INTERACTIVE LEARNING TASKS FOR ENRICHING VOCABULARY AND LISTENING COMPETENCIES IN ESL CLASSES

Jamolova Aziza Jamshedovna
Student of SamSIFL
Ne'matov Bakhodir
Scientic supervisor

Abstract: *This article is devoted to the study of the importance of interactive learning tasks for the development of vocabulary and listening competencies in ESL (English as a Second Language) classes. Popular methods of teaching and learning English, Internet resources were used in the research process. During the writing of the article, the principles of theoretical-deductive conclusion, analysis and synthesis, logicality were used. The ways of effectively organizing the process of language learning with the help of modern educational methods and technologies are considered in the article. Interactive methods, including group discussions, role-playing, exercises based on audio and video materials, as well as the use of online platforms, are analyzed.*

Key words: *listening competence, vocabulary, speaking, EFL, interactive methods, ESL, competence, skill.*

It is known that oral speech is a type of speech activity that occurs through sounds and includes the ability to understand (listen to) this flow and express one's thoughts using sounds (speak) in the same way. takes Verbal speech is continuously developed through the speech situation. In the scientific literature, there are concepts of oral speech skills and competence. As the foundation of the system of teaching foreign oral speech, A.A. Leontev focuses on the definition of these two concepts: "skill - speech operations, competence - speech activity, in which speech activity is determined - means a minimal unit of communication that includes a goal arising from a specific situation". So, when speech is not practiced, we understand the ability to perform automated operations at a certain level.[1] Skill - to a perfect level through repetition Any method of activity becomes a skill after passing through the stage of independent movement. types, the ability to develop speaking and listening comprehension skills is created. is characterized.Within the framework of the concept of oral speech skills, we understand the productive activity of speaking - speech, as well as the embodiment of listening comprehension skills, which is the second integral receptive part of communication. Because the ability to speak in combination with the ability to listen and understand creates the oral communication process. Oral communication is based on speaking and listening comprehension skills. Skill is a type of operation achieved at the level of perfection, error-free execution. Speech skills - perform speech activity, which in turn includes speech operations and speech actions. The task of the teacher is for each student creating conditions for practical acquisition of the language, choosing such teaching methods that allow each student to

demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages.[2] Modern pedagogical technologies, such as collaborative learning, project methodology, use of new information technologies, Internet resources, help to implement a person-oriented approach in the educational process, individualization of teaching taking into account the abilities of children, their level of learning and ensures differentiation. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical events. Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. English as a second or foreign language refers to the use of English by individuals whose mother tongue is different, typically among students learning to speak and write English. Also known as English as a Foreign Language (EFL), English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), English as an Additional Language (EAL), or English as a New Language (ENL), these terms are English means learning a language in an environment where it is not the dominant language. Programs such as ESL are designed as academic courses to teach English to non-native speakers that involve study both in English-speaking countries and abroad communication. Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity.New technologies, especially the Internet, are trying to correct this error.[3] Communicative approach is a strategy that simulates communication aimed at conscious understanding of the material and methods of working with it, creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

An ESL class (English as a Second Language class) is a specially organized training session for non-native English speakers. The main purpose of these classes is to develop students' communication skills in English, including listening, speaking, reading and writing.

Key Features of ESL Lessons:

1. Student group: Non-native English speakers. Different age groups (school students, students, adults).

2. The main goal: to ensure that students actively use English in everyday life, work or study.

3. Components: Vocabulary enrichment: Learning new words and phrases. Listening skills: Understanding the content of texts, conversations or lectures. Speaking skills: Conversing, expressing opinions and answering questions.

Grammar: Mastering and applying the rules of the English language. Writing: Developing formal and informal writing skills for letters, essays.

4. Methodology: Interactive methods: Group exercises, role-playing games, discussions. Use of technologies: Audio and video materials, mobile applications, virtual platforms ESL classes are designed for different levels, covering the needs of students from beginner to advanced. They provide a systematic and practical approach to language acquisition. Today, the development of communicative competence in students remains one of the urgent tasks. That is why a lot of work is being done to bring the development of communicative knowledge and skills to a new level in the personnel training system and to accelerate educational reforms in this regard.[4] Reforms carried out in all areas of our society are also affecting the continuing education system. It is not without reason that the education of the young generation on the basis of sociability and creativity has become a matter of state policy in the new Uzbekistan. It is known that speech is the most universal means of communication, because when information is transmitted through speech, its meaning is less lost. It is with the help of speech that information can be encoded and decoded accordingly: the communicator decodes this information in the process of a speech message. It can be clear for the communicator that the idea expressed is clearly understood by the listeners only when the exchange of "communicative roles" takes place. can also appear as a way of showing secrecy. However, knowledge of the structure of the communicative act alone is insufficient to fully describe the interaction process.It is necessary to carefully analyze the motives of both parties involved in the transaction, their goals and tasks. Dictionary is an important source of increasing spelling literacy and expanding vocabulary. One of the important tasks of increasing students' speech creativity at school is to improve and organize work on vocabulary, distinguish and justify its main directions, and manage the process of enriching students' vocabulary. Forming the skills to use dictionaries and work on them first of all begins with educating the need in them. Because, if the need is not felt, the student will not refer to the dictionaries. The need to know the spelling, meaning, meaning, opposite meaning, and synonym of a certain word creates a need.

To increase the creativity of elementary school students in the process of working on vocabulary, the following methods are effective:

1. A work of art is the most important and reliable source for improving students' speech. During the week, the teacher should teach different fairy tales to students, distinguish unfamiliar words, explain their meaning, and write down and memorize these

words before reading the next work of art. Because children learn the Uzbek language through high artistic images.2. Clarify students' vocabulary. This includes: 1) fully mastering the meaning of words that the student has not mastered thoroughly, that is, including these words in the text, comparing them with similar words, antonyms clarification of their meaning by means of selection;

2) mastering the sarcastic meaning of the word, ambiguous words;

3) mastering the synonyms of words, the meaning aspects of synonymous words;

4) mastering the meaning of some phraseological units.

5) Vocabulary activation, i.e. transferring words from the inactive vocabulary to the active vocabulary, which students understand the meaning of, but do not use in their speech activity. For this purpose, phrases and sentences are made with the participation of these words, they are used in retelling what they have read, conversation, statement and essay.[5] In school, the development of students' speech is considered the main task of teaching the mother tongue. Speech development is the main task not only of mother tongue and reading classes, but also of all subjects in the curriculum, as well as extracurricular activities. First of all, the basic foundation for the child's speech development is laid in the alphabet lessons from the 1st grade. As the student who reads the written expression of the word by clearly pronouncing the sounds and combining the syllables is gradually taught to independently read the texts and express it in his speech, these processes of speech development and literacy are combined. requires joint implementation in relation to one another.[6] If students' literacy is perfect, their attention, memory and speech will develop strongly. With the help of these features, children learn to generalize, classify things, perceive the sequence of events and draw conclusions. It is here that we should mention an important point that if students' reading literacy is not well implemented, it will have a negative effect not only on the imperfection of the child's speech, but also on the acquisition of other subjects.[7] Fairy tales, stories, large poems, scientific information, in general, it becomes somewhat difficult for the student to read large texts, that is, while reading the text, the child's attention is not focused on imagining reality, but struggling. will be aimed at understanding the recited word.The reader forgets the word at the beginning of the sentence until he understands the meaning of the word that is being read syllabically or very slowly. Without the forgotten words, he cannot imagine the whole sentence. If he cannot imagine, the reading process becomes incomprehensible and boring for the student. Naturally, these situations cause the student to move away from learning. Teachers and parents are required to approach education with constant careful control in identifying and eliminating deficiencies that cause such situations that negatively affect the future of the student.[8] Compilation of spelling and grammar dictionaries, regulation of work on dictionaries increases the quality of educational processes, acquisition of knowledge that must be learned for students it gets a little easier. In addition, the speech culture of the future generation will be improved, and it will be ensured that they will grow up to become people who fully feel the magic and charm of our national language.

Conclusion. The speech not only expresses the thoughts in the mind, but also serves for its formation. Thoughts serve as the psychological basis of speech, the condition for its development is thought enrichment. The development of students' speech is carried out by developing their mental activity and enriching their vocabulary. It is one of the important tasks assigned to the process of teaching children's speech in schools to improve work on dictionaries, organize them, separate and justify their main directions.

REFERENCES:

1.CLEMI (1996).L'Actualite' et les medias " a l'ecole primaire, au college et au licee. Paris: CLEMI, 120 p p.12

2.Dorr, A. (2001) Media Literacy. In: International Encyclopedia of the Social & Behavioral Sciences. Vol. 14 / Eds.N.J.Smelser & P.B.Baltes. Oxford, 2001, pp.9494-9495.

3.Karima Kasimova, Safo Matchnov, Khalida Gulomova, Sharofat Yoldasheva, Sharofjon Sariyev "Methodology of working on vocabulary"

4. Kubey, R. (1998). Obstacles to the Development of Media Education in the United States. Journal of Communication (Winter), pp.58-69.

5. Methodological instruction "Increasing the vocabulary of students by studying the dictionaries of the Uzbek language". Tashkent-2005.

6.Uktamovna, K. L. (2022). MASTERING EDUCATIONAL AND RESEARCH SKILLS IN A FOREIGN LANGUAGE. Innovative Technologica: Methodical Research Journal, 3(10), 70-75. https://it.academiascience.org/index.php/it/article/view/343

7. Uktamovna, K. L. (2022). USE OF MULTIMEDIA FOR THE IMPLEMENTATION OF VARIOUS METHODS OF LEARNING. Innovative Technologica: Methodical Research Journal, 3(10), 64-69. https://it.academiascience.org/index.php/it/article/view/342

8. Uktamovna, K. L., & Ismailovna, M. S. (2021). MODERN METHODS OF TEACHING ENGLISH LANGUAGE IN NON-LANGUAGE UNIVERSITIES. Вестник науки и образования, (11-2 (114)), 85-87. https://cyberleninka.ru/article/n/modern-methods-of-teaching-english-language-in-non-language-universities