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# The role of interactive methodology in teaching scientific vocabulary

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**Abstract**---In this article we are talking about interactive methods of teaching languages. Interactive methods are based on the principles of mutual cooperation, creative activity of students and the experience of the group. The base of this technique includes interactive exercises and tasks. Teaching using interactive methods contributes to the development of critical and creative thinking in students.

**Keywords**---interactive technology, methods, cognitive activity, motivation, activity, scientific vocabulary.

## Introduction

The development of the information society requires appropriate professional training of the student at the university. The level of training is directly proportional to the ever-increasing need to involve a future specialist in professional communication, i.e. it assumes effective training in professionally-oriented scientific vocabulary. The modern labor market requires highly qualified specialists who speak foreign languages, which makes it necessary to activate foreign language education using modern teaching methods, in particular, interactive learning. The very idea of interactive learning arose in the 90s with the advent of the Internet, and some methodologists associate this concept as learning with the use of computer networks and Internet resources. Interactive learning is a special form of organization of cognitive activity. It implies specific goals. One of these goals is to "create a comfortable learning environment where the student feels his success, his importance, and this makes the learning process creative and productive" [1:2]. Sukhova L.V. suggests understanding the methods of interactive learning as a set of pedagogical actions and techniques aimed at organizing the educational process and creating conditions that motivate students to independently, initiative and creative development of educational material in the process of interaction and mutual learning of students among themselves and in the process of communication with the teacher [2].

Methodologists note that interactive learning is "a special form of organization of cognitive activity, which implies quite specific and predictable goals. Interactive methods are based on the principles of interaction, student activity, reliance on group experience, mandatory feedback. Interactive exercises and tasks performed by students are the basis of interactive approaches".[6: 246] We adhere to the opinion of M.I. Magura, who defines an interactive method as interaction with something or someone that is productive in dialogue and in communication in general [3]. Consequently, the interactive methodology allows achieving a wider range of educational goals in modern education, when comfortable learning conditions are created, in which the student is aware of his success, intellectual viability, and affects the productivity of the learning process. Noting the important role of interactive methods, it should be noted the features of interactive teaching methods.

## **Methods**

### **Features of interactive teaching methods**

- develop general learning skills, that is, ensure the effective assimilation of educational material;
- contribute to students' independent search for ways and options for solving the assigned educational task;
- teach students to work in a team, to show tolerance for any point of view, to respect everyone's right to freedom of speech, his dignity;
- form students' life and professional skills;
- develop communication skills, help to establish emotional contacts between students.

The advantages of using interactive forms and teaching methods are as follows.

- Motivation and interest are stimulated in the field of subjects studied and in general education
- The level of activity and independence of students increases.
- 3.The skills of analysis, critical thinking, interaction, communication are developing
- Personal attitudes towards the learning process (cooperation, empathy) and social values are changing.
- Dialogical interaction with the teacher and other participants of the educational process is activated [4:50].

Within the framework of interactive learning, various active methods and technologies are used as ways of organizing students' learning activities. The features of the technological nature of the educational process are as follows: individual technological processes and their functioning are brought up only by attention, the ability to act mechanically, mediating a clear, rigid algorithm. Other technological processes form the basis of conscious mental activity. Uniform teaching (choosing only one vector) depersonalizes the methodical approach, makes the learning process monotonous. Hence, the problem of

choosing active (interactive) technologies and their optimal combinations in specific methods of language learning legitimately arises.

Modern pedagogy is rich in a variety of interactive approaches, among which the following can be distinguished: creative tasks, work in small groups, educational games (role-playing, business and educational), the use of public resources (invitation of a specialist, excursions), extracurricular teaching methods (competitions, radio and newspapers, films, performances, exhibitions, performances, songs, fairy tales), warm-ups, studying and fixing new material (interactive report, work with visual aids, video and audio materials, use of questions, dialogue), discussion of complex and debatable issues and problems, project lessons, talk show style discussion, debates, round table, presentations, also problem-based learning. [6:246]

In our study, such interactive technologies as "Cluster", "Case method", game technologies (business and role-playing games), information and communication technologies were used. In the process of interactive communication in pairs, small groups, students form not only basic knowledge, but also their own opinion on a particular object of study and, what is especially valuable, an active life position, creative abilities. And in the field of language, speech develops, systematizes, analyzes and concretizes, often even professionally oriented vocabulary is corrected.

### **Boomerang technology**

paragraphs of text are distributed to 3-4 formed working groups of students in order to discuss the problems identified in them. Each group retells the content of its paragraph using highlighted terms. Then the entire text is collectively restored. Control tasks:

- how do you understand the meaning of the highlighted terms?
- find synonyms for the highlighted terms.
- compose questions for paragraphs of the text.
- finish sentences using highlighted terms.
- insert the necessary term into the sentence.
- continue the sentences so that they correspond to the content of the text.

**Technology "3x4"** three working groups receive tasks, according to which they must enter 1 term (4 terms in total) of the specified thematic block in turn on separate sheets. Then a text is created collectively using the terms presented by the students. Control tasks:

- give an interpretation of these terms. for example:
- choose antonyms for the specified words. for example:
- make phrases and sentences with these terms;
- translate (if possible) the terms into Uzbek;
- arrange the terms according to the logic of their scientific presentation;
- retell the compiled text in Russian and Uzbek.

**Venn diagram (Euler circles)**  
**Comparison, juxtaposition, juxtaposition.**

Control tasks

- draw a diagram of terms that carry basic information.
- choose synonyms, antonyms for the selected terms.
- make phrases and sentences with these terms.

**Sample tasks using innovative technologies**  
**ORES (MPPO) technology indicates the algorithm for solving a specific problem**

M - state your opinion

P - name its reason

P - give examples for clarification

O - summarize your opinion

Control tasks:

- answer the questions using scientific vocabulary (terms). For example:
- make up questions in the answers to which the use of scientific vocabulary is supposed to motivate the reason for your opinion;
- summarize your opinion by retelling the text based on the highlighted words;
- make phrases and sentences with words.

**Cluster technology**

write down everything that comes to your mind by association with a keyword. Don't stop writing until the time runs out. Try to build as many connections as possible. Control tasks:

- arrange the words according to the logic of their scientific presentation;
- choose antonyms for the specified words;
- make up questions that help to reveal the meanings of words.

**Technology "Round table writing"**

during the work, the sheet and pen are constantly passed around in a circle: everyone writes down their idea about the specified problem: Control tasks

- keyword search;
- continue the sentence so that it corresponds to the logic of the scientific presentation of the educational material;
- compose questions to help solve the educational problem;
- retell the created text based on keywords.

### **Summary technology**

3-4 working groups receive one topic from a common thematic block and show its presentation in the form of oral presentations. As a result, knowledge on this block is generalized. Control tasks:

- give an interpretation of the terms presented. for example:
- make up questions reflecting the presentation of scientific material in the specified thematic block.
- retell the information received based on the basic terms of this block.
- build a scheme of words carrying basic information in the counting order 1, 2, 3, etc.

### **The Aquarium technology**

is preparing a place for a role-playing game. The direct participants of the role-playing game play out situations, and the rest are given the task to carefully observe the game. Then there is an opportunity to analyze and discuss what happened during the game. After the end of the game, the supervisor asks the listeners watching the game questions. Control tasks:

- to name keywords from the voiced information.
- group words according to certain characteristics.
- detect the erroneous use of words.
- retell the information based on the specified words.

### **Final control**

Can be a creative task using innovative pedagogical technologies in order to diagnose language knowledge and speech skills.

### **ZHU (I know, I want to know, I learned)**

Is a methodical technique aimed at developing feedback in the cognitive process. To carry out productive work with information, graphic diagrams, tables help in training. When using the HCS table in the educational process, dynamic activity is carried out between the teacher and the students. In the course of filling out the table, students learn to correlate the already familiar and the new, to determine their cognitive needs, while relying on already known information. [5].

### **Insert**

Is a technology for developing critical thinking through reading and writing, used when working with text, with new information. In the Insert methodology, it is often called the technology of effective reading.

## **How to use the "Insert" technique in the classroom**

Students read the text, marking it with special signs:

V — I know;

+ - new information;

- - contradicts the available knowledge; ?

- explanations and clarifications are required.

The methodical technique "**Fish skeleton**" includes four main parts, presented in the form of a head, tail, upper and lower bones. The key link is the main bone or spine of the fish. The head is a problem or issues to be analyzed. The upper bones - they mark the basic concepts of the problem, the reasons that led to it. The lower bones are the essence of the concepts indicated in the diagram. Tail - conclusions or answers to the question posed.

### **The case**

Method interests the student in studying the subject, contributes to the effective assimilation of knowledge and skills of collecting, processing and analyzing information. A meaningful "case" shows non-standard approaches to solving problems, since it does not have a single correct solution and answer. The use of the Case study method in teaching scientific vocabulary develops the following skills: analytical, practical, communicative, creative, which, of course, affects productivity in the study of professional vocabulary, allows for the exchange of knowledge between the teacher and the student.

### **Conclusion**

The use of interactive methods in the study of scientific vocabulary ensures that students acquire professional and communicative competencies, apply the acquired knowledge and skills in practice. With the regular use of interactive teaching methods, productivity is formed, the feeling of fear of building an incorrect language phrase fades into the background or disappears altogether. In conclusion, we note that interactive methods are based on the principles of interaction, activity of trainees, reliance on collective experience, mandatory feedback. The teacher creates a special educational environment of general educational communication, which is characterized by openness, interaction of participants, equality of their positions and points of view, creation and accumulation of a joint intellectual product, the possibility of mutual evaluation and control. The use of active methods and interactive technologies in teaching scientific vocabulary develops creative initiative, encourages the acquisition of knowledge and practical skills aimed at improving communication in a professional environment. Thus, interactive teaching methods are considered as the most effective and efficient in the modern education system.

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