

USING INTERACTIVE METHODS IN PROJECT-BASED LEARNING CLASSES

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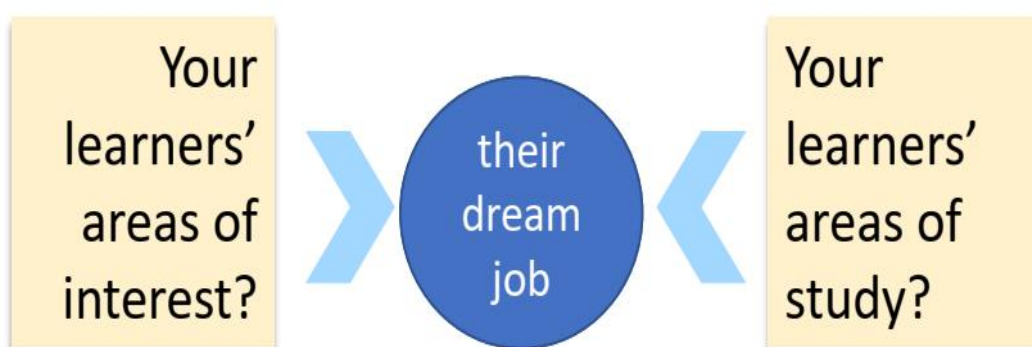
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Annotation: This article is dedicated to the role and effectiveness of learning English with usage of specific teaching methods and in this article we investigated the compatibility of the concept of foreign language environment that helps individuals and groups become more effective in work to introduce ways of presenting theoretical view with practical part and construct a good lexical base for the learners who study English.

Key words: interactive method, project-based learning, content-based learning, teacher-centered, learner-centered, illustrate, stimulate.

Project-based learning motivates learners, bringing skills and knowledge together. It makes English relevant to learners' areas of interest or study and creates real, tangible products in English (as learners may need to do in their future). There is also evidence of impact on learners' productive language and cognitive development.



Some useful tips for implementing PBL in your classroom

- **Create project groups carefully:** 2-5 learners (ideally 3-4). Plan carefully. Sometimes mixed ability groups work well, sometimes same ability groups force the “hanger on” students to work.
- **Planning is key:** Make sure time frames are realistic. Develop assessment criteria at this stage. Develop project tools (e.g., project ‘rubric’; assessment criteria; calendar; group timesheet)
- **Teacher role:** In early stages, check groups are on task, and their focus is appropriate. Remind learners of assessment criteria. Later on, spend time (10-15 minutes) with each group, getting an update on progress and offering feedback, critique, suggestions.
- **Plan your first project as... a project!** Get together with colleagues in a study group, design and implement a project together with the support of your line manager. Reflect and learn during the process. Present your findings to colleagues at a future CPD event

“Give one, get one” and “drawing for understanding” learners need a variety of experiences with a concept in different situations with a variety of people. Each new experience will result in some modification, extension or limitation in the process. As we know currently there are some modern

methods of teaching which can be grouped into some types. These are teacher-centered methods, learner-centered methods, content-focused methods and interactive methods. It is however important to note that the choice of any form of methods should not be judged, but needs to be ruled or controlled by some criteria which can help us for clarification. Currently we teach our students according to the present program and it's clear that most of our teaching methods are focused on learner centered methods rather than teacher centered one. In learner- centered methods, the teacher is both a teacher and learner at the same time. and such way of teaching provide to develop learners' language skills. Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. The interactive methods deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. Nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson or seminar work. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks. This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more. Learning language is pointed on creating the natural environment for communication. Traditionally, teachers have used the whole-class question-answer structure in classes. This kind of techniques gives the students little opportunity to interact in class. Some other teachers have also used pair work extensively, particularly for practicing dialogues or conversations presented in the text. Pair work does have a place in the EFL classroom, but it does not provide a fully cooperative atmosphere in which the whole class work together to gain fluent speech.

Therefore, I could suggest the use of complementary methods instead of using one. According to my professional experience I always think about the new ways of teaching and learning theoretical knowledge to the given topic and how to make more effective and interesting my classes which is connected to the seminar work. During the lecture the instructor tells, explains describes or relates whatever information and learners try to get them through listening and understanding. In this case, the instructor is very active that's way to be effective in promoting learning, we must involve the lecture with some discussion, where we may ask question in order to check the students comprehension. In contrast, on seminars work our learners are learner-centered and should be very active. As a teacher I expect from my student much more. Unfortunately, not all of them try to participate and give the response to the question. So, in order to avoid of such passive activity of learners the teacher should use the following methods of teaching on practice work or classes. As I mentioned, there are a number of different methods as well as variations among them. This variety is necessary because the methods have different functions or domain of usefulness. Under a new teaching method called "Give One, Get One" students are urged to engage with the issue or real world, analyze everything that happens in different life spheres. Give One, Get One is a good vocabulary learning technique because it involves the class getting up and moving around the classroom. Use this technique to stimulate students thinking as they investigate an essential question or search for evidence in response to an essay prompt over the course of a unit of study. Students need to interrogate and investigate multiple primary sources and ideas to stimulate their thinking and find evidence. Teachers can also use this strategy as a way to have students share their knowledge with peers during seminar in Lexicological classes. Students will practice being active listeners or readers—an essential skill

for learning new information according to the subject of Lexicology with the help of teacher. To illustrate, let's see some sample of teaching ways or techniques, get one, give one, and drawing for understanding. In Get one, Give one, each students fold a piece of paper in half and write "Give One" on one side and "Get One" on the other side working in seminars learners on the "Give One" side as them to write one or two questions from today's material. Then, they stand up and find a partner. Each students shares own idea from their "Give One" side of the paper and writes down one idea on the "Get One" side of the paper. One more structure can be also appropriate to those methods which are mentioned above is Three-Step Interview. Each person or learner must produce and receive the information related to the topic with using L2. There is individual responsibility for listening, because in the third step each student shares what he or she has heard, and for the first two steps, students interact or communicate in pairs, so one-half of the class is involved in language production at any one time. These methods of leaching Get one, Give one, Drawing for Understanding and There-step Interview are for better for developing language and listening skills as well as providing equal participation during the whole session or seminar work rather than Group Discussion or Pair work itself. When the teacher is aware of the effects of different teaching methods or techniques, he or she can design lessons with positive outcomes. Usage structure or method individually isn't efficient for all objectives, so the most efficient way of reaching all objectives of a lesson making multistructural lesson.

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