

TYPES OF CLASSROOM INTERACTION AND INTERACTIVE METHODS

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Abstract:

this article is about the types of classroom interaction and interactive methods which teachers can use in promoting the communication among learners in the classroom

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Types of classroom interaction

Habtamu Walga Adaba says that Classroom interaction encompasses all types of interaction that goes on in a classroom. There are several different ways to categorize classroom interaction, but all of the types of interaction are important to engage learning and to create well rounded young people inside and outside the classroom If the teachers dominate the activities in the classroom, it is traditional approach. Therefore, classroom interaction shouldn't be one-way, but two-way, three-way or four-way Rivers Understanding the types of interaction help one to understand the role of classroom interaction to improve the learners' speaking skills. See the following types of interaction:

Teacher-learner interaction

The role of teacher is should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed. Because Classroom interaction then involves the verbal exchanges between learners and teachers; If teachers are advised to reduce their time of talking in the classroom interaction, then it does not mean that they have no role to play. Involving all of the learners in the interactive activities is their main job; they must apply some of the teaching strategies to get all of the students to talk. Teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners.

Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

Learner-learner interaction

According to Johnson supports that if learner-learner interaction is well structured and managed, then it can be an important factor of: cognitive development, educational

achievement of students and emerging social competencies and develop the learners' capacities through collaborative. Material learners interaction which can be text-based materials, task-based materials and realia

Interactive games and activities

a) Drama, simulations and role-plays

These three types of oral activities are very important – according to By gate - they are not performed for audiences, the participants work together within an imaginary setting.

b) Discussion activities

In discussions activities, learners are presented with problems and have to express their own opinions about it. Students also retain their personalities and views and their task is to come to an agreement considering an issue introduced by the teacher

c) Presentations and talks

The best way to make students gain their self-confidence is through making them present oral works in front of their classmates.

d) Identifying Pictures

Learner A has a set of five or six pictures which are very similar in content, but contain a number of distinguishing features. Learner B has a duplicate of just one of these pictures. Learner A must find out which of the pictures learner B is holding, by asking him questions about it.

e) Discovering Identical Pairs

A similar set of, say, four pictures is now distributed among four learners, who thus have one picture each. A fifth learner in the group holds a duplicate of one of the pictures. He must question the others in order to discover which learner has the picture identical to his own.

g) Discovering Missing Features

Learner A has a picture, for example, a street or a country scene. Learner B has the same picture, except that various items have been deleted from it. Learner A (i.e. the partner with a complete picture) must take initiative in asking questions. He must find out which details have not been reproduced in B's version of the picture.

h) Discovering Secrets

One learner has a piece of „secret» information, which the other in his class or group must discover by asking appropriate questions. The questions must be restricted to a certain kind,

such as Yes/No questions, in order to prevent the discoverer from simply asking directly for a piece of information.

i) Discovering Differences

Learner A and learner B each have a picture (or a map, pattern etc.). The pictures are identical except for a number of details. For example, two street scenes may be identical except that one of the people is in a different position, one car is in a different color and there is a different number of clouds in the sky. The learners must discuss the picture in order to discover what the differences are.

j) Following direction

Learner A and learner b have identical maps. Only A knows the exact location of some building or other feature (e.g. a „hidden treasure“). He must direct B to the correct spot's) Reconstructing Story- sequence A picture-strip story (without dialogue) is cut up into its separate pictures. One picture is handed to each member of a group. Without seeing each other's pictures, the learners in the group must decide on the original sequence and reconstruct the story. Richards (2006) mentions and discusses some important CLT classroom activities and are presented below.

k) Opinion-Sharing Activities

Activities where students compare values, opinions, beliefs such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

l) Information-Transfer activities

These activities require learner to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and they may read information about a subject and then represent it as a graph.

m) Conversation and discussion

Students are given conversational proposition and are then put into groups which have to prepare arguments either in favor of the proposition or against it.

n) Dialogue

For some advantages as argued by Byrne dialogue can be practiced at the early stage of the language program.

o) Questionnaires

Questionnaires is useful because by being pre-planned, they ensure that both questioner and respondent have something to each other, and the teacher can act as a resource Acting from a

script In this activity, the students act out dialogues the have written by themselves and involve them in coming out to the front of the class.

by Habtamu Walga Adaba (Ambo University, College of Social Sciences and Humanities, Ethiopia)

Reference

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