

DEVELOPING SPEAKING SKILLS AND USING INTERACTIVE ACTIVITIES.

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Abstract: this article reveals the role of interactive activities in the teaching of a foreign language. The author of the article believes that the importance of learning a foreign language is undisputed. But there are a lot of problems in the process of learning a foreign language.

Keywords: speech, activity, efficiency, modern technology.

These include the problem of increasing the effectiveness of oral language learning in foreign language lessons, which is directly related to the gap between theory and practice and the passive nature of learning activities, while the absolute value of society becomes an educated active person capable of continuous self-education, self-development and self-improvement. If modern pedagogical technologies are used in the process of teaching foreign-speaking speech, it will increase the efficiency of teaching this type of speech activity. In order to facilitate the communication of students, we should take into account the specific features of this type of speech activity, such as motivation, purposefulness, activity, connection with the personality and thinking activity of a person, independence, pace and situations. If there are goals and motives of communication, taking into account the specific features of the participants of communication, their age, level of development, etc., then the act of communication will certainly take place within the framework of any speech situation.

Teach communication in oral and written form within the framework of a speech situation. It is well known that speaking is the way to communicate orally. The aim of the language training in higher educational institution is to develop the ability to communicate orally in a variety of situations according to the real needs and interests of the students. 94 In order to facilitate communication, we need to take into account the specific characteristics of this type of speech activity, such as motivation, purposefulness, activity, connection with a person's personality and thinking activity, independent skills.

If there are goals and motives of communication, taking into account the specific features of the participants of communication, their age, level of development, the act of communication within the framework of a speech situation will certainly take place [2]. To create these conditions in the process of learning English, methods of activation can be used, which take into account all the above features of oral speech activity. Advantages of these methods are that the students, actively participating in the learning process, begin to think, remember, use the acquired language material. During the study of grammar, one of the main goals is to develop the ability of students to use grammatical structures in speech. The use mini-dialogues containing personally oriented questions is one of the effective ways to achieve the goal. Interactive role-playing and open discussions are among the creative tasks of the communicative method of English language teaching. In my opinion, their use is a successful method of activating students in encouraging them to express their opinions orally.

English language teachers face the problem of "silence of pupils" in developing learners' speaking skills. And how can you teach students to speak English if they don't want to speak out, or participate in discussion only when a teacher asks them to do so? In my opinion, the best ways to activate students' oral speech are the methods of interaction between a person and a person, i.e. interactive methods. The word "interactive" comes from the English word "interact", which means "interact" - "mutual", "act" - to act.

These methods imply interaction of subjects of the educational process at the level of "equal to equal", where the teacher and the participant of the lesson are part of the same team, they work to achieve the same goal. Interactive methods contribute to the organization of comfortable learning conditions in which all

students actively interact with each other. Their use presupposes modeling of life situations, role-playing games, the general decision of questions on the basis of the analysis of circumstances and a situation [1].

During the study of grammar one of the main purposes is to form the ability of students to use grammatical structures in speech. The use of mini-dialogues containing personally-oriented questions is one of the effective ways to achieve this. For example, when working out the question forms of Present Perfect, the following task is offered: "A student should describe his condition, other students (S1, S2) find out why he feels so, making general questions in Present Perfect". Words and expressions are offered as supports: Key words: feelings: happy, sad, angry, excited, worried, pleased, tired Reasons: pass exams, win the lottery, break the video, fail exams, received bad news, lose tennis match, go to a party, have an argument with a friend, lose wallet, sleep badly, buy new clothes Execution of the task [3]. This technique promotes interaction between the participants of the educational process, i.e. is interactive. The teacher is equal among equals when using these techniques in the classroom: he can ask questions, offer answers, make assumptions, express his opinion, raising interest and motivation of students [2]. Thus, interactive methods are a useful and fruitful component in teaching a foreign language, due to their inherent advantages in developing communicative, cognitive, creative abilities of students, and also due to the possibility to form students' continual interest in the foreign language culture of the country under consideration.

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