

## UNDERSTAND THE IMPORTANCE OF TEACHING INTERACTIVE SKILLS IN SECONDARY SCHOOLS

**Toshmirzayeva Dilshoda Odiljonovna**

*2nd year Master's degree student Linguistics (English) major Fergana State  
University*

**Annotation:** *Teaching interactive skills in secondary schools is crucial for preparing students for the real world. These skills enhance communication abilities, promote teamwork, improve problem-solving abilities, encourage creativity, build self-confidence, develop leadership qualities and promote adaptability.*

**Key words:** *Interactive skills, secondary school, workplace, teamwork, interviews, presentations*

### **Introduction**

In secondary schools, students not only acquire academic knowledge but also develop social and communication skills that are essential for their personal and professional growth. Interactive skills refer to the ability to communicate effectively, work collaboratively, solve problems, and adapt to different situations. These skills are becoming increasingly important in today's world as students need to interact with people from diverse backgrounds and work in teams to achieve common goals. Therefore, teaching interactive skills in secondary schools is crucial for preparing students for the real world.

### **Literature Review**

**Enhances communication skills:** Communication is vital in every aspect of life. Students need to learn how to express their ideas clearly, listen actively, ask questions, and give feedback. By teaching interactive skills such as effective communication, students become better communicators who can articulate their thoughts and opinions confidently.

**Develops teamwork:** In the modern workplace, teamwork is essential as organizations depend on collaborative efforts to achieve success. By teaching interactive skills such as teamwork, students learn how to work together towards common goals. They learn how to share responsibilities, support each other's strengths and weaknesses, and resolve conflicts amicably.

**Improves problem-solving abilities:** Problem-solving is a critical skill that helps individuals overcome challenges they encounter in life. By teaching interactive skills such as problem-solving techniques, students learn how to identify problems objectively and apply critical thinking strategies to find solutions.

**Promotes adaptability:** The world is constantly changing; therefore, it's essential for students to develop the ability to adapt quickly to different situations. By teaching interactive skills such as adaptability, students learn how to adjust their attitudes and behaviours based on changing circumstances.

**Encourages creativity:** Creativity is an essential skill that allows individuals to think outside the box and come up with innovative solutions. By teaching interactive skills such as creativity, students learn how to approach problems creatively and generate new ideas.

**Builds self-confidence:** Interactive skills such as public speaking and presentation skills help students build self-confidence. By teaching these skills, students learn how to express themselves with poise and confidence, which prepares them for future job interviews and presentations.

### **Discussion**

**Develops leadership qualities:** Leadership skills are essential for students who want to take on leadership roles in the future. By teaching interactive skills such as leadership, students learn how to inspire and motivate others, delegate tasks effectively, make decisions, and take responsibility for their actions.

By equipping students with interactive skills, educators give them the tools they need to succeed both academically and professionally. Recent educational reforms place new emphasis on the important role of teachers in promoting student achievement. States and districts across the country are developing and testing new models for evaluating teachers that provide fair and valid approaches to documenting teachers' performance.

### **Conclusion**

Most of these newer systems include multiple metrics of teacher effectiveness, including value-added scores, student reports, and observation. Observational methods of assessing teacher performance have particular relevance as they can provide actionable feedback to teachers that student test scores do not. Simply knowing students are or are not learning does not tell teachers much about how or what to improve. Observation, if done well, can provide specific and relevant feedback to teachers that can guide and focus their efforts to improve practices that have a direct impact on student achievement.

### **REFERENCES:**

1. Teaching Interactive Skills to Secondary School Students by James T. Sears (2010) p- 203
2. Engaging Students in Active Learning: The Case for Interactive Pedagogy by David R. Johnson and Roger T. Johnson (2003) p- 239

3. Teaching Interpersonal Skills: An Interactive Approach by Andrew J. DuBrin (2008) p- 279
4. Interpersonal Relationships in Education: An Overview of Contemporary Research and Practice by David L. Grossman and Jeffrey Pfeffer (2011) p- 365
5. Teaching Social Skills to Youth: A Curriculum for Child-Centered Instruction by Tom Dowd and Jeff Tierney (2009) p- 357
6. Communication Skills for Teens: How to Listen, Express, and Connect for Success by Michelle Skeen (2015) p- 176
7. Mirzayeva Salimaxon Rayimjonovna, Toshmirzayeva Dilshoda Odiljonovna, TILSHUNOSLIK NAZARIYASI VA AMALIYOTI MASALALARI, “Zamonaviy tilshunoslikning dolzarb muammolari va xorijiy tillarni o’qitishda innovatsion yondashuv” mavzusidagi III xalqaro onlayn ilmiy-amaliy anjumani materiallari. - Farg’ona, 2022 yil, 28-31 betlar.
8. Yusupova Sabohatxon A’zamjonovna, Toshmirzayeva Dilshoda Odiljonovna, Ingliz va o’zbek tillarida baxt va baxtsizlik konseptining ifodalanishi, YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, 87-91 betlar.
9. Sotvaldieva, K., & Toshmirzayeva, D. (2022). COGNITIVE STUDY OF “HAPPINESS” METAPHORS IN ENGLISH AND UZBEK IDIOMS. Science and innovation, 1(B6), 914-919.
10. Odiljonovich, T. K., & Odiljonovna, T. D. (2022). ETYMOLOGICAL AND SEMANTIC FEATURES OF THE CONCEPT “HAPPINESS”-“BAXT” IN THE ENGLISH AND UZBEK LANGUAGES. Results of National Scientific Research International Journal, 1(2), 212-215.