

USING INTERACTIVE METHODS IN TEACHING ENGLISH COMPOUND SENTENCES TO THE A2 LEVEL STUDENTS

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Annotation: This article explores the effectiveness of interactive teaching methods in teaching English compound sentences to A2 level students. Compound sentences are often challenging for learners at this level due to their limited grammatical knowledge. The study emphasises the use of pair work, group activities, games, and communicative tasks to help students understand and use compound sentences correctly. The article highlights how interactive methods increase learners' motivation, participation, and grammatical accuracy. The findings suggest that interactive teaching methods significantly improve students' understanding of compound sentence structures.

Keywords: interactive methods, compound sentences, A2 level students, English grammar teaching, communicative activities

Teaching grammar is an essential part of English language instruction, especially at the A2 level. One of the important grammar topics at this stage is compound sentences. A compound sentence consists of two independent clauses joined by coordinating

conjunctions such as and, but, or, so. Many A2 learners find it difficult to connect ideas correctly in one sentence. Therefore, teachers need effective and engaging methods to teach this topic. This article aims to show how interactive methods can help A2 level students learn compound sentences more easily and effectively.

According to Richards and Rodgers, modern language teaching focuses on learner-centered and communicative approaches. Harmer states that grammar should be taught through meaningful interaction rather than memorization of rules. Several studies show that interactive methods help learners understand grammar structures by using them in real-life contexts. These ideas support the use of interactive techniques in teaching compound sentences to lower-level learners.

At the A2 level, students are expected to produce simple connected sentences. Compound sentences help learners express ideas more clearly and fluently. However, students often make mistakes such as incorrect use of conjunctions or sentence fragments. Traditional grammar teaching methods may not be effective for all learners. For example, here we listed interactive Methods Used in Teaching Compound Sentences:

1. Pair Work Activities

In pair work, students create compound sentences together using given prompts. For example, one student says the first clause, and the other completes the sentence using a conjunction. This activity encourages cooperation and active participation.

2. Group Work and Sentence Building Games

Students work in small groups and are given sentence cards. They must join sentences using correct conjunctions. Games make learning grammar more enjoyable and reduce anxiety.

3. Role Play and Speaking Tasks

Role-play activities allow students to use compound sentences in real-life situations. For example, students talk about their daily routines or plans using compound sentences such as: I wanted to go out, but it was raining.

4. Interactive Worksheets and Digital Tools

Using interactive worksheets or online exercises helps students practice independently. Digital tools also provide immediate feedback, which is important for grammar learning. Interactive methods make grammar lessons more dynamic and student-centred. When students actively participate, they understand compound sentence structures better. These methods also improve speaking and writing skills. Teachers play the role of facilitators rather than lecturers, which increases learners' confidence.

Interactive methods are crucial for creating a dynamic and engaging learning environment that promotes active participation, critical thinking, and deeper understanding. They foster valuable skills and knowledge retention, leading to improved learning outcomes for all students. At the present stage of the development of modern methodical thought, the main structural unit of the educational process in a foreign language is that the lesson is seen as a complex act of communication, the main purpose and content of which is practice in solving problems of interaction between subjects of the pedagogical process, and the basic way to achieve the goal and master the content serve motivated communicative tasks of varying degrees of complexity. Scientists believe that the integration of technologies in learning a foreign language is inevitable, therefore, considerable attention is paid to the introduction of innovative technologies in the educational process. The problems of pedagogical innovation continually attract the modern researchers' attention, who have identified and substantiated the main methodological as well as theoretical principles of innovative educational activities. According to the experience of numerous teachers shows that it is not always possible to organize speech interaction in a lesson using traditional methods and forms of work. Today the main methodical innovations are connected with the application of interactive methods. Interactive methods allow you to learn how to interact with each other, and interactive learning, built on the interaction of all students. The innovative methods also handle this process, and they aim to evaluate the activities of a teacher and learners using new ways and methods of teaching, including new technical means of teaching. As we know that methodological approaches in educating outside dialects may be partitioned into three

groups. They are Inactive strategies, Dynamic strategies additionally intuitive strategies. In case we speak here within the to begin with put of the detached strategies, it ought to be famous that in Detached strategies, an educator is at the centre of teaching. He/She plays a dynamic part, but the learners are inactive. Control can be carried out by the way of questions, individual and group work, tests, etc. It may be useful when it is used by an experienced teacher. Secondly, learners are also active in Active methods. Their role and activities are equal in the process of interaction. Learners may ask questions; express their ideas with a teacher. The last, but it is in the first nowadays, interactive method or approach is a modernised form of active methods. Most teachers usually understand or mean cooperative action during the lesson. But here, attention should be focused on inner action too.

The learners should have inner motivation, which involves them in active work or active participation in the lesson. In the interactive method teacher's role is to direct learners' activity to getting the aim of the lesson, which include interactive exercises and tasks[2]. There are given some types of interactive methods are given:

Brainstorming. It is a strategy for generating new concepts on a topic. These methods stimulate creative movement of the learners in tackling issues and express their thoughts freely. Different variants of solving the problem are often than not given here. In brainstorming, the quantity of utterance is vital but not the quality. Teachers ought to listen to utterances and not criticise them. Instead of this, he inspires the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favourable conditions for the learners to specific the ideas openly, and these, of course, motivate them. At the end of the brainstorming activity, all the expressed utterances are written and then analyzed. This type of method requires studying teaching material on the theme before starting the discussion. After having learnt the lexico-grammatical material on the topic the learners may begin a discussion. This method helps the learners express their ideas consistently and logically by displaying grounds for their utterances. Here the learners work in small groups, and this improves their activity since every member of the group

may express his/her ideas and participate in the discussion process. The forms of organising group work are the following:

- a) a subject is chosen;
- b) learners must have learnt the chosen issue;
- c) groups are formed;

d) teacher gives instruction and declares the time; e) controls the action of learners and if it is needed, she/they can help and stimulate them. f) At the end of the discussion one representative of each group makes a presentation.

Cluster. The next innovative method is widely used in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. A teacher writes a new word on the blackboard when presenting new words. And then learners tell the words which can be used together with the given word. Then teacher gives a task to make up word combinations with the word “book”: my book, a good book, an interesting book, a nice book, etc. This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills.

Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively impacting on their internal activity. This makes favorable conditions for cooperative work. Such atmosphere creates their inspiration, individual potentials of inner activity and helps to form practical abilities and habits. During the role playing, such skills as creativity, getting out of the troublesome circumstances, resourcefulness, and self-management are formed and improved. Role playing has not only educational aim, but also has social points because some life situations are modelled here for educating.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents

information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems. Advantages of using multimedia learning: Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students. Computer technologies develop the ideas of programmed learning, open up completely new, yet unexplored technological learning options associated with the unique capabilities of modern computers and telecommunications. Computer (new information) technology training process of preparation and transmission of information to the student, the means of which is a computer. Computer learning tools are called interactive, they have the ability to "respond" to the actions of the student and the teacher, "enter" into a dialogue with them, which is the main feature of the method of computer learning. In conclusion, modern interactive methods help to develop cognitive thinking skills, and Bringing Prefrontal Cortex into life, exploring things, developing unique patterns of learning, application - based skills. And in addition to engaging students who are raised in a hyperstimulated environment, interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning.

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