

## THE IMPORTANCE OF INTERACTIVE TECHNOLOGIES IN ENHANCING PUPIL'S COMMUNICATIVE COMPETENCIES.

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*Annotatsiya.* Ushbu maqola Ushbu nazariy tadqiqot interfaol ta'lim texnologiyalari bilan bog'liq tadqiqot muammolarini o'rganadi va ular bilan bog'liq fundamental tushunchalarni yoritadi. Maqolada o'qituvchilar va talabalarning o'zaro ta'sirini o'z ichiga olgan dialogik ta'lim orqali talabalarning kommunikativ kompetentsiyasini rivojlantirishda interfaol treningning samaradorligi ta'kidlangan. Tadqiqotda turli usullar, jumladan, nazariy tahlil, modellashtirish va kuzatish, diagnostika vositalari va statistik tahlil kabi empirik yondashuvlar qo'llaniladi. Topilmalar yangi tajribalarni o'zlashtirish va talabalar o'rtasida shaxsiy tajriba almashishni rag'batlantirish orqali ingliz tilini o'qitishni yaxshilashda interfaol texnologiyalarning samaradorligini tasdiqlaydi.

*Kalit so'zlar:* Interaktiv texnologiya, Kommunikativ kompetentsiyani shakllantirish, Ingliz tili, Lingvistika, Kompetentsiya, Muloqot va individual til ko'nikmalari.

*Аннотация.* Статья представляет теоретическое исследование проблем в области интерактивных образовательных технологий и раскрывает суть основных концепций. Интерактивные технологии обучения рассматриваются как эффективное средство развития коммуникативной компетенции студентов. Исследование подчеркивает диалогический характер обучения, включающий взаимодействие не только между учителями и студентами, но также между самими обучающимися. В работе используются различные методы, включая теоретический анализ, моделирование и эмпирические подходы, такие как наблюдение, диагностические инструменты и статистический анализ. Полученные результаты подтверждают эффективность интерактивных технологий в обучении английскому языку,

обеспечивая усвоение нового опыта и обмен личным опытом между студентами.

**Ключевые слова:** Интерактивные технологии, Формирование коммуникативной компетенции, Английский язык, Лингвистика, Компетентность, Коммуникативные и индивидуальные языковые навыки.

**Annotation.** *This theoretical study explores research problems related to interactive learning technologies and elucidates the fundamental concepts associated with them. The article emphasizes the effectiveness of interactive training in developing students' communicative competence through dialogic learning, involving interaction among teachers and students. The research employs various methods, including theoretical analysis, modeling, and empirical approaches such as observation, diagnostic tools, and statistical analysis. The findings affirm the efficacy of interactive technologies in enhancing English language instruction by facilitating the acquisition of new experiences and promoting the exchange of personal experiences among students.*

**Keywords:** *Interactive technology, Formation of communicative competence, English language, Linguistic, Competence, Communication and individual language skills*

The study's goal is to theoretically and experimentally demonstrate the effectiveness of interactive technology in English language teaching. Teaching a foreign language in high school is primarily concerned with the development of linguistic personality capable of cross-cultural communication in the context of active social interaction with other cultures. For the formation of such a student, the teacher should ensure that he is immersed in an atmosphere of interest in the framework of the subjects taught. In this framework, the use of interactive methods is a must for ensuring educational quality. Learners could indeed interact not only with one another but also with the teacher using interactive technologies.

The ability to use Flash-animation with voice text and other tools on an interactive whiteboard could be helpful in teaching. [3] As a result of using the

association method to store a great deal of information, students engage with one another to represent on paper their associations (key words, illustrations) relevant to the topic. The communicative goal is achieved by developing language and speech skills in reading, listening, speaking, and writing, with the ultimate goal of providing language proficiency and communication in a foreign language atmosphere (educational, professional, daily, sociocultural). [4]

It is the facilitation of "multi-stakeholder" dialogue in a foreign language lesson, as well as the interaction of all educational process participants. Interactive methods are methods for teaching students how to interact with one another, while interactive teaching is learning that is based mostly on interaction of all students, such as the teacher. However, the nature of the interaction changes in the latter case: teacher activity gives way to trainee activity. Interactive learning is a type of educational process in which all learners participate in the learning process. Furthermore, it occurs in an atmosphere of goodwill and mutual support, which allows not only for the acquisition of new knowledge, but also for cognitive activity to translate into higher forms of cooperation and collaboration.

The structure of a student's development of common cultural competence includes three components: cognitive, value orientation, and communicatively - activity. After summarizing the best methodical, we reached the conclusion that the following interactive methods and techniques should be used in the framework of training for foreign language teachers. Methods of investigation The following methods were used to achieve the goal set in: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching students in higher school; observation, conversation method; study products of students' educational activities, teaching experiment (diagnostic, formative, stages of a control).

Consider the following examples of interactive methods: "Carousel" - an interactive method of work in which two rings were formed: inner and outer. Using this method, you can effectively The implementation of the "ideological carousel" algorithm suggests the following algorithm works: 1. Each member of the micro-

groups (4-5 people) was given a blank sheet of paper and asked the same question to everyone. Without a verbal exchange of opinions, all participants' spontaneous formulations of responses to it were recorded on pieces of paper. 2. Leaflets with records in the time limitation mode converted in a clockwise circle to neighbors micro group. When a sheet with entries was used, each participant created a new record that was available without having to repeat it. 3. Small groups discuss the participants' responses, proposals, and the final list's selection of the most important and relevant ones. 2. Micro-group development exchange The final list is formed by all of the micro groups that were offered. If the formulation does not meet the objections of the other groups, it is included in the final total list.

The research's scientific novelty and theoretical significance: 1. The concept of "foreign language communicative competence", "foreign language competence of the teacher of a foreign language," revealed the essence and determined the specificity of its formation at the future teacher of a foreign language, has been changed and supplemented with the system approach. 2. The model of foreign language communicative competence formation for future teachers of a foreign language, which includes a concept (principles and approaches), a target (aim and functions), a process (methods, organizational forms of training, exercise system), and effective units.

3. The methodical potentials of interactive learning technologies in forming the foreign language competence of a future high school foreign language teacher.

4. Identified methodical conditions for the development of university students' communicative competence in foreign languages, namely:

- Defined interactive methods of teaching foreign languages, based on the concept of dialogue;

- interaction of the teacher and students in conversation mode, a dialogue that focuses on the personality development of its intellectual and creative abilities, further selfdevelopment and self-education;

- Provided a verbal communicative focus of the foreign language learning framework for the implementation of language ability (oral and written language,

reading, listening) on the basis of a coherent set of teaching, psychological, and methodological procedures;

- The model of foreign language communicative competence formation of the future teacher of a foreign language, taking into account the principles of learner-centered approach to education, authenticity, and the criterion relating to the value of cultural urological specialist training in high school.

### **References:**

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