Possible forms of education are lectures, seminars, practical, laboratory training. Among these methods, there are educational (didactic) games characterized by educational goals and tasks, quantitative composition of participants. Thus, according to the quantitative composition of the participants, the games are divided into individual (one person) and pairs (group or team). It should be noted that although the improvement and increase in the activation of education with the help of non-simulation methods is observed, they still only partially solve the problem of the future specialist in practice. The task of better preparing the student and mastering the full range of skills and abilities for further professional activity is provided by simulation methods of active training. They are based on simulation and simulation-game modeling, as a result of which the thematic and social content of the specialist's future professional activity is restored. Simulation methods are divided into game and non-game. In addition to the game, it simulates various aspects of professional activity, but when using them, students do not use different roles, but try to analyze the studied object. In game (interactive) lessons, a specific professional activity can be performed using roles (at least two). As noted, the highest mental activity is carried out in the forms and methods of the game, the achievement of which occurs as a result of the interaction and joint change of all aspects of the internal and interpsychic manifestations of the participants. Among the methods of simulation of a non-game character, the analysis method occupies an important place. Decision making on this problem is done by a single developer or by several competing groups. This form of cooperation can also be called "brainstorming" or, with many commonalities, it can be called "synthesis of ideas" (synectics), if the activity of the whole group is aimed at finding an original optimal solution to a theoretical or practical problem.

There is also a form of student activity such as group dramatization, in which participants play opposite roles, but protect their interests in the same way. The main organizational moment is to get acquainted with the characteristics of their role in order to accept them as a personal position, that is, they are organized by defining them.

Thus, active teaching of a foreign language is aimed at giving priority to students' activity in the educational process. In parallel with education and training, the use of AMO in the educational process ensures the formation and development of so-called soft or universal skills in students, among which there is communicative UUD. Today, these skills - decision-making and problem-solving skills, communication skills and qualities, the ability to express messages clearly and clearly defined goals, the ability to listen - play a key role in both professional and social success. In ensuring harmony in personal life. Taking into account the great and serious interest of students in information technologies, it is necessary to use this opportunity as a means of developing motivation in foreign language classes. Computer technologies will be perfectly connected with different subjects of lessons. Active teaching methods allow not only to increase students' interest in the studied subject, but also to develop their creative independence and teach them how to work with various sources of knowledge. In the process of conducting such classes, favorable conditions are formed for the comprehensive development of a person.

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