



CONTEMPORARY INTERACTIVE METHODS FOR TEACHING INTEGRATED SKILLS TO YOUNG LEARNERS

Ganikhujaeva Arofat

UzSWLU

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The study uses a combination of qualitative and quantitative research methods. Qualitative methods involve collecting and analyzing subjective information, such as interviews and observations, to gain a deeper understanding of the effectiveness of interactive teaching techniques. Quantitative methods involve collecting and analyzing objective data, such as test scores, to measure the impact of these techniques on language proficiency. The study begins by defining professional language proficiency and identifying the specific language skills. This provides a framework for selecting and designing interactive teaching methods that target these specific skills. The researchers then collect data from students who are undergoing professional language training. The researchers analyze the data to determine the effectiveness of the interactive teaching techniques in improving language proficiency and ensuring professional expertise. They also assess the students' ability to apply their language skills in their future professional activity. Overall, the study aims to contribute to the field of professional language training by identifying and describing interactive teaching methods that effectively develop language skills for future pilots. By aligning these methods with ICAO language proficiency requirements, the study ensures that the training provided is relevant and prepares students for their future careers.

Keywords: interactive and engaging lessons, accessibility, innovation, group discussions.

Technology in the classroom allows for instant access to information and resources, which can greatly enhance the learning experience. With smartphones, computers, and tablets being a part of everyday life for students and teachers, integrating these devices into the classroom is a logical step. By using technology, teachers can create interactive and engaging lessons that capture students' attention and keep them actively involved in the learning process. Virtual classrooms, for example, provide opportunities for collaboration, discussion, and exploration beyond the physical limitations of a traditional classroom. This allows students to connect with their peers and teachers in new ways, fostering a sense of community and shared learning.

Technology enables differentiated instruction, catering to the diverse needs of students. With various apps, software, and online tools available, teachers can personalize learning experiences to meet individual students' abilities and interests. This promotes a more inclusive and supportive classroom environment where every student has the opportunity to succeed. In addition to enhancing learning experiences, technology also prepares students for the digital world they will enter after school. In today's society, digital literacy is essential for success in almost every field. By incorporating technology into the

classroom, students gain valuable skills such as information literacy, critical thinking, problem-solving, and digital citizenship.

However, it is important to note that technology should be used purposefully and thoughtfully in the classroom. It should complement and enhance teaching practices rather than replace them. Teachers need to be mindful of balancing screen time with other activities and ensuring that technology is used in a way that supports learning goals.

Technology in the classroom is vital for creating meaningful learning experiences. It provides instant accessibility to information, promotes active engagement, facilitates differentiated instruction, and prepares students for the digital world. By harnessing the power of technology, educators can create dynamic and inclusive learning environments that empower students to reach their full potential.

The acquisition of language proficiency for future pilots is considered to be one of the main targets of professional training. Here we should mention the main components of foreign language instruction goals: a) the acquisition of the knowledge of language skills for general communication use; b) exposing learners to other cultures and ideas; and c) fostering an appreciation of differences in cultures and ways of thinking. (Norris, 2006, p. 577).

Zimnjaja (2003) states that competence – is “an actual, formed personal quality as based on knowledge, intellectual and personally determined social-professional characteristics of an individual, his personal quality”.

To ensure the effectiveness of language training for future pilots, the study emphasizes the importance of incorporating modern requirements and standards set by the aviation community. By considering and realizing these modern requirements, the study aims to enhance the efficiency and quality of forming future pilots' professional-communicative competence. This involves not only developing their language proficiency but also equipping them with the necessary skills to effectively communicate and interact within the aviation industry. By focusing on the specific language skills required for pilots, the study ensures that the training provided is relevant and tailored to their future professional activity. This professionalization of the study curriculum acknowledges that foreign language training is a social process that contributes to the formation of a professional-oriented individual. The study aims to contribute to the field of professional language training by providing insights into how interactive teaching methods can effectively develop language skills for future pilots, while also meeting the requirements and standards set by the aviation community.

Interactive learning is defined as the process of exchanging and sharing of knowledge resources conducive to innovation between an innovator, its suppliers, and/or its clients. It may start with a resourcebased argument, which is specified by introducing competing and complementary theoretical arguments, such as the complexity and structuring of innovative activities, and cross-sectorial technological dynamics. It is recognized as the practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.

Interactive teaching styles are based on a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways, including:

- a) measurable student accomplishments;
- b) flexibility in teaching;



- c) practice makes perfect;
- d) student motivation.

Incorporating interactive teaching methods: The study emphasizes the importance of using interactive teaching methods to enhance language training for future pilots. These methods include role-plays, simulations, group discussions, and real-life scenarios that simulate the communication challenges pilots may face in their professional roles.

“Role play is a way of bringing situations from real life into the classroom” (Doff 1990, 232). It may also include plays, dramas, sociodramas, and simulation. Here we use the general term role play for all of these types of activities, but we will also discuss the specific definitions, benefits, and uses of plays, dramas and sociodramas, and simulation in this section.

A role play could involve a pilot and air traffic controller communicating during a flight. The pilot would be given a scenario and would have to respond to the controller's instructions and inquiries using the appropriate language and terminology. This allows the pilot to practice their communication skills in a realistic and interactive setting. Simulations can also be used to enhance language training. These simulations can replicate real-life scenarios that pilots may encounter, such as emergency situations or challenging weather conditions. Pilots would have to communicate with other crew members and air traffic control using the appropriate language and terminology, helping them develop their language skills under pressure. Group discussions provide an opportunity for future pilots to engage in conversations with their peers and instructors about various aviation topics. This allows them to practice their speaking and listening skills, as well as learn from others' experiences and perspectives.

Real-life scenarios can be created in the training environment to simulate the communication challenges that pilots may face in their professional roles. For example, future pilots may be given a scenario where they have to communicate with a non-English speaking passenger who requires assistance. This helps them develop their language skills in a practical and relevant context. Incorporating interactive teaching methods into language training for future pilots helps create a more engaging and effective learning experience. It allows them to practice their language skills in realistic scenarios, receive feedback on their performance, and develop the necessary communication skills required for their future careers as pilots.

Case Study is a deep and diagnostic study. It is acclaimed as a useful research technique. Many expert researchers in social sciences have assessed the importance of case study research. The following are some of the specific advantages of the case study: It helps to probe the entire life span of a social unit intensively and to analyse the complex factors that are influencing the social unit. Case data are vivid, absorbing and tend to reproduce a person's social attitudes and values. Case Study facilitates to understand every thing about a social unit and the variety of habits, traits and qualities combined in a social unit. Case Study helps to secure a detailed information about the growth of the unit, group structure, individual life pattern etc. The relationship between individual and society is well brought out in the Case Study. Case Studies are indispensable for therapeutic and administrative purpose. It is also easy to generalise cases with the case and helps prepare a plan of action for treatment. Case Study is followed for comparison, classification, and analysis and for the formulation of hypothesis leading to further research.

In conclusion, these interactive teaching methods can be applied to foreign language teaching for future pilots as well. By incorporating principles of foreign language teaching, such as communicative language teaching and task-based learning, instructors can create a more dynamic and engaging learning environment.

Communicative language teaching focuses on developing students' ability to communicate effectively in real-life situations. In the context of language training for future pilots, this means providing opportunities for students to practice their language skills in realistic aviation scenarios. This could involve role plays, simulations, and group discussions, as mentioned earlier.

Task-based learning is another principle that can be applied to language training for future pilots. This approach emphasizes the importance of learning through meaningful tasks or activities. In the aviation context, this could involve giving students tasks that require them to use their language skills to complete a specific goal or objective. For example, students could be given a task to create a flight plan and present it to their peers or instructors using the appropriate aviation terminology.

By incorporating these principles into language training for future pilots, instructors can create a more interactive and effective learning experience. Students will have the opportunity to practice their language skills in realistic scenarios, receive feedback on their performance, and develop the necessary communication skills required for their future careers as pilots.

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