

**THE ROLE OF INTERACTIVE METHODS IN THE DEVELOPMENTS OF
READING COMPETENCIES OF STUDENTS****Urinova Nodira**

Teacher in department of foreign languages

for the humanities Fergana state university

Annotation:

Today, higher education in Uzbekistan prepares qualified specialists for various spheres of public life and economic sectors - scientific, economic, technical and others. The educational process systematizes knowledge and acquired skills, orienting students to solving theoretical and practical problems in the vector of the chosen specialization with the creative use of the achievements of modern scientific thought and technology.

Key words:

Politics, practice oriented approach, physical training, students work, cognitive.

Introduction

A great attention has been given to implementing knowledge in computer technologies and foreign languages, especially English. The English language is regarded as the international one in this global world, the language of business, diplomacy and cross-communication. Much important attention has been given to English all over the world. Communication is very crucial in any field, whether it is a conversation between pen friends, whether it is business, politics or economics. Hence, it is going to be hard to thrive in this world without knowing English.

The modernization of higher education and the transition to the new Federal Education Standards require a higher quality training of the graduates. The training of highly qualified specialists must meet strict requirements: a high level of professional competence, the developed communication skills, the ability to predict the results of one's own activity, etc. Effective training is possible when the competency, practice oriented approach, active and interactive teaching methods are used. Currently, a focus in teaching students is on the role of independent work, the organization of practice, physical training of the graduates, the fund of evaluation tools, inclusive education, quality training of the teaching staff, as well as the active and interactive teaching methods.

Literature Review

The problem of activation of mental activity, the development of self-reliance and creativity of students was and remains one of the topical problems of science. The modern orientation of education on the formation of competencies as the readiness and ability of the person to activity and communication presupposes the creation of pedagogical and psychological conditions in which the student can manifest not only the intellectual and cognitive activity, but also the personal social position, his/her individuality, can express him/herself as a subject of study. Scholars and practitioners seek to create the conditions for overcoming the long emerging trend of students' indifference to knowledge, their unwillingness to learn, as well as for the developing of the cognitive and, by the end of training, the professional motives and interests, communicative abilities and skills. Quite often, the considered activation is reduced either to strengthening of control over the students work, or to the attempts to intensify the transfer and assimilation of the same information by means of technical training aids, computer information technologies, and reserve capabilities of mind.

Discussion

Cooperative training is a form of mutual training of students (Yaremchuk, 2009). To "cooperate" in the framework of the educational process means to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work. Subsequently, the students have to share the gained knowledge. The essence of this method is: "Everyone reaches his/her educational goals only if other team members reach theirs" (Kutbiddinova, 2014). There are five components of cooperative training which become tools in solving the tasks of this method: 1. Positive inter-relations. The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another. 2. Individual responsibility. Everyone must help others to reach the goal. 3. Mutual communication. Each member of the team must listen respectively to others. 4. Communication skills. It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage. 5. Gradual working out the skills. The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills. The duration is 40-60 minutes. The plan of the teaching session: participants receive figures of different colors, one per person. The total number of participants is 20 people, there are four figures (circle, triangle, square, and star) and four colors (red, blue, green, and yellow). The group is divided into 4 subgroups according to the shape of the figure. Each subgroup gets its own portion of the material; students read it till they fully understand the studied issue. The resulting material is analyzed by the micro group. Then, participants are united with other participants according to the color of figures and recite their material, attentively listening and memorizing the others.

Conclusion

Formation of the competences stated in the Federal State Educational Standards requires a certain number of classes held in the active and interactive forms such as game methods, discussion methods, project method, computer simulations, trainings, cooperative learning methods, and so on. The proportion of such classes is defined by the goals and objectives of the basic professional educational program, the specifics of the student body, the content of a particular professional discipline. In the training of Bachelors, the percentage of interactive forms must be between 10 and 30%; Master Degree students, from 30 to 50% of the classes in accordance with the Federal State Higher Educational Standards in the areas of training. Introducing these methods into the process of professional training of specialists involves increasing requirements for the faculty of the higher education institution (Kolesnikova, 2012). While in the traditional training the student is an object of pedagogical influence, then, using interactive methods of training, the student is in a dialogue with all the participants of pedagogical process, which is typical for the subject-subject interaction. He is actively involved in educational activity, simulates life situations, carries out creative and searching tasks, projects, enters into discussions with fellow students.

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