

## **PECULIARITIES OF TEACHING ENGLISH TO ARCHITECTURAL UNIVERSITY STUDENTS BASED ON INTERACTIVE METHODS**

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**Abstract:** This article analyzes the significance of interactive methods in the process of teaching a foreign language, in particular English, and their effective application in teaching students of architectural educational institutions. We also consider and study certain types of interactive methods that contribute to the development of communication skills, logical thinking and other types of intellectual activity.

**Keywords:** interactive methods, role-playing games, professional disciplines, interactive learning, efficiency, brainstorming.

The economic changes that have taken place in Uzbekistan and the world in recent years have led to new requirements for specialists in various fields, including architects and builders. Today, graduates of architectural universities need to speak English in order to design energy-efficient and cost-effective buildings and structures along with foreign countries that have extensive experience in the construction of objects of this type, have leadership qualities, be good creative workers and make decisions.

It is known that in the 90-ies the production sphere was curtailed, and many civil engineers were forced to leave the profession. Meanwhile, scientists and practitioners understood that civil engineers are a necessary link connecting industry with a large volume of applied research. It becomes clear that state standards should have been developed not for specialties, but for areas of training of University students [1].

Professional qualities of architecture students are developed not only in professional disciplines. General subjects such as foreign languages play an important role. To achieve these goals, foreign language teaching must include various methods, but the main innovations are related to the use of interactive methods. Interactivity means that people work together and influence each other. This situation implies a dialogue or conversation, so these methods are aimed at interaction not only between students and the teacher, but also with each other, which requires an active role of students in the educational process.

The goal of interactive learning is to create special conditions that lead to the involvement of all students in the learning process, when participants can understand and be aware of everything that is happening, influence each other and contribute by establishing friendly and mutually reinforcing relationships. Through the use of interactive teaching methods, students in the field of urban planning are taught to think critically, reason, analyze conditions and solve complex problems of professional activity, evaluate the opposite opinion, make thoughtful decisions, and so on.

**Role-playing games:** Some interactive techniques are described in academic literature. The most popular interactive methods are role-playing games,

brainstorming, case studies, presentations, and discussions. They develop communication skills, logical thinking, and various types of intellectual activities such as analysis, synthesis, comparison, and generalization.

It is well known that role-playing games make the educational process at the Institute more educational and professional, improve interdisciplinary relations, connect theory with the real needs of the professional field, and develop the skills necessary for future specialists. The key point is the role-playing game, which makes it possible to form skills that are difficult to obtain in normal training conditions.

When presenting an architectural project in English classes at the architectural Institute, students use a number of role-playing games that develop the professional qualities of future architects and builders. As an example, the authors of the project would like to analyze the method of role-playing, which is called the presentation of a hotel project. They used this type of educational activity with University students. According to the game plan, students are divided into two groups. The task of the first team is to develop a model of the future hotel and make a presentation of their hotel project to the second team of students who play the role of bankers who Finance this project. The purpose of the presentation is to convince sponsors of the investment prospects of the project. In addition to the task statement card, students of the first subgroup are offered additional questions about the projected hotel complex, which will become a linguistic and informational support for their future performance. Teachers distinguish between passive and active methods. In the passive method, the teacher is at the center of learning and plays an active role, but the students are passive. The passive method of teaching is a form of interaction between the teacher and students with the teacher being the center of the lesson, while the student remains a passive listener. Reviews of such lessons are conducted through surveys, independent tasks, tests, and so on. The passive method is considered the most inefficient method in terms of using materials, but the advantages of this method include the ability to prepare less time-consuming lessons in advance and present a large amount of information in a short time. In active methods, students and teachers are active. Their role and activities are equal in the process of interaction. Students can ask questions, express their ideas, discuss questions with group members, and so on.

At present, with the increasing demand in the world labor market for specialists who speak two or more foreign languages, the need to learn foreign languages, especially English, is increasing among the population of almost the entire world. For example, the results of linguistic research conducted in recent years show the desire to learn English around the world. A brief discussion of various methods and approaches of teaching English is considered as follows. Various methods and approaches of language teaching:

***Traditional method:*** this method emphasizes the teaching of reading, writing, translation, and the conscious learning of grammatical rules. Its main goal is to develop literary skills in a second language. Memorization is the main learning strategy, and students spend their class time talking about the language rather than speaking the language itself. The curriculum requires memorizing paradigms, patterns, and vocabulary, and translation is used to test the knowledge gained.

**Natural method:** this method emphasizes learning spoken expressions as the basis of instructions, emphasizing pronunciation, avoiding grammar rules, and aiming to instill a practical command of language forms. The teacher reads the passage aloud, explaining unfamiliar words to the students. After discussing the passage, students would paraphrase the story aloud. Then came written answers to questions, phonetic work on new words, and eventually a retelling. Gestures, photos, and interesting contexts are used to create handouts from familiar materials.

**The silent method:** teachers who use the silent method want their students to become highly independent and experienced students. Errors are a natural part of the process and a key learning mechanism, as they are a sign that students are testing their hypotheses and coming to different conclusions about the language through trial and error. The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them.

In addition to the idea that students become more Autonomous and develop their own internal correctness criteria, another key challenge was to encourage students to work as a group - together to try and solve problems in the target language.

Based on these principles and using the methods described below, it is hoped that students will eventually be able to actively use language for self-expression, linking their thoughts, feelings and perceptions.

**Communication method:** in this method, students should be treated as a 'student-client' and the teacher as a 'teacher - consultant'. A relationship of mutual trust and support is important for the learning process. Students are allowed to use their native language and are provided with translations from the teacher, which they then try to apply.

Grammar and vocabulary are taught inductively. Excerpts of texts produced by students are recorded and later listened to - they are also transcribed with native language equivalents to become texts that students work with. Students apply the language independently and without translation when they feel confident enough to do so. Students are encouraged to express not only how they feel about the language, but also how they feel about the learning process, for which the teacher expresses empathy and understanding. We can include various activities (for example, focusing on a specific grammar or pronunciation, or creating new sentences based on entries/transcriptions).

**Direct method:** The direct method aims to establish a direct connection between thought and expression and between experience and language. It assumes that a student should learn a new language in the same way as their native language. In the grammar translation method, a foreign concept or idea is first translated into the native language and then understood, but in the direct method, the interference of the native language is stopped so that the student understands what he is reading or hearing in the second or foreign language, without thinking about the equivalence of the native language. The direct method emphasizes the importance of oral instruction in learning a foreign language. The student is given sufficient practice in listening to the language and then speaking it. It also emphasizes the knowledge of phonetics so

that the student can get a clear pronunciation. Oral learning helps in establishing a direct connection between foreign language words and the ideas behind them.

The direct method, sometimes also called the natural method, is a method that refrains from using the students' native language and simply uses the target language. It was founded in Germany and France around 1900 and is best represented by methods developed by Berlitz and De Soze, although none of them claim to be original and have been reinvented under other names. It is worth noting that the direct method is based on the idea that learning a second language should be an imitation of learning a first language, since it is a natural way to learn any language - a child never relies on another language to learn their first language and therefore their native language is not needed to learn a foreign language.

Studying this auxiliary material, students of the first subgroup collectively develop a model of the hotel complex, distribute the key points of the presentation, think through its structure, and decide which language tools can be used to make their speech as convincing as possible. Before a performance rehearsal, the group selects a presentation Manager who takes responsibility for introducing all participants to the presentation and informing the audience about the progress of the presentation. It is assumed that at an early stage of preparation for the business game, students studied the recommendations for organizing a group presentation, receiving a handout.

The audience of this presentation is students of the second subgroup who play the role of bankers. Their task is to think through questions to the speakers to make sure that the presented project is reliable and profitable. It is assumed that some students will prepare some questions in advance, and during the presentation there will be a number of questions that will require students to have active listening skills. Before starting the game, the teacher informs students about the criteria for evaluating their oral presentations and warns that the game will be recorded on a digital video recorder, so that students can assess the degree of achievement of each participant's communicative competence, as well as the overall progress of the presentation.

At the end of the game, there is a video recording, a collective discussion of the results and a joint summing up. Analysis of games in a foreign language showed that students, entering the role, overcame the language barrier, did not hesitate to Express their thoughts in a foreign language, showed a creative approach and independent thinking. Despite the presence of some language errors, the communication was lively and emotional. Students demonstrated good knowledge and skills in their specialty and tried to maximize their professionally significant qualities.

Another interesting interactive method that allows you to form thinking and develop professionally significant qualities of future architects is brainstorming.

**Brainstorming:** Brainstorming is a collaborative search for ideas needed to solve any problem. The main advantages of this method (if used correctly) are to be "liberated" - the language barrier disappears, there is no fear of saying something wrong, restraint goes away, etc. the brainstorming Method develops creative and associative thinking, initiative, the ability to produce maximum ideas in a short time,

the ability to Express personal opinions. The method of "brainstorming" differs from the discussion method in that it involves the rejection of any criticism of ideas.

As subjects for "brainstorming" students-architects can be offered: -

What project would you like to offer?

What are the best construction methods?

How to survive in modern conditions of business introduction?

What new marketing technologies do you know?

Today the main requirements for foreign language specialists are the following: information, cultural and professional literacy. Cultural literacy is a means of communication culture in a foreign language as a set of personal, communicative properties and skills, characterized by conventions, norms and requirements for professional communication. Communicative culture performs the following functions: informative, emotional, regulatory, motivational, and reflexive. Information literacy is closely linked to cultural literacy. This type of literacy includes the following skills:

- 1) identify possible sources of information and search strategies;
- 2) analyze the received information and fix it using diagrams, tables, words, etc.;
- 3) evaluate information from the point of view of reliability, accuracy, sufficiency and reliability;
- 4) fulfill the need for additional information;
- 5) use the results of the search process to analyze and evaluate information;
- 6) create a new solution;
- 7) see alternative paths;
- 8) be ready to interact with colleagues, accept criticism, advice and suggestions.

Currently, information literacy is often replaced by the term "media literacy" as the ability to interact with all types of media information in the global information space, especially to search for necessary information, to analyze and critically evaluate, to create media texts that are distributed by various media and communication in various forms.

It is known that in recent years, new information and communication technologies have been widely introduced into the educational process at all stages of education, which represent new forms, approaches and methods in the organization of the educational process. This is why a new type of literacy related to information and communication technologies (ICT competence) can be a crucial part of learning.

It is worth noting that professional literacy of foreign language teachers includes the following components:

language (lexical, grammatical, and phonetic);

communication skills (speaking, listening, reading, writing);

linguistic and cultural;

socio-cultural;

subjective information-thematic, conceptual;

methodological or educational.

The humanitarian approach has become a priority in the organization of teaching and further development of modern education. The focus here is on interests, needs, and intellectual potential. In these circumstances, it is important for teachers to choose appropriate and effective teaching methods and tools that can help achieve the goal of education. In addition, it is important to take into account the need for an accurate and correct definition by a foreign language teacher of the concepts of "methods" and "techniques" of teaching a second language. As you know, in the late 1800s and most of the 1900s, language teaching was generally understood in terms of method. In an effort to improve teaching practices, teachers and researchers usually try to figure out which method is most effective. However, the method is an ambiguous concept in language teaching and is used in different ways. According to Bell, this variety in use "offers a challenge for anyone who wants to analyze methods."

The method is a plan for presenting language material for study and should be based on the chosen approach. In order for the approach to be translated into a method, the learning system must be designed with the learning objectives in mind, how content should be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers.

A technique is a very specific, specific strategy designed to achieve an immediate goal. A wide range of methods of teaching a foreign language was developed in the 20th century. This fact has had a strong impact on the process of teaching and learning a second language. Teachers choose the method that seems most convenient and appropriate to them. However, this is a rather subjective and individual process.

The main training methods can be divided into the following categories:  
structural methods: grammar-translation and audio-lingual methods;  
functional methods: situational language learning;  
interactive methods (communicative language learning, direct method, language immersion, natural approach, quiet way, storytelling, reading skills training, General physical submission, etc.

To conclude, it should be noted that interactive methods of teaching English as a foreign language to architecture students provide an energetic interaction of the communication sides. This leads to an active exchange of professionally relevant information in a foreign language, cultivates both professional and business communication skills. Analysis of the survey results shows that all students consider interactive methods useful in learning English, as these methods enliven the process, help overcome stage fright, promote professional skills and facilitate communication in the native language of students.

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