THE ADVANTAGES AND DISADVANTAGES OF INTERACTIVE TEACHING AT SCHOOLS

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ABSTRACT

The article addresses merit and dimerit sides of teaching English as interactive method. This paper introduces a few of these different sides of interactive teaching to the reader in the context of parts below. The survey includes the teachers teaching English a with different efficient ways to gain a greater variety of opinions on the subject matter and to provide a wider choice and inspiration for the reader.

Keywords: Interactive materials, interaction, interactivity, accessibility, flexibility

ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ИНТЕРАКТИВНОГО ОБУЧЕНИЯ В ШКОЛАХ

АННОТАЦИЯ

В статье рассматриваются достоинства и недостатки интерактивного обучения английскому языку. Эта статья «Преимущества и недостатки интерактивного обучения в школах» знакомит читателя с некоторыми из этих различных сторон интерактивного обучения в контексте следующих частей. Опрос включает учителей, преподающих английский язык, с помощью различных эффективных способов, чтобы получить большее разнообразие мнений по предмету и предоставить более широкий выбор и вдохновение для читателя.

Ключевые слова: Интерактивные материалы, взаимодействие, интерактивность, доступность, гибкость.
INTRODUCTION

In the pedagogical field, interaction is an important word for teachers. The best way to learn a language is interacting with others, and the main role of the teacher is to be a facilitator of this process. Although it may seem so, asking many questions in a class does not guarantee successful interaction. Among other aspects, the teacher should take into consideration the age, the level, the amount of hours per week of English lessons, cultural aspects, etc., in order to prepare and successfully carry out an effective lesson plan. Therefore, interactive material is a resource through which students learn by means of interaction; where the learner is an active participant instead of a passive one.

METHODOLOGY

Children learn through:

Visual (learn through seeing): Children, who process education through visualization, tend to learn mainly on demonstrations and descriptions. They mostly have a well-developed imagination and often think in pictures rather than in words. Visual students can be easily distracted if there is too much movement in a classroom. For learners who are in an advanced age, it is recommended to give them written instructions so as to clarify verbal directions.

They respond best to instructions that include reading, posters, graphs and videos. Visual learners:

- Take notes by copying
- Often close their eyes to visualize and remember
- Benefit from illustrations and visual presentations
- Are attracted to written or spoken language rich in pictorial imagery
- Seek quiet, passive surroundings

Auditory (learn through hearing): Auditory processors learn through partaking in discussions and talking about things. Verbal directions may help clarify instructions or written information. These students may be easily distracted by noise, so they have to be encouraged to learn in a quiet environment.

Some good methods to use with auditory learners include singing songs or listening to tapes that relate to content area to be studied and developing rhymes and mnemonics to help remember information. Auditory learners:

- Remember names, tend to forget faces
- May nor coordinate clothes but can explain what they have on and why
- Hum or talk to themselves
• Enjoy listening to themselves and others
• Like to read aloud
• Remember best by verbalizing
• Have difficulties reading maps or diagrams
• Have little trouble learning in a noisy environment

Interactivity: The design of interactive material provides a basis for the development of richer learning experiences. Through this type of material, the students can develop an intrinsic motivation because they contemplate making decisions, taking action and receiving immediate feedback. Interactivity also has a social dimension that can facilitate the student to participate in processes of communication and social relationship.

Accessibility: The material should be accessible to students with special educational needs. Also, the information should be presented in an understandable and usable way, thus all students can understand the material.

Flexibility: It refers to the possibility of using this material in multiple learning situations: regular classes, multicultural classes, support for pupils with special educational needs, in the computer room, library, classroom, home, etc. This material should also allow students to work individually, in pairs, or in groups. This flexibility should also refer to the possibility to use the interactive material with different methodological approaches in the classroom.

For starter students, interactive material helps them to be prepared for the outside world, taking into consideration that the material or the activities done through it are focused on the students’ own education rather than being behind them every time; students, by means of interactive material/activities can transfer the skills they acquire to different situations successfully.

The flexibility of the teacher on this approach is imperative for the success of the students, as they become able to express their own opinion during the class, building self-confidence; furthermore, it helps students to be motivated and also to improve their communicative skills with their peers. So they can become more active during class.

From the teachers’ perspective, it is easier to analyze students and to get feedback from them. One of the premises of this is that students can learn how to work in groups through projects and assignments, taking into consideration that students sometimes learn better from their peers or themselves rather than from the teacher.
LITERATURE REVIEW

As stated by Gardner (1993), there are multiple intelligences that can be benefited by using interactive approaches such as:

- **Existential**: To pose and ponder questions about life, death and ultimate realities
- **Verbal/linguistic**: To use the language to express what is on the students mind and to understand other people.
- **Logical/mathematical**: To understand the principles of some kind of causal system.
- **Interpersonal**: To understand other people.
- **Intrapersonal**: To understand yourself, of knowing who you are, what you can do, etc.
- **Naturalist**: To discriminate among living things as well as sensitivity to others features of the natural world.
- **Bodily/kinesthetic**: To use the whole or parts of the body, to solve problems, etc.
- **Visual/Spatial**: To present the spatial world internally in their minds.
- **Musical Rhythmic**: To think in music and be able to hear patterns, reorganize them.

The benefits in terms of interactive material regarding technology, is that students are more focused on the activities. Nowadays, there are applications on the cell phone or on the web that can help to motivate students, transforming the classrooms in role playing games (RPG) such as “Class Craft” in which students become warriors, magicians or healers and can activate abilities in the middle of the class to help themselves or to aid their group members so as to progress in class as they level up by answering correctly in class, by getting a good mark on a test or even by participating in class. Games like the one previously mentioned or others similar to it can upgrade the standards of the lesson in the classroom.

The use of interactive material includes some obstacles; among others limited class time. Municipal education imparts English as a mandatory subject only from 5th grade on, with a minimum of two pedagogical hours per week. This insufficient amount of time does not allow a proper acquisition of the target language effectively through an interactive class.

In the Chilean reality, the amount of students in a classroom and the level of English are an immense influence whenever it is necessary to create and use
interactive material, taking into consideration that students are not used to employing this type of resources. Moreover, if the lesson is with a large class, as it is usual in Chilean classrooms, some of the students will have none or little chance to speak their minds considering the ninety-minute class per week.

Another important drawback of using interactive material is to face the fact that students will not participate actively because of their lack of knowledge or their deficient lexis. And even though, nowadays, teachers would enhance fluency instead of accuracy, emphasizing meaning rather than form, this may actually interfere with the proper delivery of the intended message. EFL students spend considerable time acquiring lexis; nevertheless, it is complex to utilize vocabulary in authentic situations ever since textbooks do not offer satisfactory information on usage.

Halliday (1978, p.1) stated that “language is a product of the social process” and “language arises in the life of the individual through an ongoing exchange of meanings with significant others”. Numerous linguists have proposed the significance of placing lexis, not grammar, as the core of the classroom in order to facilitate learners to develop their skills to use English for real communication purposes.

On behalf of the use of technology as interactive material, one important drawback regarding to it is that the overuse of any sort (Interactive Whiteboards, PowerPoint activities, web pages, etc.) can lead to become just a fascinating and marvelous presentation rather than a challenging and motivating environment for education.

Another drawback that can be presented is that it is difficult for some teachers to put interactive material into practice, taking into consideration that most of the educators are used to the same drills and activities, so forcing them to use it can lead to frustration on the account of the teacher.

Different, but still related drawbacks delay the implementation of interactive lessons and material inside a classroom. Limited class time, amount of students in a classroom, level of English, deficient lexis, etc., may seem serious topics that teachers nowadays have to overcome.

The interactive material is an essential part in the EFL classroom since the theoretical part is related to a real-life situation and this makes content easier to understand. This kind of material helps students to increase their self-confidence and improves their communicative skills with their peers. Besides, through this material the teachers can motivate the students to develop aspects related to the critical thinking and the oral and written language. There is no doubt that the interactive material is a useful tool that Chilean teachers can incorporate in their classroom to
improve students’ skills.

CONCLUSION

Interactive teaching methods and principles of foreign language teaching are a more advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects.

And while interaction is the teachers’ goal, motivation is the key ingredient to achieve it. Motivation as a term is rather difficult to define; so, motivated learner is a more proper term when talking about educational issues, that is, a student disposed to invest effort in learning activities, will achieve progress. Motivation in students makes teaching and learning more productive; therefore the context and the tasks need to be selected according to the students’ environment and their interests, so, eye-catching resources and games provide classes effectively successful.

REFERENCES