



## USAGE OF INTERACTIVE TEACHING TECHNOLOGIES

Tadjibaeva Adila Tadjibaevna

Tashkent University of information technologies Fergana branch,  
teacher

Maxkamova Dildora Baxtiyarovna

Tashkent University of information technologies Fergana branch,  
teacher

Xusanov Ibrohim

Tashkent University of information technologies Fergana branch,  
student, group 617-23

<https://doi.org/10.5281/zenodo.10457471>

**Abstract:** Interactive whiteboards have emerged as a powerful educational tool, revolutionizing the way teachers engage and interact with students in the classroom. This paper explores the effectiveness of interactive whiteboards in education and their potential to enhance learning outcomes. By providing a dynamic and interactive platform, these devices promote active student participation, collaborative learning, and information retention. The interactive features of whiteboards, such as touch-screen technology, digital annotation, and multimedia integration, offer diverse teaching possibilities across various subjects and grade levels. Furthermore, the integration of interactive whiteboards with educational software and online resources expands the scope of learning opportunities, providing access to a vast array of interactive content. This paper examines the benefits, challenges, and best practices associated with the implementation of interactive whiteboards in educational settings and highlights their potential to foster student engagement, critical thinking, and creativity. The findings emphasize the need for effective teacher training and ongoing support to maximize the educational benefits of interactive whiteboards.

**Keywords:** Interactive whiteboard, education, student engagement, collaboration, active learning, technology integration, multimedia, teacher training, interactive content, learning outcomes.

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As you well know, telling is not teaching and listening is not learning.

Great teachers are nimble, observant, and responsive, always keeping an open mind about how to best engage their students and get them excited about learning—and that means considering trying out different interactive teaching styles in the classroom.

Interactive teaching styles are designed around 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:

- ✓ Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.
- ✓ Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.
- ✓ Practice makes perfect: Interactive instruction enhances the learning process.

- ✓ Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

Here we can also speak about the following guidelines to express the focus of interactive educational teaching styles:

- Encourage student participation;
- Use questions that stimulate response, discussion, and a hands-on experience;
- Use teaching aids that press for answers, and capture/hold the student's attention;
- Set up a workgroup environment;
- Involve yourself as well as the student.

Nowadays teachers are using variety of tools like computers, TV, audio and video materials to make the lessons more interactive and motivate the students to communicate and express their ideas during the lessons, where interactive wide board serves as one of the most efficient tools in teaching.

What is an interactive wide board itself?

An interactive whiteboard is a touch screen connected to a computer, the image from which a projector transmits to the whiteboard. It is enough to touch the surface of the board to start working on the computer.

In 1991, the company SMART Technologies Inc. released the first electronic interactive whiteboard. Since then, SMART equipment has enjoyed the same success with professionals all over the world: in schools and universities, design organizations, government and business structures, and law enforcement agencies. SMART Technologies has announced that according to the report of the European Association of European School net on the impact of information and communication technologies (ICT) on the achievement of the use of interactive whiteboards, it can improve students' results, especially in English, mathematics and natural sciences. The interactive whiteboard at the lessons performs the functions of an active screen to demonstrate presentations, text documents, drawings, films, etc. It can be used as a traditional blackboard, where chalk is replaced by a marker, and the image is built on the panel of an electronic board.

Another question arises related to the effectiveness of interactive white board in teaching process. So we can speak about special advantages of interactive board for teaching foreign languages. Pre-prepared thematic texts, educational and testing exercises, illustrations, audio and video materials serve as a basis for introducing or activating the lesson material, repeating and consolidation of speech patterns and grammatical structures, improving reading skills and perception of foreign language through listening, control and self-control of knowledge.

A variety of styles and communication, and learning at the lesson, the use of multimedia interactive technologies - all this enriches the content of the lesson, accelerates the pace of its implementation, increases interest to learning English. At the English lessons, an interactive whiteboard can be used at various stages of the lesson and in teaching various types of speech activity: during phonetic and speech activities, introducing and practicing vocabulary and speech patterns, activating grammatical material, and teaching spelling and listening.

For example when teaching reading skills, "Matching", "Restoring deformed text", "Text with omissions", "Selecting necessary information" exercises are very efficient. The communicative



value in teaching speaking can be seen in the following tasks “Unfinished proposal”, “Corresponding replicas in dialogue”, “Establishing correspondences”. So here we can use flash-animations, the charts can be pre-prepared and enriched with creative materials. When introducing the lexical material, the most effective are such methods as: “Distribution into groups”, “Remove excess”, “Matching”, “Filling gaps”. To develop these tasks, the cloning function is used, which allows you to increase the number of identical objects which makes possible not only to introduce new lexical units, but also to teach the question wording, the compilation of a statement, the organization of a speech situation and efficiently contributes to the development of communicative skills. Audio recordings made by native speakers, a user-friendly interface, a game form allow the student to become interested and to achieve definite results in learning to perceive and to listen to foreign speech. When teaching writing, the most effective are the following: “Filling in the gaps”, “Restoring the deformed text”, “Text with omissions”. During the presentation of the grammatical phenomenon, one can present a scheme using different colors to attract the attention of students to one or another aspect. Part of the material can be hidden using the “Shutter” function. When studying individual speech patterns, it is advisable to use tests with passes that allow you to control the formation of grammar skills quickly and efficiently. You can use electronic tutorials and video tutorials. All the above given can be done by a simple use of the functions of the interactive board.

Systematic work with the interactive white board ensures the integrity and consistency of mastering the educational material, provides students with the opportunity to exercise independence in the choice of tests and in the methods of performing tasks, helps to increase motivation, create optimal conditions for self-control.

The use of an interactive whiteboard allows you to include all students in the process of learning at the maximum level of success for each student, to stimulate the development of mental and creative activity, to intensify the learning process, to promote interest to the subject, to create the best conditions for mastering the skills of speaking and perception speech by listening.

The effectiveness and advantages of using interactive wide board in teaching can be described as follows:

1. The variety of colors available on the interactive whiteboard makes it possible to highlight important areas and draw attention to it, connect common ideas or show their difference and demonstrate the course of thinking.
2. The ability to make notes allows you to add information, questions to the text or images on the screen. All notes can be saved, viewed or printed.
3. The possibility of moving objects on the board, grouping them according to certain characteristics, allows you to work with written text, saving time.
4. The ability to use vivid illustrations that help to understand an unfamiliar word, and make work with the material more colorful.
5. The ability to show the decision keys on the board. They can be temporarily hidden behind some object on the working slide or placed on the next slide.

In conclusion we can say that [interactive](#) white board make significant improvements in the education sector by simplifying the learning processes. Using interactive whiteboards in the classroom affect both the students and teachers positively. With interactive whiteboards, a teacher can easily formulate and plan for the lesson beforehand and schedule for specific learning tasks like labeling parts of a picture and matching words with their respective



meanings. Students can understand how to handle naming tasks quite profoundly as the images are displayed right in front of them. While on the hand, teachers will have an easier time delivering on what they have on their lesson plan. These whiteboards will not only stimulate learning but will also save on learning materials and inspire performance.

### References:

1. Kuzibaevna, O. G. (2020). Technologies of developing the ecological culture of students in the process of learning a foreign languages in higher educational institutions. *Solid State Technology*, 63(1s), 1816-1825.
2. Kuzibaevna, O. G. (2021). Analysis of Effective Ways to Develop Students' Environmental Culture in Foreign Language Teaching. *Central asian journal of literature, philosophy and culture*, 2(12), 37-43.
3. Обидова, Г. (2021). Развитие экологической культуры в образовательных моделях развитых стран мира. *Общество и инновации*, 2(10/S), 251-256.
4. Tadjibaeva, A., & Tashlanova, N. (2020). The collaborative approach in content and language learning. *Теория и практика современной науки*, (6 (60)), 31-34.
5. Mamatovich, Z. R., & Ergashevna, T. A. (2019). Blended learning in higher education using LMS Moodle. *Образовательный процесс*, (5 (16)), 5-9.
6. Ergashevna, T. A. (2020). Specific features of the language in the development of culture. *Проблемы современной науки и образования*, (3 (148)), 82-84.
7. Mukhammad, K. K., & ogli Melikuziev, A. L. (2022, December). THE ESSENCE OF NONVERBAL COMMUNICATION. In *INTERNATIONAL CONFERENCES* (Vol. 1, No. 19, pp. 91-93).
8. ogli Melikuziev, A. L. (2022). HISTORICAL AND MODERN CLASSIFICATION OF PARALINGUISTICS. *Academica Globe: Inderscience Research*, 3 (10), 126-128.
9. Sarvinoz, T., & Shodiya, I. (2022). TILSHUNOSLIKDA KOGNITIV LINGVISTIKA SHAKLLANISH TARIXIGA DOIR. *Involta Scientific Journal*, 1(13), 51-54.
10. Ibragimjonovna, A. M. (2023). The Issues Related to Studying of Language and thought in Cognitive Linguistics. *Miasto Przyszłości*, 31, 271-273.
11. Toshpulatova, M., & Ilhomjonova, R. (2023). TEACHING AND LEARNING ENGLISH THROUGH DIGITAL TECHNOLOGY. *Engineering problems and innovations*.
12. Toshpulatova, M. I. (2022). The main features in teaching English for specific purposes. *Journal of Integrated Education and Research*, 1(5), 207-214.
13. Ikromovna, T. M. (2022). USE OF FOLKTALES IN ENGLISH LESSONS. *POLISH SCIENCE JOURNAL*, 88.
14. Parpiyeva, M., & Jurayeva, M. (2023). Problems of linguoculturological and neurolinguistic study of phonetic means. *American Journal Of Philological Sciences*, 3(02), 49-59.
15. Abdug'ofur qizi Jurayeva, M., & SultanovnaUsmanova, S. (2023). Neyrolingvistika sohasini organish tendensiyalari. *Involta Scientific Journal*, 2(1), 53-59.
16. Abdug'ofur qizi Jurayeva, M., & Alisher o'g'li, M. M. (2023). Morphology and syntax and crosslinguistic findings in neurolinguistics. *Образование наука и инновационные идеи в мире*, 18(8), 156-159.
17. Dilshoda, R. (2022). THE STRUCTURAL-SEMANTIC FEATURES OF COMPUTER TERMS IN ENGLISH LINGUISTICS. *PEDAGOGS jurnali*, 20(2), 36-40.



18. Raximjonova, D. (2022). INGLIZ VA O 'ZBEK TILLARIDA KOMPOZITSIYA USULIDA SO 'Z YASALISHI HODISASINING O 'ZIGA XOS XUSUSIYATLARI. Journal of Integrated Education and Research, 1(4), 710-713.
19. Raximjonova, D. (2023). STRUCTURAL FEATURES OF COMPUTER SOFTWARE TERMS IN ENGLISH LINGUISTICS. Farg 'ona davlat universiteti ilmiy jurnali, (1), 448-452.
20. Djuraevna, T. N. (2023). The Cognitive Aspect of the Purpose of Teaching Foreign Languages. Journal of Pedagogical Inventions and Practices, 16, 88-94.
21. Djuraevna, T. N. (2023). Language Education as A System: Structure, Functions and Main Components. Periodica Journal of Modern Philosophy, Social Sciences and Humanities, 14, 141-146.
22. Djurayevna, T. N. (2022). Semantic and structural features of the vocabulary of color designation in english, uzbek and russian languages. Global Book Publishing Services, 01-123.
23. Juraeva, Z. Q. (2017). SPECIFIC FEATURES OF LANGUAGE IN THE DEVELOPMENT OF CULTURE. Форум молодых ученых, (5 (9)), 5-9

