

таанып - билүү ишмердиги ой жүгүртүү жөндөмдүүлүгүн жогорулатат жана окуучулардын интеллектуалдык жөндөмүн ачууга мүмкүндүк берет. Андан тышкары, максаттуу таанып - билүү ишмердигин жүргүзүүдө окуучулардын таанып - билүүчүлүк кызыгуусун башкарууга жол ачылат [6].

Чыгармачылык көндүмүнө ээ болгон бала өз кезегинде билгичтиктерин пайдалануу менен гипотезаны, керек болсо закондорду сунуштоого, жаңы нерсени ойлоп чыгарууга далалат кылат, таанып билүүнүн эң жогорку деңгээлине жетет.

Блумдун таксономиясы белгилүү илимпоздор, музыканттар, атактуу адамдар менен аңгемелешүүсүнөн жаралганын эске алсак, таанып - билүүнүн жогорку тепкичине жеткен, биз окуткан баладан деле атактуу, илимдүү инсан чыгышынан үмүт кылдырат. Ал үчүн ар бир педагог окуучулардын акыл эмгегин активдештирүү максатын көздөгөн “жөнөкөйдөн - татаалга” принцибине негизделген окуп - үйрөнүү процессин натыйжалуу уюштуруу менен билим берүүдө баланын ойлом процессин жакшыртуу үчүн жардам берүүсү абзел. Бул өз кезегинде мугалимден ар тараптуу терең билимди, чеберчиликти, профессионалдуулукту бир сөз менен айтканда жогорку компетенттүүлүктү талап кылат.

Мына ушинтип, Блумдун таксономиясынын маанилүүлүгү - окуучулардын окуу жана таанып - билүүсүн активдештирүүсүн пландоо үчүн мугалимдерге атайын структура болуп бере ала тургандыгы саналат. Эгер окуучунун сабакты өздөштүрүүсүн жогорку деңгээлдеги таанып - билүү көндүмдөрүнө жетүү үчүн шаты менен жогору көтөрүлгөндөй элестетсек, анда мындай жылуу окутуунун натыйжалуулугун көрсөтөт. Окутуунун натыйжалуугу билимдүү инсандын калыптанышына өбөлгө түзүп, алар менен өнүккөн коом түзүлөөрү ачык сөз.

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USING INTERACTIVE METHODS IN TEACHING SPEAKING IN ENGLISH LESSONS

The article deals with topical issues of using interactive methods in teaching English. The effectiveness of using interactive methods in English lessons in improving speech activity is shown. In the article, the main goal of teaching speech is to master speaking skills using various methods, as well as the need to use them both in educational practice and in situations of everyday communication. The relevance of using interactive methods in the process of teaching speaking is determined. The influence of these methods on increasing the motivation to learn English has been established. It is proved that interactive methods can enrich the emotional and cognitive environment of the participants in the conversation, as well as the environment of activity. The article analyzes the most popular interactive methods and recommends using these methods to develop speaking skills in English classes. The purpose of this work is to analyze the effectiveness of interactive methods in improving speaking skills in English classes. The object of work is interactive methods.

Key words: communication, speech activity, interactive methods, speaking skill, motivation.

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ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ПРИ ОБУЧЕНИИ ГОВОРЕНИЮ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

В статье рассматриваются актуальные вопросы использования интерактивных методов в обучении английскому языку. Показана эффективность использования интерактивных методов на уроках английского языка в совершенствовании речевой деятельности. В статье основной целью речевой деятельностью является овладение навыками говорения с применением различных методов, а также необходимость их использования, как в учебной практике, так и в ситуациях повседневного общения. Определена актуальность использования интерактивных методов в процессе обучения говорению. Установлено влияние этих методов на повышение мотивации к изучению английского языка. Доказано, что интерактивные методы способны обогатить эмоционально-познавательную среду участников беседы, а также среду деятельности. В статье проанализированы наиболее популярные интерактивные методы и рекомендовано использовать этих методов для развития навыков говорения на занятиях по английскому языку. Целью данной работы является анализ эффективности интерактивных методов в совершенствовании говорению на занятиях по английскому языку. Объект работы - интерактивные методы.

Ключевые слова: общение, речевая деятельность, интерактивные методы, говорение, мотивация.

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АНГЛИС ТИЛИ САБАКТЫНДА СУЙЛӨӨНУ ОКУТУУДА ИНТЕРАКТИВДУУ МЕТООДОРДУ КОЛДОНУУ

Макалада англис тилин окутууда интерактивдүү методдорду колдонуунун актуалдуу маселелери каралат. Сүйлөө ишмердүүлүгүн өркүндөтүүдө интерактивдүү ыкмаларды англис тили сабактарында колдонуунун эффективдүүлүгү көрсөтүлөт. Макалада кеп ишмердүүлүгүнүн негизги максаты – сүйлөө көндүмдөрүн ар түрдүү ыкмалар аркылуу өздөштүрүү, аларды окуу практикасында да, күнүмдүк баарлашуу кырдаалында да колдонуу зарылдыгы ачылып берилди. Кепти үйрөтүү процессинде интерактивдүү методдорду колдонуунун актуалдуулугу далилденди. Бул ыкмалардын чет тилин үйрөнүүгө болгон мотивациясын жогорулатууга тийгизген таасири ынанымдуу аныкталган. Интерактивдүү методдор баарлашуунун катышуучуларынын эмоционалдык жана когнитивдик, демек, сүйлөө ишмердүүлүк чөйрөсүн байытууга мүмкүндүгү далилденди. Макалада эң популярдуу интерактивдүү ыкмалар анализге алынды жана бул ыкмаларды чет тили сабактарында сүйлөө көндүмүн калыптандыруу үчүн колдонуу сунушталат. Макаланын максаты – интерактивдүү ыкмалардын чет тили сабактарында сүйлөө көндүмүн өткүндөтүүдөгү эффективдүүлүгүн анализдөө. Иштин объектиси - интерактивдүү ыкмалар.

Негизги сөздөр: баарлашуу, сүйлөө ишмердүүлүгү, интерактивдүү ыкмалар, сүйлөө көндүмү, мотивация.

Introduction. In the last 3 decades, knowledge of a foreign language has become the main factor in the social and professional life of a modern person. The process of language teaching is aimed at forming the competence of speaking in a foreign language, which includes mastering all types of foreign language speech activity. Speaking is one of the most demanding speech activities in practice, but at the same time, the process of developing this type of speech activity seems to be the most difficult and requires a lot of attention from the teacher, a lot of work, and the same effort from the students. These factors determine the importance of choosing teaching methods to ensure faster, easier and more effective learning outcomes. One such support may be interactive methods. Interactive method is a method focused on interaction, communication and information exchange. Since the students engage in involuntary communication during the learning process, the teacher tries to use this method to interest the students in the subject. Interactive technologies perform many useful functions when used in the learning process. They encourage students to learn, activate cognitive activity, and expand the possibilities of the learning environment [11].

Research methods. The main goal of teaching English is students' direct communication with representatives of that language at a higher level according to the situation. As you know, communication is not only speaking in a foreign language, but also accepting what the interlocutor says. In other words, speaking and listening are the main types of speech activity in communication with representatives of a foreign language.

A number of scientists study the interactive teaching method and give it a more complete analysis, evaluating this method as a modern, effective teaching method, and also consider speech activity, for example, I.A. Zimnyaya, E.I. Passov, E.V. Korotaeva, S.S. Kashlev. I. A. Zimnyaya divided and described the complex three-level structure of speech activity [4]. E.I. Pasov noted that interactivity always accompanies communication and is often a condition for comprehensive communication of students [9]. E.V. Korotaeva studied various aspects of the theory, methodology and practice of interactive learning [7]. S.S. Kashlev described the theoretical and methodological foundations for the use of interactive teaching methods in the pedagogical process, revealed the concept of interactive methods, determined their characteristics, content and structure, substantiated the classification of interactive teaching methods, considered interactive teaching technologies as an innovative pedagogical phenomenon [6]. Therefore, interactive teaching methods are one of the modern, advanced methods, that is, interactivity enhances the communicative effect of interaction, this

method serves as the only means of achieving a real communicative goal, which is aimed at developing communication skills and teamwork.

After analyzing the views of some linguists on communication, we define communication as a living process of interaction associated with the effective transmission of thoughts, ideas, feelings and moral values. The communicative process is based on the verbal communication of two or more people, consists of many elements, both verbal and non-verbal, on the use of which the success or failure of information depends. Communication is situational in nature and is determined by the formality or informality of the situation and its spontaneity. According to A.N. Shamov, speaking is a productive form of speech activity aimed at expressing thoughts, as well as oral transmission and exchange of information [12]. The speaking process is closely related to hearing, as it is provided by the action of the articulatory apparatus and auditory analyzers [1]. Verbal communication becomes almost impossible without the development of the ability to listen to the interlocutor. Speaking is characterized by manifestations of complex mental activity, since such mental processes as memory, anticipation and foresight of next information, and attention can be used. Due to these factors, it can be said that the process of speaking requires a lot of time and effort for its preparation and direct implementation, as well as for the formation of a skill, which shows the importance of regular practice.

Results and discussion. The purpose of teaching speaking skills in foreign language lessons is to master speaking skills for use both in academic practice and in situations of everyday communication. Students should develop spontaneous, unprepared speech skills that demonstrate not only knowledge of individual grammatical structures and lexical units, but also the level of language proficiency and basic knowledge of the country of the language being studied as a whole. Basics of speaking in a foreign language:

- to teach a logical and consistent presentation of thought;
- improving the skill of expressing a complete thought;
- there are also tasks for practicing speech at a certain pace and speed.

According to the structure of speech activity, I.A. Zimneya distinguishes the following three phases (levels):

- *motivational and incentive level;*
- *orienting-research level,;*
- *executive level.*

At the motivational-incentive level, the efforts of the teacher should be aimed at maintaining internal motivation, which determines and shows the direction of the implementation of educational activities. It is by increasing their motivation that the student realizes the need to participate in the communication process and tries to determine the goal of learning a foreign language. In the process of exchanging ideas at the orienting-research level, the means and methods for constructing ideas are determined. A content delivery plan is created and a choice of lexical and grammatical means is provided. At the executive level of speech activity, it shows the actual result of the activity – the statement [4]. Often the transition to the executive level, namely the process of speaking, may be impossible for a number of reasons. Various factors influence the success of speaking: fear of criticism, lack of knowledge and personal opinion on the topic under discussion, unequal participation of interlocutors in groups, as well as insufficiently formed vocabulary, excessive use of the native language or poor knowledge of grammar, etc.

In modern conditions, interactive forms and methods of teaching have become very popular in the work practice of teachers. As L.K. Geichman noted in his work: “Interactive activity can be thought of as the formation of a dialogic relationship that helps each participant to understand each other and work together in the common solution of an important task” [3]. Convinced that the interactive approach is a promising direction in modern linguodidactics, the researchers believe that the interactive cooperation of all subjects

in the educational process leads to a factor role in the ability to communicate in foreign languages, especially in improving the effectiveness of speaking skills. Interactivity is called integration, compatibility, and communication as a result of multi-media activity.

The main goal is to form and develop skills to independently solve educational problems together with other students. Such close cooperation in interactive interaction contributes to the development of foreign language knowledge and speaking skills in situations that are as similar as possible to real situations of relationships. One of the main advantages of using interactive methods is to increase the level of education of students, intellectual and cognitive activity, and the skills to improve interpersonal relations in the educational team are formed. The ability to work in a team, to be patient, to defend one's point of view is formed. Interactive training should be based on the following methodological principles:

- considering of age, personal characteristics and abilities;
- creating of a friendly atmosphere and prevention of conflict situations;
- a careful selecting of educational lexical units;
- using visual aids (tables, diagrams, drawings, etc.), as well as the use of multimedia tools;
- developing a system of determining and evaluating rules of conduct.

Бул компетенцияларды калыптандыруу интерактивдүү окутуунун режиминде алынуучу иш-аракеттин жана баарлашуунун тиешелүү тажрыйбасы аркылуу гана мүмкүн боло тургандыгы далилденген.

At present, the concept of education modernization is primarily aimed at developing the personality, his cognitive ability and components, and not at acquiring a certain amount of knowledge by students. Morality of students, as well as modern core competencies in various areas of life.

Among the most important modern competencies are the following:

- ability to act within agreed goals and objectives;
- the ability to coordinate their actions with the actions of a partner (taking into account the opinions of others);
- ability to live together (cooperation, compromise);
- the ability to change oneself if the existing skills do not meet modern requirements.

It has been proven that the formation of these competencies is possible only through the appropriate experience of activity and communication, which can be obtained in the mode of interactive learning.

Interactive methods are quite widely represented in pedagogical practice: *role-playing*, *“Brainstorming”*, *“Brownian motion”*, *Mind maps*, *Debates and discussions*, *project assignments*, *“WebQuest”*, *“Hunting treasure”*, *“Four corners”* *“SinQuain”*, *problem-based learning* and etc. We will consider the most popular methods used in the learning process, which are effective in practice.

A.N. Shamov notes that discussion is a type of oral speech, in particular dialogic, characterized by the presence of several participants who express their opinion on the topic [12]. There are several options for discussion - debates, "round table", problem and role discussions, etc. The use of this method in the lesson contributes to the formation of the students' point of view, because the reception of opposing arguments allows to look at the problematic issue from several angles. To carry out the discussion, the teacher should plan the lesson well, the topic and questions to be discussed should be interesting and problem-solving. These methods can be used in both online and offline learning, they encourage students to speak, work in groups, and express their opinions without hesitation.

Brainstorming is a task-oriented method of solving complex problems through collective discussion, focused on a originative and creative solution, individually selected based on the opinion of one of the participants in the discussion [8].

A well-planned brainstorming session gives team members the opportunity to voice their ideas that they might otherwise not want to share.

There is a certain strategy for successfully using brainstorming techniques. This is where you need to be clear about what you need to get the best ideas from your team.

The following basic brainstorming rules should be followed:

Rule 1. Generate as many ideas as possible while working.

Rule 2. It is important for students to clearly understand that criticism of ideas is prohibited.

Rule 3. Crazy and ambitious ideas are welcomed.

Rule 4. Participants can be invited to develop other people's ideas.

And the last principle is called "combination". While criticism is not allowed, brainstorming participants are allowed to rely on other people's suggestions [8]. Good ideas are encouraged and an atmosphere of closer cooperation is created.

Web Quest technology is a technology that is used in the teaching practice of both schools and higher educational institutions. Teachers, lecturers and methodologists are currently studying this technology from different angles. O. Yu. Pestretsova uses the technology of an educational web quest (web quest) to perform problem tasks with elements of role-playing games at a foreign language lesson at school [11].

A.V. Isaeva explores the use of a web quest as a form of organizing students' independent work [5]. Therefore, we can tell a lot of information about this technology. "A *web Quest* is a didactic structure within which a student's investigation activity of interest is planned using the Internet and other information resources" [11].

G.A. Vorobyov qualifies the *web quest* as a separate, separate category of educational projects - a web project [2]. Materials for tasks given in the web quest method and answers to questions can be obtained from various sites on the Internet. The task given to students should arouse their interest and desire in this topic, create a reason for working on it. The web quest includes the preparation of presentations, slides, reports and other forms of answers based on the results of the study of materials, on the Internet, in a Word document or in any electronic, printed or oral form. After completing the web quest, students will have the opportunity to critically analyze their work and evaluate their own and others' work. The teacher evaluates the material passed by the student. In the process of working with a web quest, the student is in the center of the educational process, he can work independently. This method can be used online as well, because the student will search individually and creatively. The teacher cannot be the main source of knowledge for the student; he will only be a person who effectively helps him to acquire knowledge.

Mind maps or clusters are usually presented in the form of diagrams, schemes or drawings that reveal a key concept from different angles. Thus, the key concept is displayed in the center, and students are asked to write down associations, facts or concepts related to it. One of the advantages is the selection of logical connections between components. Materials and knowledge used in the mind map are systematized, easily and quickly rooted in memory. By adding and changing, developing such cards, they are easy to make and can be used at almost any stage of the lesson, the main thing is that they help a lot in the development of speech. For example, checking the availability of primary knowledge on the topic at the organizational level or reflecting and consolidating the lexical or cultural material passed in the final are one of the most productive methods in speaking.

Conclusion. Thus, interactive methods can become an effective basis for teaching speaking, both monologue and dialogic speech. Being in dialogue and constant interaction with classmates and team members, learners can develop their creative, personal and intellectual qualities without hesitation. When using such methods, the motivation to study and improve in the field of learning a foreign language increases, the skills of working in a team, building logical connections, and defending one's position are asserted. Analyzing

interactive methods in teaching a foreign language, we came to the conclusion that interactive methods bear fruit in the development of students' speaking skills.

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АРАЛЫКТАН ОКУУТУУ: УЧУРДАГЫ АБАЛЫ

Макалада дистанттык окутууда билим, көндүмдөрдү калыптандыруунун өзгөчөлүктөрү талкууланат. Билим берүү проблемасы катары аралыктан окутууга теориялык жана методологиялык талдоо жүргүзүлгөн. Билим берүүнүн жана экономиканын өнүгүүсүнүн азыркы этабында дүйнөнүн бардык жерлеринде дистанттык окутууну киргизүү мүмкүн эместигинин себептери баяндалат. Изилдөөдө айтылган көйгөй боюнча ата мекендик жана чет элдик адабияттарды