



INTERACTIVE ACTIVITIES FOR EFFECTIVE COMMUNICATION IN ENGLISH

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Abstract:

This article gives suggestions for motivating, engaging and creating interest in learning English among college students in order to encourage them to interact and participate in classroom practices. Furthermore, explore the issue of active participation in the second language classroom through promoting communication skills and developing interest among students in learning English and it seeks to discuss how interaction takes place in formal instructional settings by incorporating the views of researchers.

Key words:

Classroom interaction, practice, classroom, motivation, active participation, experience, activities, languages.

Some students who have learnt the English language for more than ten years, they are unable to use the language fluently and effectively and reach the above objectives of learning English. It can be observed that some students have no experience in exercising initiative and participating imaginatively in activities and purposeful learning because of past rigid formal training in language learning. The factors influence students in developing knowledge of the language, and it is observed that English language learners at college level suffer from a lack of motivation and actual practice in using the language. This is due to various perceptions that: they have reached a 'plateau'; they are no longer learning so much that is essentially new; they will commit many mistakes when they communicate in English; and consequently, they are reluctant to participate, involve themselves, interact and improve their knowledge of the target language. English may not have provided enough opportunities to students for improving their communication skills. Besides, the teachers may not have properly used the concepts of classroom techniques or strategies in developing English for communication. They are very particular about exposing learners to a large amount of linguistic input by explaining grammar rules, elaborating ideas, giving instructions and emphasizing accurate reproduction of the language. Thus, the second language learners are not trained to take initiative and participate in classroom practices. Though the massive teacher talk has its pedagogic value, it indirectly limits the opportunities for second language learners to produce output, learn how to negotiate meaning and communicate spontaneously and use authentic language in the language classroom. Therefore, for many students, language learning becomes irrelevant, boring and sometimes a burden too.

Classrooms are considered the important sites of intellectual and individual development because many classroom activities created through classroom oral interaction that occurs between teachers and students and among students will ultimately shape individual learners' development. This is best achieved when the learners are properly motivated by adopting interactive activities. The importance of motivation as a factor in learning language is crucial for the learner. The higher the motivation of the teacher and learner, the better will be the achievement in language learning. These observations made me reflect on my own teaching practice, think of alternative pedagogies and different ways of motivating students, and implement different interactive activities to make them communicate fluently and effectively in English. In the light of this, an attempt has been made

to implement some interactive activities to find out their effectiveness in enhancing the fluency level of language learners. Hence, this paper aims to highlight the importance of interactive activities, discuss the related concepts and aspects, and their practical implementation in the classroom. Interaction is an elicitation of willing student participation and initiative, which requires a high degree of interpersonal communication skills. It refers to the exchange of information between the teacher and the students or among the students. It has long been considered important in language learning. It may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs. It will make students deeply involved in activities that draw on their creativity.

Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations. Group work creates a favorable climate for communication by relieving students of the anxiety of having to talk in front of the whole class. Moreover, it is an effective technique for producing active learning and for providing simultaneous opportunities for all class members. It also helps learners carrying out their task without direct and immediate supervision of a teacher. Specifically, in this study, patterns of student-student interaction and student-text interaction are exploited for appropriate use of the pedagogy. Allowing various patterns of interactions in the classroom means that a teacher helps students achieve three types of competence, namely participative competence the ability to respond appropriately to reading tasks; interactional competence the ability to interact appropriately with peers while sharing information about what they read; and academic competence – the ability to acquire reading skills.

Exploring alternative ways of teaching can help a teacher to shift from the traditional way of teaching and learning English to an innovative and interactive way. Alternative pedagogies will enable teachers to create a more interesting and interactive classroom and will definitely make students more active and involved. Moreover, by keeping abreast of new developments in teaching and by bringing a change in the way English is taught, teachers can improve their practices and their students' communicative competence that would demonstrate positive results.

References

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