

## THE INTERACTIVE METHODS AND PRINCIPLES OF FOREIGN LANGUAGE TEACHING

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### ABSTRACT

In status quo, the English Language has become prevalent in almost each corner of the world. More and more people are in need of English to attend universities and colleges, because now everybody has an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation, foreign language teaching is a matter of state significance. Teachers of foreign languages make their contribution to all aspects of education of pupils. There are some useful principles and methods of teaching foreign languages. Their role in the upbringing of the younger generation cannot be overestimated. The interactive methods of foreign language teaching is not only new or mysterious, new techniques but also new forms, new principles, new approaches, new methods in teaching process. Interactive training encourages and gives learners to create comfortable condition of learning, also learners feel their successfulness, develop creativity, intellectual and communicative abilities through this approach.

**Keywords:** Interactive, teaching, method, abilities, bewildering, literacy, silent reading, intonation, accent, imitation.

### INTRODUCTION

The interactive method appeared in 1990. The interactive learning makes the process of learning productive that can be called a special form of organization of cognitive activities. It concerns very specific and predictable objectives. One of these is to create a comfortable learning environment in which learners feel their success, their intellectual consistency of training. The effectiveness of interactive learning techniques in teaching is increased by the requirement and demand for the successful classroom teaching. The interactive teaching methods contain a lot of effective activities and approaches which are directed to fast the teaching process and get success.

Interactive methods:

communicative language teaching,  
direct method, Interactive methods,  
language immersion, natural approach,  
proprioceptive language learning method,  
silent way,  
storytelling,  
suggestopedia,  
teaching proficiency through reading and  
total physical response (TPR).  
Communicative language teaching

### **Materials and methods**

Communicative language teaching (CLT), also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. The 'Communicative Language Teaching' is not so much a method on its own as it is an approach. In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. [Kevin Yee. Language Teaching Methods, 2000]

### **Direct method (education)**

The direct method was established in Germany and France around 1900 and are best represented by the methods devised by Berlitz and de Sauzé. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. These methods place great stress on correct pronunciation and the target language from outset. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. The method relies on a step-by-step progression based on question-and-answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. [Gladilina I. P. Some methods of working at the lesson of the English language.]

Today, innovative learning technologies are used in several ways. If we use them in a wide variety of topics and lessons, the lesson will be more effective and learners will be encouraged to do so. Of course, using the introduction and implementation of innovations in the learning process increase the effectiveness of education. The use of different roles and games in teaching foreign languages can also increase the interest in language learning. Working in pairs or small groups helps learners communicate with others.

Role-plays, projects, video situations can greatly widen our horizons of creativity within the suggested methods. The system of role-plays is a valuable approach because it is very motivating and integrates all the language skills. It encourages the learners to work independently and together and involves genuine communication. More over role-plays take an opportunity of using performances in the learning process. This method encourages cooperation and sharing of the ideas and skills within the group.

Work on the project is a creative process. Students co-operating with each other are engaged in search of problem solving significant for them. In majority of cases, it demands from learners an independent transfer of knowledge, skills and abilities to a new context of their use. Therefore, it is possible to confirm with confidence that at learners there develops a creative competence as an indicator of communicative foreign language skills. Thus in educational process such situation is created in which the use of a foreign language by students is natural and free, such as it acts in native language.

**Principles for effective teaching and learning foreign language**

Over the last twenty years, FLT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. What teachers need is to know new methods and effective approaches. It was in recognition of this need that not only teachers but learners also need to know beforehand. In addition to that, language is not a subject of factual information or a store house of contents but a skill. Hence, its teaching requires a different treatment and different method of approach. [Jeremy Harmer. "How to teach English?" Longman]

Both teachers and learners have to keep before them certain principles for effective teaching and learning foreign language:

**Principles of teaching English as a foreign language:**

Mother tongue is always learnt easily because there is natural environment around. But this is not true about a foreign language. The child learns this language in his English classes held four or six periods a week. Therefore, it becomes difficult for him to learn the language. Consequently, a natural environment would be proceeded by:

1. Talking to students in the target language in the class, playground etc.,
2. Arranging group discussions.

**Principles of habit formation:** "Language is essentially a habit forming process, a process during which we acquire new habits."

An attempt should be made to form habits in the students for learning a language by the following processes:

- (1) Habit of listening to and distinguishing between sounds.
- (2) Habit of speaking with proper intonation and accent.
- (3) Habit of silent reading.
- (4) Habit of using correct grammar.
- (5) Habit of imitation.
- (6) Habit of using words in their proper contexts.
- (7) Habit of repeating
- (8) Habit of correct pronunciation

**Proceed from the concrete to the abstract:** The teacher must begin his lesson with concrete things. He must talk about things and not about words. He must talk about the normal actions and even give a demonstration and must. The action is concrete in the pedagogic sense and the name 'abstract' and by performing an action and giving the word, which expresses it, he is proceeding from the concrete to the abstract.

**Make all lessons interesting and attractive:** This principle is as important for the teaching of English as for any other subject. In the earlier stages, lessons can be made interesting and attractive. Wren says, "by utilizing objects and pictures interesting to the class, as subjects conversation, by allowing all boys to do something as well as to say something, by giving fullest play, within the limits of good discipline of the childish instinct for activity change and movement, interest can be aroused and maintained." [Miralyubov A.A "Theoretical principles and methods of teaching foreign languages" M.1982]

**Maximum Actions and Gestures:** A Language teacher should ensure that the students try to learn the language with maximum use of actions and gestures.

**Teaching inductively:** The teacher should try to do without such rules as the pupils cannot frame for themselves. If he wants to teach verb, he should not begin by giving its

comprehensive definition and then verify his statement by giving a number of examples. Contrary to it, he should perform a number of actions and write their names on the board.

**The principles of correlation with life:** While teaching the subject, matter should be related to life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

**Inspirational motive:** Language teaching should be based on inspirational motive. The inspiration should lead the learner to learn more with the zeal of an internal urge. Language teaching should also be based on similar inspirational motive. The teacher and the pupil should consider language link as source of inspiration for life.

These are various principles of foreign language teaching. If the teacher wants to teach successfully in the class, he must follow these principles in teaching.

## 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.

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