



AJER
AKADEMIC JOURNAL OF
EDUCATIONAL RESERCH

ISSUE 8

**AKADEMIC JOURNAL
OF EDUCATIONAL RESEARCH (AJER)
INTERNATIONAL SCIENTIFIC JOURNAL**

January 2025

WWW.AJERUZ.COM

Akademic Journal of Educational Research (AJER) International scientific journal
Volume 1 Issue 1 January 2025 ajeruz.com



International Scientific Journal
AKADEMIC JOURNAL OF EDUCATIONAL RESEARCH (AJER)
January 2025

Tashkent 2025

THE IMPORTANCE OF INTERACTIVE METHODS IN DEVELOPING ORAL SPEAKING SKILLS OF PRIMARY CLASS STUDENTS

Ibragimova Dildora Inomjonovna
Chirchik State Pedagogical University
dildoraibragimova1989@gmail.com

Nurmatova Mashhura Tuychi kizi
Chirchik State Pedagogical University

Annotatsiya Boshlang'ich sinf o'quvchilarining og'zaki nutq ko'nikmalarini rivojlantirishda interfaol metodlarning ahamiyati mavzusidagi ushbu maqola, o'quvchilarning og'zaki nutqini samarali rivojlantirishda interfaol metodlarning o'rni va ahamiyatini tahlil qiladi. Interfaol metodlar, o'quvchilarni faollikka undash, ularni o'z fikrlarini erkin va mantiqiy tarzda ifodalashga o'rgatish, muloqot qilishda ishtirok etishga imkon yaratadi. Ushbu metodlar yordamida o'quvchilar nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham o'zlashtiradilar.

Kalit so'zlar: *Interfaol metodlar, davra suhbatlari metodi, nutq ko'nikmalari, dialog, muloqot, rol o'yini.*

Abstract *This article on the importance of interactive methods in the development of oral speech skills of primary school students analyzes the role and importance of interactive methods in the effective development of students' oral speech. Interactive methods encourage students to be active, teach them to express their thoughts freely and logically, and make it possible to participate in communication. With the help of these methods, students acquire not only theoretical knowledge, but also practical skills.*

Key words: *Interactive methods, method of round discussion, speech skills, dialogue, communication, role play.*

INTRODUCTION. Today, it is of great importance to develop students' oral speech skills, shape their thinking abilities, and ensure their effective participation in communication within the education system. This process plays a significant role, especially for primary school students, in laying a successful foundation for secondary education. Students' oral speech not only supports their language proficiency skills but also contributes to their social and emotional development. In today's educational process, in addition to traditional methods, the active implementation of interactive methods and techniques is helping to more effectively develop students' speech skills. Interactive methods allow students to actively communicate with the teacher and each other, helping them express their thoughts clearly and fluently, expand their vocabulary, and develop the skills to make quick and correct decisions in various situations.

LITERARY ANALYSIS AND METHODOLOGY. The theory of teaching speech and working with interactive methods has been studied by several scholars, including Zimnyaya, E.I. Passov, E.V. Korotova, and S.S. Kashlev. I.A. Zimnyaya identified and described the complex three-stage structure of speech activity [1]. According to E.I. Passov, interactivity is always accompanied by communication and is often considered a condition for comprehensive communication between students [2]. E.V. Korotaeva studied various aspects of the theory, methodology, and practice of interactive learning [3]. Communication is a dynamic process of interaction that involves effectively conveying thoughts, ideas, and emotional values.

RESULTS. At the center of the communication process is verbal communication between two or more people, which consists of many verbal and non-verbal elements. The success or failure of transmitting information depends on how these elements are utilized. The structure of speech activity consists of three stages: motivational-incentive stage, interactive-research stage, and executive stage. In the motivational-incentive stage, the teacher's efforts should be focused on maintaining internal motivation, which sets and directs the course of educational activities. By increasing their own motivation, students understand the need to participate in the communication process and set their own goals for learning a foreign language. In the interactive-research stage, the tools and methods for constructing the thinking process are identified. A meaningful speech plan is created, and the selection of lexical and grammatical tools is ensured. The executive stage of speech activity reflects the real outcome of the activity, expressed in speech. Factors influencing the success of speech are varied: fear of criticism or rejection, lack of knowledge and personal opinion on the discussed topic, and others. In modern conditions, interactive forms and methods of teaching are highly popular in the practical work of teachers, distinguishing them from traditional teacher-centered models and primarily aimed at ensuring freedom of communication and interaction among students.

DISCUSSION. Interactive methods, i.e., methods based on interaction, dialogue, and the exchange of thoughts and information, are widely used. In the pedagogical process, interactive methods are very common, such as "Brainstorming", "Brown Movement", and "Choose the Policeman". Let's examine the most popular methods.

"Round Table" (Davra subhati) method. This method involves students expressing their thoughts and opinions on a given problem or questions around a round table. When applying the "Round Table" method, desks and chairs should be arranged in a circle. This helps each student maintain "eye contact" with one another. There are both oral and written forms of round-table discussions. In an oral round-table discussion, the teacher introduces the topic and asks students to share their thoughts on the question. Each student then verbally presents their opinions around the circle. The student speaking is listened to attentively, and if discussion is necessary, it will take place after all thoughts have been

shared. This encourages independent thinking and the development of speech culture among students.

“Brainstorming” method. This method is based on considering any student’s opinion on a given problem. All speeches should be written without evaluating their content, without requiring justification or proof of the argument. This approach saves time when dealing with large volumes of information and also encourages active participation from students who might otherwise lag behind or fear criticism. Students are given complete freedom to add to and develop other students’ ideas without criticizing them. This method helps students who fear criticism to develop their speech.

“Brown Movement” method. This method involves the teacher creating questionnaire cards on a particular topic. At the same time, students are given full freedom of movement in the classroom and engage in small dialogues and discussions with their classmates in an effort to gather the most complete information for their surveys. Such tasks are suitable for practicing lexical units and also help alleviate tension within the group and promote cohesion. Questionnaires may vary in difficulty levels, but through communication, students develop their speech.

CONCLUSION. The importance of interactive methods in developing the oral speech skills of primary school students is significant. Interactive methods enhance students' engagement, encourage independent thinking, and help them express their thoughts freely and clearly. These methods allow students to understand the material more deeply, participate in communication, and exchange ideas with one another. Through interactive methods, students not only acquire theoretical knowledge but also develop the skills to apply it in practice.

References:

1. Зимняя, И.А. Психология обучения иностранным языкам в школе / И.А. Зимняя. М.: Просвещение, 1991.-222
3. Кашлев, С.С. Интерактивные методы обучения: учебно-методическое пособие / С.С. Каплев ТетраСистемс, 2013.223 г. Минск.
- 2.Коротаева, Е.В. Интерактивное обучение аспекты теории, методики, практики / Е.В. Коротаева, А.С. Андрюнина Педагогическое образование в России. 2021. № 4. С. 26-33.
3. Мелькаева, Р.В. Интерактивные методы обучения английскому языку / Р.В. Мелькаева, А.М. Ради // Символ науки: -С 147-149
4. Jo‘rayev R. H., Safarova R. G‘. Ibragimov X. I., Musayev U. Q. Pedagogika fani Konsepsiyasi. //Xalq ta'limi, 2004, № 5, 8-31-b.
5. Yo‘ldoshev J. Ta‘limimiz istiqloli yo‘lida.-Т.: «Sharq», 1996.224 b.
6. Ismatova, N., & Ibragimova, D. (2024). O‘QISH SAVODXONLIGI DARSLARIDA BOSHLANG‘ICH SINFLARDA O‘QUVCHILARINING BADIY

ASARLARNI SHARXLASH KO'NIKMALARINI SHAKLLANTIRISH. PEDAGOG, 7(3), 485-489.

7. Muxtorova, G., & Ibragimova, D. (2024). BOSHLANG'ICH SINFI O'QUVCHILARINING O'QISH FAOLIYATINI TASHKIL ETISHNING SAMARALI USULLARI. PEDAGOG, 7(3), 480-484.

8. Ibragimova, D., & Mirzanazarova, G. (2023). TECHNOLOGIES FOR THE FORMATION OF INTELLIGENCE AND THE MANIFESTATION OF TALENT OF PRIMARY SCHOOL STUDENTS. Modern Science and Research, 2(5), 1073-1076.

9. Inomjonovna, I. D. (2023). BOSHLANG'ICH SINFI O'QUVCHILARI INTELLEKTINI SHAKLLANTIRISH VA IQTIDORINI NAMOYON QILISHGA DOIR TEXNOLOGIYALAR.



AKADEMIC JOURNAL OF EDUCATIONAL RESEARCH (AJER)
international scientific journal
1-son

Nashr qilingan sana: 27.01.2025.
Shrift: "Times New Roman".

“ACADEMIC JOURNAL” MCHJ

Manzil: 700096, Toshkent shahri, Chilozor tumani, Bog‘iston ko‘chasi, 116/6.
www.ajeruz.com, info@ajeruz.com, +998950457172