

O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
PEDAGOG KADRLARNI QAYTA TAYYORLASH VA
ULARNING MALAKASINI OSHIRISH MINTAQAVIY
MARKAZI

INGLIZ TILINI O‘QITISHDA
ZAMONAVIY YONDASHUVLAR VA
INNOVATSIYALAR

MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Buxoro – 2024

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 6-sentabrdagi 333-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

Tuzuvchi: N.Sh.Valiyeva - katta o'qituvchi.

Taqrizchilar: G.P.Nazarova - filologiya fanlari bo'yicha falsafa doktori, dotsent.
D.I.Xodjayeva - filologiya fanlari bo'yicha falsafa doktori, dotsent.

**O`quv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan
(2024-yil 24-avgustdagi 9-sonli bayyonnoma**

MUNDARIJA

I. ISHCHI DASTUR	4
II. NAZARIY MATERIALLAR	11
III. AMALIY MASHG`ULOT MATERIALLARI	21
IV. MODULNI O`QITISHDA FOYDALANILADIGAN INTERFAOL TA`LIM METODLARI.....	35
V. GLOSSARIY	44
VI. ADABIYOTLAR RO`YXATI.....	47

1.2 Ingliz tili #2

**O'ZBEKISTON RESPUBLIKASI OLIY TALIM, FAN VA
INNOVATSIYALAR VAZIRLIGI
BOSH ILMIY-METODIK MARKAZI
BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**



"TASDIQLAYMAN"
Buxoro davlat universiteti
huzuridagi pedagog kadrlarni qayta
tayyorlash va ularning malakasini
oshirish mintaqaviy markazi
direktori
B.R.Adizov
2024 yil

**"INGLIZ TILINI O'QITISHDA ZAMONAVIY YONDASHUVLAR VA
INNOVATSIYALAR"**

MODULNING ISHCHI O'QUV DASTURI

Malaka oshirish kursiyo'nalishi: **"Xorijiytil (ingliz tili)"**

Tinglovchilar kontingenti: Akademik litseyning Xorijiy (ingliz tili) til fani
o'qituvchilari

Buxoro-2024

Modulning ishchi o'quv dasturi Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha o'quv-uslubiy birlashmalar faoliyatini Muvofiqlashiruvchi kengashining 2024 yil _____ - sonli bayonnomasi bilan ma'qullangan vazirlikning _____-sonli buyrug'i bilan tasdiqlangan o'quv dasturi asosida ishlab chiqildi.

Ishchi o'quv dastur Buxoro davlat universiteti Kengashining 2024 yil “ ” _____-sonli yig'ilish qarori bilan tasdiqlangan.

Tuzuvchi: Ingliz adaiyotshunosligi va tarjimashunoslik kafedrası katta o'qituvchisi, N.Sh.Valiyeva

Taqrizchilar: Ingliz adaiyotshunosligi va tarjimashunoslik kafedrası, dotsent,(PhD) D.I.Xodjayeva

Ingliz adaiyotshunosligi va tarjimashunoslik kafedrası, dotsent,(PhD) G.P.Nazarova

KIRISH

Dastur O'zbekiston Respublikasining 2020 yil 23-sentyabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2020 yil 3- dekabrda "Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4910-son hamda Vazirlar Mahkamasining 2022 yil 1-iyimdagi "Akademik litseylar rahbar va pedagog xodimlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi 296- son Qarorlarida belgilangan ustuvor yo'nalishlar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litseylar pedagog xodimlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Dastur doirasida berilayotgan tayanch modullari mavzulari orqali akademik litseylarda faoliyat olib borayotgan pedagog xodimlarning ingliz tilidan til aspektlari amaliyoliga oid zamonaviy yondashuvlardan samarali foydalanish, madaniyatlararo muloqot kompetensiyalarini atnalga oshirish, til ko'nikmalarida kommunikativ yondashuv asoslarini o'zlashtirish darajasini oshirish hisobiga ularning pedagogik mahorat va kasbiy kompetentligini muntazam takomillashtirish bilan birgalikda pedagog xodimlarning ehtiyojlari asosida tanlab olingan tanlov modullari bo'yicha bilim, ko'nikma va malakalarga ega bo'lishlari ta'minlanadi.

Kursning maqsad va vazifalari

Ushbu kursning maqsadi ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar usulimi qo'llash natijasida talabalarning mantiqiy fikrlash qobiliyatlari rivojlantirish, nutqi rivojlanishi, tez va to'g'ri javob berish malakasini shakllantirish, bilimga ishtiyoq uyg'otishi, darslarga puxta hozirlik ko'rishga intilishini oshirish usullari bilan tanishtirishdan iborat. Bundan tashqari, tinglovchilar hozirgi kunda o'sib kelayotgan yosh avlodga chet tillarini o'rgatish sifatini ta'minlash, chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, chet tillarni o'zlashtirish orqali jahon

ta'lim standartlariga javob beradigan yetuk kadrlarni tayyorlash ta'lim islohotini ishlab chiqish malakalariga ega bo'ladilar.

Amaliy mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar

Amaliy va seminar mashg'ulotlarda tinglovchilar o'quv modullari doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

Amaliy va seminar mashg'ulotlar zamonaviy ta'lim uslublari va innovatsion texnologiyalarga asoslangan holda o'tkaziladi. Bundan tashqari, mustaqil holda o'quv va ilmiy adabiyotlardan, elektron resurslardan, tarqatma materiallardan foydalanish tavsiya etiladi.

Dasturning axborot-metodik ta'minoti

Modulni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli soha bo'yicha ilmiy jurnallar, internet resurslari, multimedia mahsulotlari va boshqa elektron hamda qog'oz variantdagi manbalardan foydalaniladi.

Modul birliklari bo'yicha soatlar taqsimoti

№	Mavzular	Tinglovchining o'quv yuklamasi, soat		
		Umumiy soat	Auditoriyadagi o'quv yuklamasi	
			Jam	Jumladan:

				Nazariy mashg'ulot	Amaliy mashg'ulot	Mustaqil ta'lim
1	Ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar. Talabalarining mantiqiy fikrlash qobiliyatlarini rivojlantirish.	2	2	2		
2	Chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini shakllantirish	2	2		2	
3	Ta'limning innovatsion texnologiyalaridan foydalanish usullari	2	2		2	
Jami:		6	6	2	4	

NAZARIY MASHG'ULOTLAR MAZMUNI

1-mavzu. Ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar.

Talabalarining mantiqiy fikrlash qobiliyatlarini rivojlantirish

Ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar haqidama'lumot beriladi. Talabalarining mantiqiy fikrlash qobiliyatlari rivojlanishtirishmohiyati o'rganiladi. Ushbu tushunchalarning ahamiyati haqida suhbat-munozara o'tkaziladi.

AMALIY MASHG'ULOTLAR MAZMUNI

1-mavzu. Chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini shakllantirish

Chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini shakllantirish tanishtiriladi. Chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini shakllantirish yo'llari muhokama qilinadi.

2-mavzu. Ta'limning innovatsion texnologiyalaridan foydalanish usullari

Ta'limning innovatsion texnologiyalaridan foydalanish usullari o'rganiladi. Darslarda innovatsion metodlardan foydalanish hamda ayrim murakkab mavzularni o'qitish samaradorligini oshirish omillari muhokama qilinadi Ushbu usullarni amalda tadbiq qilish turli topshiriq va amaliy mashqlar orqali o'rganiladi. Chet tili o'qitishning innovatsion metodlari ijobiy va salbiy tomonlari muhokama qilinadi.

ADABBOTLAR RO'YXATI

I. O'zbekiston Respublikasi Prezidentining asarlari

1. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga qurantiz. - T.: "O'zbekiston", 2017. 488 b.
2. Mirziyoyev Sh.M. Xalqimizning roziligi bizning taoliyatimizga berilgan eng oliy bahodir. 2-jild. F.: "O'zbekiston", 2018. - 507 b.
3. Mirziyoyev Sh.M. Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagi farovon bo'ladi. 3-jild,- T.: "O'zbekiston", 2019. - 400 b.
4. Mirziyoyev Sh.M. Milliy tiklanishdan milliy yuksalish sari. 4-jild. "O'zbekiston", 2020. 400 b.
5. Mirziyoyev Sh.M. VAngi O'zbekiston strategiyasi. -T.O'zbekiston. 2021 .-464 b.

II. Normativ-huquqiy hujjatlar

6. O'zbekiston Respublikasining Konstitutsiyasi. T.: O'zbekiston, 2023.
7. O'zbekiston Respublikasining 2020 yil 23 sentabrda qabul qilingan "Ta'lim to'g'risida"gi O'RQ-637-sonii Qonuni.
8. O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son farmoni.
9. O'zbekiston Respublikasi Prezidentining 2020- yil 29- oktabr "Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-6097-sonli Farmoni.
10. O'zbekiston Respublikasi Prezidentining 2022-yil 28- yanvardagi "2022- 2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi

to'g'risida"gi PF-60-son Farmoni.

11. O'zbekiston Respublikasi Prezidentining 2020- yil 3-dekabrda "Iqtidorli yoshlarni saralab olish tizini va akademiik litseylar faoliyatini takomillashtirish chora-tadbirlari to'g'risida" PQ-4910-son Qarori.

12. O'zbekiston Respublikasi \ azirlar Mahkamasining 2022-yil 1-iyundagi "Akademiik litseylar rahbar va pedagog xodimlarining uzduksiz malakasini Oshirish tizimini joriy etish to'g'risida" 296-son Qarori.

III. Maxsus adabiyotlar

1. English for Specific Purposes. All Oxford editions. 2010, 204.
2. David I .Chiesa iEd). U.Azizov, S.Xan, K.Nazamutdinova. K.Tangirova. Re-conceptualizing Language Teaching: An-In-service Teacher Education course in Uzbekistan. Bactria Press 2019. ISBN 978-9943-5809-9-2. 205.
3. H.Q. Mitchell. MarileniMalkogianni "PIONEER". B1, B2. MM Publications. 2015. 191.
4. Simon Greenall "Reward" B2. Student's book. Macmillan 2012.
5. Steve Taylor "Destination" Vocabulary and grammar". Macmillan 2010.
6. McCarthy M. and O'Dell. F. English Vocabulary in Ise - Elementary. Cambridge. CUP. 2012.
- L .McCarthy M and O'Dell, i. English Phrasal Verbs in I se. Cambridge: CI P. 2014.
8. Redman S. English Vocabulary in Ise - Pre-intermediate. Cambridge:
9. Blot D.and Davidson D. M. Starting lines, beginning writing. - Boston: 1 leinle A Heinlc. 1998. - 334 p.

IV. Internet saytlar

1. ,w\vw onestopenglish.org.uk
2. www.teachenglish.uk
3. www.learnenglish.uk
4. www.ziyonet.uz
5. www.flcdu.uz

II. NAZARIY MATERIALLAR

Lecture topic: Modern Approaches and Innovations in Teaching English. Developing Students' Logical Thinking Skills

Modern Approaches and Innovations in Teaching English

In the contemporary world, English language teaching has become one of the most important areas of education. English is no longer viewed only as a school subject or a set of grammatical rules. It is now considered a global means of communication, a tool for academic success, professional development, intercultural dialogue, and access to international knowledge. As a result, the process of teaching English has changed significantly. Modern English language teaching focuses not only on grammar and vocabulary but also on communication, critical thinking, learner autonomy, creativity, professional competence, and the effective use of innovative technologies.

Modern approaches to teaching English are based on the idea that students should actively use the language in meaningful situations. In traditional teaching, the teacher usually dominated the lesson, explained grammar rules, translated texts, and asked students to memorize vocabulary. Students were often passive receivers of information. However, contemporary methodology requires students to become active participants in the learning process. They are expected to speak, listen, read, write, discuss, analyze, solve problems, and express their opinions in English.

One of the main features of modern English teaching is the learner-centered approach. In this approach, the needs, interests, abilities, and learning styles of students are taken into consideration. The teacher does not simply transfer knowledge but organizes the lesson in such a way that students can discover, practice, and use the language independently. A learner-centered classroom encourages

students to take responsibility for their own learning. They work individually, in pairs, and in groups; they complete communicative tasks, prepare presentations, write texts, and participate in discussions. This increases their motivation and confidence.

Another important feature of modern English teaching is communicative language teaching. The communicative approach emphasizes the practical use of English in real-life situations. The main goal is not only to know the language but also to use it appropriately. Students learn how to ask questions, give answers, express agreement and disagreement, describe events, explain ideas, make suggestions, give advice, and participate in conversations. Such activities help learners develop communicative competence, which includes grammatical accuracy, vocabulary knowledge, fluency, pronunciation, sociocultural awareness, and the ability to use language according to context.

In modern classrooms, English language skills are usually taught in an integrated way. Reading, listening, speaking, and writing are not separated from each other completely because in real communication these skills are connected. For example, a student may read a text, listen to additional information, discuss the topic with classmates, and then write a summary or an essay. This integrated approach makes language learning more natural and effective. It also helps students understand how English functions as a complete communication system.

Vocabulary teaching also plays an important role in modern English language education. In the past, vocabulary was often taught through isolated word lists and translation. Today, vocabulary is taught through context, topics, word combinations, collocations, synonyms, antonyms, word formation, and real examples. Students need to know not only the meaning of a word but also how it is used in sentences. For example, learning expressions such as “make a

decision”, “take responsibility”, “strong argument”, or “achieve success” is more useful than memorizing single words separately. This approach helps students use English more naturally and accurately.

Grammar teaching has also changed. Modern methodology does not reject grammar, but it teaches grammar as a means of communication. Grammar is not only a set of rules; it is a tool that helps learners express meaning. For instance, students learn past tenses in order to describe past experiences, modal verbs to express obligation or possibility, conditionals to discuss imagined situations, and passive voice to describe processes or formal information. Therefore, grammar should be taught in context and practiced through meaningful exercises, dialogues, texts, and communicative tasks.

Another significant modern approach is English for Specific Purposes. This approach is based on the professional and academic needs of learners. Students do not always need the same type of English. For example, future doctors need medical English, economists need business English, lawyers need legal English, tourism students need English for hospitality and travel, and philology students need English for literary analysis, translation, and academic writing. English for Specific Purposes makes language learning more practical because it connects English with students’ future professions. It also increases motivation because learners understand why they are studying the language and how they will use it in real life.

Needs analysis is an important part of this approach. Before organizing a course, the teacher should study students’ level, goals, professional interests, and communicative needs. Based on this information, the teacher selects suitable materials, texts, vocabulary, speaking tasks, writing assignments, and assessment methods. This

makes English language teaching more effective and relevant to students' future academic and professional activities.

Writing is another important area of modern English teaching. Writing is not simply the ability to produce grammatically correct sentences. It also requires logical thinking, organization of ideas, coherence, cohesion, vocabulary control, and awareness of text structure. In modern methodology, writing is often taught as a process. Students first collect ideas, then organize them, write a draft, revise the content, correct mistakes, and prepare the final version. This process-based approach helps students understand that good writing develops gradually.

Writing activities also develop students' thinking skills. When learners write paragraphs, essays, reports, or summaries, they learn how to introduce a topic, present arguments, give examples, compare ideas, explain causes and effects, and draw conclusions. For this reason, writing is closely connected with logical and critical thinking. Topics such as "The role of English in modern education", "Advantages and disadvantages of online learning", "The importance of technology in language learning", or "English for professional development" encourage students to analyze information and express their personal opinions.

Innovative methods are also widely used in contemporary English language teaching. These methods include brainstorming, role-play, debate, project work, case study, group discussion, pair work, problem-solving tasks, peer correction, presentations, and independent research. Such methods make lessons more interactive and student-centered. They encourage learners to communicate, cooperate, think critically, and use English creatively.

Role-play is especially useful because it creates real-life communication situations in the classroom. Students may act as customers and shop assistants, tourists and guides, interviewers and

applicants, doctors and patients, or teachers and students. Through role-play, learners practice functional language and become more confident in speaking.

Debates and discussions are also effective for developing communication and logical thinking. During debates, students learn to express opinions, support their ideas with arguments, respond to opposing views, and use persuasive language. These activities are useful not only for language development but also for intellectual growth.

Project-based learning is another important innovation in English teaching. In project work, students research a topic, collect information, prepare written material, create a presentation, and present their work to the class. For example, students may prepare projects on topics such as “Tourism in Uzbekistan”, “Environmental problems”, “Modern technologies in education”, “My future profession”, or “The role of English in the modern world”. Such projects develop language skills, creativity, cooperation, responsibility, and presentation skills.

Technology has become an essential part of modern English language teaching. Teachers can use multimedia materials, video lessons, online platforms, digital dictionaries, mobile applications, electronic tests, interactive boards, and virtual communication tools. These technologies make the lesson more interesting and effective. Videos help students hear natural pronunciation and intonation. Online exercises help them practice grammar and vocabulary independently. Electronic dictionaries provide meanings, pronunciation, examples, synonyms, and collocations. Language learning applications support regular practice outside the classroom. However, technology should not be used only for entertainment. It must serve a clear educational purpose. For example, a video can be used for listening comprehension, vocabulary practice, discussion,

or writing a summary. An online quiz can be used for revision and self-assessment. A presentation can help students organize ideas and speak confidently in front of others. Therefore, the teacher should choose technologies carefully and integrate them meaningfully into the lesson.

Modern English teaching also requires professional development of teachers. A modern teacher should be reflective, flexible, creative, and open to innovation. Reflective teaching means that the teacher analyzes his or her own lessons and tries to improve them. After each lesson, the teacher may think about what was successful, what difficulties students had, which activities were effective, and how the next lesson can be improved. This habit helps teachers develop professionally and adapt their methods to students' needs.

In the context of Uzbekistan, modern English language teaching is especially important. The demand for English is increasing in education, science, business, tourism, technology, and international cooperation. Therefore, English teachers in Uzbekistan should combine international methods with local educational conditions. Modern methods should be adapted to students' language level, cultural background, learning traditions, classroom environment, and curriculum requirements. This adaptation makes teaching more realistic and effective.

Assessment is another important part of modern teaching. Traditional assessment often focused mainly on grammar tests and translation exercises. Modern assessment should evaluate different aspects of language competence, including speaking, listening, reading, writing, vocabulary, grammar, pronunciation, fluency, and the ability to use English in practical situations. Teachers may use oral presentations, portfolios, projects, written assignments, peer assessment, self-assessment, and communicative tests. Such

assessment methods give a more complete picture of students' progress.

Modern approaches also support learner autonomy. Students should not depend only on the teacher. They should learn how to study independently, use dictionaries, read additional materials, watch educational videos, practice listening, write regularly, and evaluate their own progress. Autonomous learners are more successful because they continue learning outside the classroom. The teacher's task is to guide them and provide useful strategies.

In conclusion, modern approaches and innovations in teaching English have transformed the nature of language education. English is now taught not only as a system of grammar and vocabulary but as a practical means of communication, academic development, professional growth, and intercultural interaction. Effective English teaching should be learner-centered, communicative, interactive, professionally oriented, technologically supported, and based on students' real needs.

The use of modern textbooks, vocabulary and grammar materials, writing resources, professional English materials, and teacher education resources helps create a more effective learning environment. Communicative activities, integrated skills, contextual vocabulary learning, process writing, project work, digital technologies, and reflective teaching all contribute to the development of students' English language competence.

Thus, modern approaches and innovations in teaching English help students become active, confident, independent, and competent users of the language. They also develop logical thinking, creativity, cooperation, problem-solving skills, and readiness for international communication. For this reason, the modernization of English language teaching is one of the most important tasks of contemporary education.

Developing Students' Logical Thinking Skills

Developing students' logical thinking skills is one of the important aims of modern education. In English language teaching, logical thinking is closely connected with language learning because students do not only memorize words and grammar rules, but also learn how to understand information, compare ideas, express opinions, give reasons and make conclusions. Therefore, English lessons can be an effective means of developing students' intellectual abilities.

Logical thinking means the ability to organize ideas clearly, understand relationships between facts, identify causes and effects, and support opinions with arguments. In the process of learning English, students often work with texts, dialogues, grammar structures, vocabulary exercises, writing tasks and speaking activities. All these activities can help them think logically if they are organized properly.

Modern approaches to English language teaching are based on active learning. In traditional lessons, students mainly listened to the teacher and memorized information. However, modern methodology requires students to participate actively in the lesson. They are encouraged to work in pairs and groups, discuss different topics, solve problems, prepare presentations and express their own ideas. Such activities help learners develop both language competence and logical thinking skills.

Discussion is one of the effective methods for developing logical thinking. When students discuss a topic in English, they learn to express their opinions, agree or disagree, give examples and explain their reasons. For example, topics such as "The advantages and disadvantages of online learning", "The role of English in modern education" or "The importance of technology in language learning"

require students to compare ideas and make conclusions. This process teaches them to think in a logical and organized way.

Reading activities also play an important role in developing logical thinking. While reading a text, students try to understand the main idea, find important details, identify the author's purpose and draw conclusions. Modern English textbooks usually include reading texts followed by comprehension questions, vocabulary tasks and discussion activities. These tasks help students move from simple understanding to deeper analysis.

Vocabulary and grammar learning can also support logical thinking. Vocabulary should not be learned only as separate words. Students should learn words in context, together with collocations, synonyms, antonyms and word formation. This helps them classify and connect ideas. Grammar also shows logical relationships between ideas. For example, conditional sentences express cause and result, comparative structures help compare things, and linking words such as "because", "however", "therefore", "firstly" and "in conclusion" help students organize their speech and writing logically.

Writing is another powerful way to develop logical thinking. When students write a paragraph or an essay, they need to plan their ideas, organize them in order, support them with examples and finish with a conclusion. The process of writing teaches students to think systematically. For instance, when they write about "The importance of English for future specialists", they first collect ideas, then choose the most important points, arrange them logically and explain them clearly.

Problem-solving tasks are also useful in English lessons. Students may be given a situation and asked to find a solution. For example, they can discuss how to improve English learning at university or how to organize an English club. Such tasks require students to

analyze the problem, suggest solutions and choose the best option. This develops reasoning, decision-making and communication skills.

Project-based learning is another effective method. In project work, students collect information, organize materials, prepare a presentation and present it to the class. This process develops independence, creativity, cooperation and logical organization of information. It also helps students use English for real communicative purposes.

Innovative technologies can also help develop students' logical thinking skills. Videos, online platforms, electronic dictionaries, interactive exercises and presentations make English lessons more interesting and effective. However, technology should be used with a clear educational purpose. For example, after watching a video, students may answer analytical questions, compare ideas or write a summary.

The teacher plays a very important role in this process. The teacher should not only explain new material but also ask thought-provoking questions. Questions such as "Why do you think so?", "Can you give an example?", "What is the reason?", "What conclusion can we make?" encourage students to think more deeply. Such questions help students develop reasoning skills and express their thoughts clearly.

In conclusion, developing students' logical thinking skills is an essential part of modern English language teaching. English lessons provide many opportunities for this purpose through reading, writing, speaking, listening, vocabulary learning, grammar practice, discussions, projects and problem-solving tasks. Logical thinking helps students understand information better, express ideas clearly and make reasonable conclusions. Therefore, English language teaching should not be limited only to grammar and vocabulary; it

should also develop students' intellectual, communicative and creative abilities.

III. AMALIY MASHG'ULOT MATERIALLARI

Practical sessions

Seminar 1: Developing a system for training specialists who can communicate fluently in foreign languages.

In the modern world, the ability to communicate fluently in foreign languages has become one of the most important professional skills. Today, specialists in almost every field need foreign languages for academic study, professional communication, international cooperation, business relations, scientific research, tourism, technology, and cultural exchange. Therefore, higher education institutions should develop an effective system for training specialists who can use foreign languages confidently and fluently in real-life and professional situations.

The main aim of such a system is not only to teach grammar rules or vocabulary, but also to develop students' communicative competence. Communicative competence means the ability to use the language correctly, appropriately and effectively in different contexts. A fluent specialist should be able to speak clearly, understand oral and written information, participate in discussions, write professional texts, make presentations, and communicate with foreign colleagues. For this reason, foreign language teaching should be practical, interactive, professionally oriented and learner-centered.

One of the important principles of training fluent specialists is the communicative approach. According to this approach, students should learn the language through active communication. They should not only listen to the teacher or complete grammar exercises, but also speak, ask questions, express opinions, discuss problems and solve communicative tasks. Pair work, group work, role-play, debates, interviews, presentations and project work are effective

methods for developing fluency. These activities help students overcome fear, increase confidence and use the language naturally. Another important element of this system is the integration of language skills. In real communication, listening, speaking, reading and writing are closely connected. For example, a specialist may read a professional text, discuss it with colleagues, listen to a presentation and then write a report or summary. Therefore, language lessons should develop all four skills together. Reading professional texts, listening to authentic materials, speaking on practical topics and writing formal or academic texts should be included in the learning process.

Vocabulary development is also essential for fluency. A specialist cannot communicate effectively without sufficient vocabulary. However, vocabulary should not be taught as isolated word lists. Students should learn words in context, together with collocations, phrases, phrasal verbs and professional terminology. For example, instead of learning only separate words, students should learn useful expressions such as “make a decision”, “take responsibility”, “solve a problem”, “give a presentation”, “conduct research” and “exchange information”. This helps them speak more naturally and accurately.

Grammar also plays an important role in fluent communication. However, grammar should be taught as a tool for expressing meaning, not only as a set of rules. Students should learn how to use tenses, modal verbs, conditionals, passive voice and linking words in real communication. For instance, modal verbs help express advice, obligation and possibility; conditional sentences help discuss possible situations; linking words help organize speech logically. Thus, grammar and communication should be taught together.

A system for training fluent specialists should also be based on English for Specific Purposes, or ESP. This approach connects language learning with students’ future professions. Different specialists need different types of foreign language skills. For example, future teachers need classroom communication and academic language; doctors need medical terminology and patient

communication; economists need business English; lawyers need legal vocabulary; tourism specialists need English for hospitality and travel. Therefore, foreign language courses should be adapted to students' academic and professional needs.

Needs analysis is an important part of this process. Before organizing a foreign language course, the teacher should identify students' level, interests, future profession and communicative needs. Based on this information, the teacher chooses suitable materials, texts, vocabulary, tasks and assessment methods. This makes language learning more useful and motivating because students understand why they are learning the language and how they will use it in the future.

Modern technologies can also improve the quality of foreign language training. Online platforms, video lessons, electronic dictionaries, mobile applications, interactive tests, podcasts, presentations and virtual communication tools make the learning process more interesting and effective. Students can listen to native speakers, practise pronunciation, complete online exercises, watch educational videos and communicate with others in English. However, technology should be used with a clear educational purpose. It should help students develop real communication skills, not only entertain them.

Independent learning is another important factor in developing fluency. Students cannot become fluent only during classroom lessons. They should practise the language regularly outside the classroom. They can read books and articles, watch videos, listen to podcasts, write short texts, keep vocabulary notebooks and communicate in English whenever possible. The teacher should guide students and teach them effective learning strategies. A good language learner should know how to use dictionaries, memorize vocabulary, improve pronunciation, practise listening and evaluate personal progress.

Assessment should also support the development of fluency. Traditional tests often check grammar and vocabulary, but they do not always show whether a student can communicate effectively. Therefore, modern assessment should include oral presentations,

interviews, dialogues, written assignments, projects, portfolios and practical tasks. Such assessment methods help evaluate students' real ability to use the foreign language in academic and professional situations.

The teacher plays a central role in this system. A modern foreign language teacher should be a facilitator, motivator, organizer and consultant. The teacher should create a friendly and active learning atmosphere where students are not afraid to speak. Mistakes should be seen as a natural part of learning. The teacher should give constructive feedback and encourage students to improve their fluency step by step.

In conclusion, developing a system for training specialists who can communicate fluently in foreign languages is one of the most important tasks of modern education. Such a system should be communicative, learner-centered, professionally oriented and supported by innovative technologies. It should develop students' speaking, listening, reading and writing skills together with vocabulary, grammar, pronunciation, logical thinking and professional competence. As a result, students become confident specialists who can use foreign languages effectively in academic, professional and international communication.

Practical Activities for the Seminar

Activity 1. Warm-up Discussion

Task: Answer the following questions in pairs or small groups.

1. What does “modern approach” mean in English language teaching?
2. How is modern teaching different from traditional teaching?
3. Why is communication important in learning English?

4. What innovative technologies can be used in English lessons?
5. What qualities should a modern English teacher have?

Activity 2. Match the Terms with Their Definitions

Task: Match the terms in Column A with the correct definitions in Column B.

Column A

1. Communicative approach
2. Learner-centered teaching
3. ESP
4. Blended learning
5. Interactive method

Column B

- a. Teaching English according to students' professional needs
- b. A method in which students learn through real communication
- c. A type of learning that combines classroom and online activities
- d. An approach where students are active participants in learning
- e. A teaching method that involves discussion, cooperation and active participation

Activity 3. Complete the Sentences

Task: Complete the sentences with suitable words.

Words: **communication, technology, learner-centered, grammar, motivation, skills**

1. Modern English teaching focuses on real-life _____.
2. A _____ classroom gives students more responsibility.

3. Innovative _____ makes lessons more interesting and effective.
4. English lessons should develop speaking, listening, reading and writing _____.
5. _____ is important, but it should be taught in context.
6. Interactive activities increase students' _____.

Activity 4. Group Work: Traditional vs Modern Teaching

Task: Work in groups and compare traditional and modern English teaching. Complete the table.

Traditional Teaching	Modern Teaching
Teacher explains most of the lesson	Students actively participate
Grammar rules are memorized	Grammar is used in communication
Students mostly work individually	Students work in pairs and groups
Translation is often used	Real-life communication is emphasized
Teacher is the main source of knowledge	Teacher is a facilitator and guide

Follow-up question:

Which approach is more effective for developing students' communication skills? Why?

Activity 5. Brainstorming

Task: Write the phrase “**Innovations in English Teaching**” in the center of the board. Students should suggest as many ideas as possible.

Possible answers:

- online platforms
- video lessons
- mobile applications
- electronic dictionaries
- interactive whiteboards
- project work
- role-play
- group discussion
- digital tests
- presentations
- multimedia resources
- blended learning

Case Study

Situation:

A teacher notices that students know grammar rules, but they cannot speak English fluently. They are afraid of making mistakes and usually remain silent during speaking activities.

Task: Discuss the situation in groups and answer the questions:

1. What is the main problem?
2. Why do students have difficulty speaking?
3. What modern methods can the teacher use?
4. How can technology help in this situation?
5. What result can be expected?

Activity 7. Mini Presentation

Task: Choose one modern approach or innovation and prepare a 2–3 minute presentation.

Topics:

1. Communicative Language Teaching
2. English for Specific Purposes
3. Blended Learning
4. Project-Based Learning

5. Technology in English Teaching
6. Interactive Methods
7. Learner-Centered Teaching
8. Teaching Vocabulary through Context

Presentation plan:

1. Definition of the method
2. Main features
3. Advantages
4. Example of classroom use
5. Conclusion

Seminar 2: Methods of Using Innovative Technologies in Education

In the modern educational process, innovative technologies play an important role in improving the quality of teaching and learning. Education today is not limited to traditional lectures, textbooks, and written exercises. Modern students live in a digital world, so teachers should use different technological tools to make lessons more effective, interactive, and practical. Innovative technologies help students learn independently, communicate actively, develop critical thinking, and use knowledge in real-life situations.

One of the most common methods of using innovative technologies in education is the use of multimedia materials. Multimedia includes videos, audio recordings, presentations, pictures, animations, and interactive tasks. These materials make the lesson more interesting and help students understand the topic better. For example, in English language teaching, videos can be used to improve listening skills, pronunciation, vocabulary, and cultural awareness. Students can watch dialogues, interviews, educational films, or short clips and then discuss them, answer questions, or write summaries.

Another effective method is the use of online learning platforms. Platforms such as Google Classroom, Moodle, Zoom, Microsoft

Teams, and other digital systems allow teachers to organize lessons, share materials, give assignments, check students' work, and communicate with learners outside the classroom. Online platforms are especially useful for blended learning, where traditional classroom teaching is combined with online activities. This method gives students more opportunities to practise independently and learn at their own pace.

Interactive exercises are also important in modern education. Digital quizzes, online tests, matching exercises, gap-filling tasks, and grammar or vocabulary games help students check their knowledge immediately. These activities make learning more active and motivating. For example, after learning a new grammar topic, students can complete online exercises and receive instant feedback. This helps them understand their mistakes and improve their knowledge.

The use of electronic dictionaries and mobile applications is another useful method. In foreign language learning, students can use electronic dictionaries to find word meanings, pronunciation, synonyms, examples, and collocations. Mobile applications can help learners practise vocabulary, grammar, listening, and speaking every day. Such tools support independent learning and encourage students to continue studying outside the classroom.

Project-based learning can also be improved through innovative technologies. Students can use the internet to search for information, prepare presentations, create posters, record videos, and present their projects to the class. For example, students may prepare a project on "Modern technologies in education", "The role of English in international communication", or "Environmental problems". During this process, they develop research skills, creativity, cooperation, communication, and digital literacy.

Presentations are widely used in modern education. PowerPoint, Canva, Prezi, and other tools help students organize information visually and present it clearly. When students prepare presentations, they learn how to select important information, arrange ideas logically, use images and diagrams, and speak confidently in front of an audience. This method develops not only subject knowledge but also public speaking and logical thinking skills.

Another method is the use of video conferencing tools. Online meetings and virtual classrooms allow students and teachers to communicate even when they are not in the same place. This is useful for distance education, guest lectures, online discussions, and international cooperation. In foreign language teaching, video conferencing can help students communicate with native speakers or learners from other countries. This develops real communication skills and intercultural competence.

Innovative technologies also make it possible to use flipped classroom methodology. In a flipped classroom, students study theoretical material at home through videos, presentations, or online readings. Then, in the classroom, they practise, discuss, solve problems, and complete tasks with the teacher's guidance. This method saves classroom time and makes lessons more practical. It also encourages students to take responsibility for their own learning.

Gamification is another modern method of using technology in education. It means using game elements such as points, levels, badges, competitions, and rewards in the learning process. Gamification increases students' motivation and makes learning more enjoyable. For example, teachers can use vocabulary competitions, grammar games, online quizzes, or team challenges. However, games should have a clear educational purpose and should support the lesson objectives.

Digital assessment is also an important part of innovative education. Teachers can use online tests, electronic portfolios, digital projects, presentations, and self-assessment forms to evaluate students' progress. Digital assessment is useful because it saves time, provides quick feedback, and helps students understand their strengths and weaknesses. It also allows teachers to monitor students' learning more effectively.

Innovative technologies can also support differentiated learning. Students have different abilities, levels, and learning styles. Technology helps teachers provide different tasks for different learners. Stronger students can work with more difficult materials, while weaker students can practise basic exercises. This makes education more individual and student-centered.

However, innovative technologies should be used carefully and purposefully. Technology itself does not guarantee successful learning. The teacher should choose digital tools according to the lesson aim, students' level, topic, and available resources. If technology is used only for entertainment, it may not bring good results. Therefore, every technological activity should help students learn, practise, communicate, think, or create.

The teacher's role remains very important in technology-based education. A modern teacher should know how to use digital tools effectively, organize interactive lessons, guide students, give feedback, and create a positive learning environment. The teacher should also teach students digital culture, responsible internet use, and academic honesty.

In conclusion, innovative technologies are an essential part of modern education. They make the learning process more interactive, flexible, practical, and student-centered. Multimedia materials, online platforms, mobile applications, digital dictionaries, presentations, video conferencing, flipped classroom, gamification,

project work, and digital assessment are effective methods of using innovative technologies in education. These methods help students develop knowledge, communication skills, independent learning, creativity, logical thinking, and digital literacy. Therefore, teachers should use innovative technologies wisely and connect them with clear educational goals.

Activity 1. Warm-up Questions

Task: Work in pairs and answer the questions.

1. What do you understand by innovative technologies in education?
2. Why are digital technologies important in modern teaching?
3. What technological tools do teachers use in the classroom?
4. How can online platforms help students learn independently?
5. What are the advantages and disadvantages of using technology in education?

Activity 2. Match the Terms with Their Definitions

Task: Match the terms in Column A with the correct definitions in Column B.

Column A

1. Multimedia
2. Online platform
3. Blended learning

Column B

- a. A teaching model that combines classroom and online learning
- b. The use of game elements in education
- c. A system used for sharing materials, tasks and communication online

Column A

Column B

- | | |
|-----------------------|---|
| 4. Gamification | d. Learning through videos, audio, pictures, animations and presentations |
| 5. Digital assessment | e. Evaluation of students' knowledge through online tests and digital tasks |

Activity 3. Complete the Sentences

Task: Complete the sentences with suitable words.

Words: **technology, multimedia, online, feedback, motivation, independent**

1. Innovative _____ makes the learning process more interactive.
2. _____ materials include videos, audio recordings, pictures and presentations.
3. _____ platforms help teachers share assignments and learning materials.
4. Digital tests can give students quick _____.
5. Educational games can increase students' _____.
6. Mobile applications support _____ learning outside the classroom.

Activity 4. Group Discussion

Task: Work in groups and discuss the following question:

“How can innovative technologies improve the quality of education?”

Use the ideas below:

- online lessons
- video materials
- electronic dictionaries
- mobile applications
- interactive tests

- digital presentations
- virtual classrooms
- project work
- independent learning
- quick feedback

Activity 5. Case Study

Situation:

A teacher wants to make the lesson more interesting and interactive. However, students are not very active, and they quickly lose interest during traditional lectures. The classroom has internet access, a projector and students' smartphones.

Task: Discuss the case in groups and answer the questions.

1. What is the main problem in this situation?
2. What innovative technologies can the teacher use?
3. How can videos or presentations make the lesson more effective?
4. How can online quizzes increase students' participation?
5. What result can be expected after using digital tools?

Activity 6. Mini Presentation

Task: Prepare a short **2–3 minute presentation** on one of the topics below.

Topics:

1. The role of multimedia in modern education
2. Advantages of online learning platforms
3. Blended learning in education
4. Gamification as an innovative teaching method
5. Mobile applications in language learning
6. Digital assessment and quick feedback
7. The flipped classroom method
8. Technology and independent learning

Presentation plan:

1. Introduction
2. Definition of the technology or method
3. Main advantages
4. Example of classroom use
5. Conclusion

Useful phrases:

- Today I would like to talk about ...
- This method is important because ...
- One example of using it is ...
- It helps students to ...
- In conclusion, innovative technologies ...

IV. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

Interactive Teaching Methods Used in Teaching Module 1.2

Interactive teaching methods are important because they make lessons more active, interesting, and effective. Students usually remember information better when they participate in the learning process. If they only listen to the teacher, they may forget much of the information after the lesson. However, when they discuss, write, explain, compare, draw diagrams, solve problems, and present results, they understand the topic more deeply.

Interactive methods also help students develop communication skills. During group work, pair work, debates, role-plays, and discussions, students learn how to listen to others, express their opinions, ask questions, give reasons, and respect different viewpoints. These skills are necessary not only in education but also in professional and social life.

Another important advantage of interactive methods is that they develop logical thinking. Logical thinking means the ability to organize ideas clearly, understand relationships between facts, identify causes and effects, compare concepts, and make reasonable conclusions. Many interactive methods are based on these mental

operations. For example, a Venn diagram helps students compare two concepts, a Fishbone diagram helps analyze causes of a problem, and debate helps students defend their opinions with arguments.

Interactive teaching also increases student motivation. When students are involved in meaningful activities, they become more interested in the lesson. They feel that their opinions are valuable and that they can contribute to the learning process. This positive atmosphere encourages students to participate more actively.

1. Brainstorming

Brainstorming is one of the most popular interactive methods used in education. It is usually applied at the beginning of a lesson or before introducing a new topic. The main purpose of brainstorming is to collect as many ideas as possible from students in a short period of time. Students are encouraged to express their thoughts freely without fear of making mistakes.

In teaching Module 1.2, brainstorming can be used to activate students' prior knowledge. For example, the teacher may write a key question on the board: "What do you know about interactive teaching methods?" or "How can teachers develop students' logical thinking?" Students give different answers, and the teacher writes them on the board. At this stage, all ideas are accepted because the purpose is not to judge but to collect information.

Brainstorming develops students' creative and logical thinking. At first, students produce different ideas, and later they analyze, group, and evaluate them. This process helps learners see the connection between concepts. It also prepares them for deeper discussion. Brainstorming is especially useful for shy students because they can share short ideas without long explanations.

The teacher should manage brainstorming carefully. The rules must be clear: students should respect each other's opinions, avoid criticism during the first stage, and try to produce many ideas. After collecting ideas, the teacher and students may choose the most important ones and connect them with the main topic of the lesson.

2. Cluster Method

The cluster method is another effective interactive technique. It helps students organize ideas visually. In this method, the main concept is written in the center of the board or paper, and related ideas are placed around it. Lines are used to show connections between the central idea and supporting concepts.

For Module 1.2, the teacher may write “Interactive Teaching Methods” in the center of the cluster. Around it, students may add such ideas as “discussion,” “group work,” “role-play,” “project work,” “problem-solving,” “debate,” and “technology.” Then, each idea can be expanded with examples and explanations.

The cluster method is very useful for developing logical thinking because it teaches students to classify information. They learn to distinguish main ideas from supporting ideas. They also understand how different concepts are connected. This method is especially helpful before writing an essay, preparing a presentation, or analyzing a theoretical topic.

Clusters can be created individually, in pairs, or in groups. Individual clusters show each student’s understanding, while group clusters encourage cooperation. After completing the cluster, students may present it to the class and explain their ideas. This develops both thinking and speaking skills.

3. Think–Pair–Share

Think–Pair–Share is a simple but very effective interactive method. It consists of three stages: thinking individually, discussing in pairs, and sharing ideas with the whole class. This method gives students enough time to think before speaking, which is especially important for developing logical and well-organized answers.

In the first stage, the teacher gives a question or problem. For example: “Why are interactive methods important in modern education?” Students think about the question individually and write down their ideas. In the second stage, they discuss their answers with a partner. They compare ideas, add new points, and clarify their thoughts. In the third stage, pairs share their conclusions with the whole class.

This method is effective because it involves all students. In many traditional discussions, only active students speak, while others remain silent. Think–Pair–Share gives every student a chance to participate. It also reduces anxiety because students first discuss their ideas with one partner before speaking in front of the class.

Think–Pair–Share develops logical thinking by encouraging students to formulate ideas, compare opinions, and make conclusions. It also teaches them to listen to others and improve their own answers.

4. Debate

Debate is one of the most powerful methods for developing students' logical and critical thinking. In a debate, students discuss a controversial topic and defend their opinions with arguments. They must not only express their views but also provide reasons, examples, and evidence.

For Module 1.2, the teacher may organize a debate on topics such as: “Interactive methods are more effective than traditional methods,” “Technology should be used in every lesson,” or “Group work is better than individual work.” Students can be divided into two groups: one group supports the statement, and the other group opposes it.

Debate develops several important skills. First, it improves speaking skills because students must express their ideas clearly. Second, it develops listening skills because students must understand the opposing arguments. Third, it strengthens logical thinking because students need to organize their points in a clear structure. They must present claims, support them with reasons, and respond to counterarguments.

The teacher should teach students how to debate respectfully. They should criticize ideas, not people. They should use polite expressions such as “I agree with this point because...”, “I disagree because...”, “In my opinion...”, and “The main reason is...”. In this way, debate also develops cultural communication and academic discussion skills.

5. Role-Play

Role-play is an interactive method in which students act out different situations. It is especially useful in language teaching, but it can also be applied in many other subjects. In role-play, students take different roles and communicate according to a given situation. For Module 1.2, students may perform a role-play about a teacher and students discussing which interactive method to use in a lesson. Another example may be a meeting of teachers planning an innovative lesson. Some students may act as teachers, others as students, observers, or administrators. They discuss problems, suggest methods, and choose the best solution.

Role-play develops communication skills, creativity, and practical thinking. It helps students connect theory with real-life situations. Instead of only reading about interactive methods, they experience how these methods can be used in practice. This makes learning more meaningful.

Role-play also supports logical thinking because students must understand the situation, choose appropriate language, respond to others, and make decisions. It encourages students to think from different perspectives. For example, a student playing the role of a teacher must think about lesson objectives, student needs, classroom management, and expected results.

6. Case Study

Case study is a problem-based teaching method. In this method, students analyze a real or imaginary situation and suggest solutions. It is very effective for developing analytical thinking, decision-making skills, and professional competence.

In teaching Module 1.2, the teacher may give students a case such as: “A teacher wants to make the lesson more interactive, but students are passive and do not want to speak. What should the teacher do?” Students work in groups to analyze the situation. They identify the problem, discuss possible reasons, suggest solutions, and present their final decision.

Case study helps students apply theoretical knowledge in practice. They do not simply memorize information about interactive methods; they learn how to use these methods to solve real classroom problems. This approach develops logical thinking

because students must follow several stages: problem identification, cause analysis, solution generation, evaluation of solutions, and conclusion.

The teacher should choose cases that are relevant to students' future professional activities. If students are future teachers, the cases should be connected with classroom situations. If they are future specialists in another field, the cases should reflect their professional context.

7. Venn Diagram

A Venn diagram is a visual method used to compare and contrast two concepts, ideas, methods, or phenomena. It consists of two overlapping circles. The separate parts show differences, while the overlapping part shows similarities.

For Module 1.2, students may use a Venn diagram to compare “traditional teaching” and “interactive teaching.” In the first circle, they write features of traditional teaching, such as teacher-centered instruction, lecture, memorization, and individual tasks. In the second circle, they write features of interactive teaching, such as student participation, group work, discussion, and problem-solving. In the overlapping part, they may write common features, such as lesson objectives, teacher guidance, and assessment.

This method is very effective for developing logical thinking because comparison is an important mental operation. Students learn to identify similarities and differences, classify information, and make conclusions. A Venn diagram also helps students understand abstract concepts more clearly because it presents information visually.

The teacher can use this method before discussion, writing, or presentation. After completing the diagram, students may explain their comparison orally or write a short paragraph based on it.

8. Fishbone Diagram

The Fishbone diagram, also known as the Ishikawa diagram, is used to analyze the causes and effects of a problem. It looks like a fish skeleton. The main problem is written at the head of the fish, while the causes are written on the bones.

In teaching Module 1.2, the teacher may write a problem such as “Students are passive in the classroom” or “Students have difficulty thinking logically.” Students then identify possible causes. These causes may include lack of motivation, fear of mistakes, weak vocabulary, teacher-centered lessons, limited practice, or unsuitable materials.

The Fishbone method develops analytical and logical thinking. Students learn that every problem may have several causes. They also understand that solving a problem requires careful analysis. This method encourages students to move beyond simple answers and think more deeply.

After completing the Fishbone diagram, students may discuss possible solutions. For example, if the cause is “fear of mistakes,” the solution may be creating a friendly classroom atmosphere. If the cause is “lack of practice,” the solution may be using more pair and group activities. In this way, the Fishbone diagram connects problem analysis with practical decision-making.

9. BBB Method: Know–Want to Know–Learned

The BBB method, known in Uzbek as “Bilaman–Bilmoqchiman–Bildim,” is similar to the KWL method in English. It consists of three columns: what students already know, what they want to know, and what they have learned.

At the beginning of Module 1.2, the teacher may ask students to fill in the first two columns. In the “Know” column, students write what they already know about interactive teaching methods. In the “Want to Know” column, they write questions or topics they want to learn. At the end of the lesson, students complete the “Learned” column by writing new information they have gained.

This method is useful because it makes learning conscious and reflective. Students understand their starting point and see their progress at the end. It also helps the teacher identify students’ needs and interests. If many students want to know about a particular method, the teacher can give more attention to that topic.

The BBB method develops logical thinking because students compare prior knowledge with new knowledge. They learn to ask questions, organize information, and evaluate learning outcomes.

10. Project Method

The project method is one of the most effective interactive methods in modern education. In project-based learning, students work on a topic for a certain period of time, collect information, analyze materials, prepare a product, and present it to the class.

For Module 1.2, students may prepare projects on topics such as “The Role of Interactive Methods in Modern Education,” “Methods for Developing Students’ Logical Thinking,” “Using Technology in Interactive Lessons,” or “Comparison of Traditional and Modern Teaching Methods.” Students may work individually or in groups.

The project method develops many skills at the same time. Students learn to search for information, select important facts, organize ideas, design presentations, speak in public, and answer questions. It also develops responsibility, creativity, cooperation, and independent learning.

Project work is especially useful for connecting theory with practice. Students do not only study interactive methods theoretically; they also demonstrate how these methods can be applied in real teaching. For example, a group may prepare a mini-lesson using brainstorming and cluster. Another group may present a case study or role-play.

Expected Results

The use of interactive teaching methods in Module 1.2 can produce several important results. First, students’ logical thinking develops. They learn to analyze information, compare ideas, identify causes and effects, solve problems, and make conclusions. Second, students become more active in the classroom. They participate in discussions, group work, presentations, and practical tasks. Third, their communication skills improve because they practise speaking, listening, explaining, and asking questions. Fourth, independent thinking is formed because students learn to express their own opinions and support them with arguments.

In addition, interactive methods create a positive classroom atmosphere. Students feel more confident when they work with their peers and share ideas. They become more motivated because the lesson is interesting and practical. The teacher also receives better

feedback about students' understanding because students demonstrate their knowledge through activities, not only through tests.

Conclusion

In conclusion, interactive teaching methods are very important in teaching Module 1.2 because they make the lesson more active, meaningful, and student-centered. Methods such as brainstorming, cluster, Think–Pair–Share, debate, role-play, case study, Venn diagram, Fishbone diagram, BBB method, and project work help students understand the topic deeply and develop important academic skills.

These methods are especially useful for developing students' logical thinking. Through interactive activities, students learn to organize ideas, compare concepts, analyze problems, give arguments, and make conclusions. They also develop communication, cooperation, creativity, independence, and confidence.

Therefore, the teacher should use interactive methods purposefully and systematically. Each method should be connected with the lesson objective, students' level, and expected learning outcomes. When interactive methods are used correctly, they improve the quality of education and prepare students for academic, professional, and social communication.

V Glossary

Fluency — The ability to speak a foreign language smoothly, naturally and confidently without long pauses.

Communicative competence — The ability to use a language correctly and appropriately in different communicative situations.

Foreign language — A language that is learned in addition to a person's native language for study, work or communication.

Specialist — A person who has professional knowledge and skills in a particular field.

Professional communication — Communication used in work-related or professional situations.

Language skills — The main abilities needed in language learning: listening, speaking, reading and writing.

Speaking skill — The ability to express ideas, opinions and information orally in a foreign language.

Listening skill — The ability to understand spoken language in different contexts.

Reading skill — The ability to understand written texts and identify their main ideas.

Writing skill — The ability to express thoughts and information clearly in written form.

English for Specific Purposes — Teaching English according to learners' academic, professional or occupational needs.

Needs analysis — The process of identifying students' goals, interests, language level and professional needs.

Vocabulary — The words and expressions that a learner knows and uses in communication.

Professional vocabulary — Words and expressions related to a particular profession or field.

Grammar in context — Teaching grammar through real sentences, texts and communicative situations.

Interaction — Communication and cooperation between teacher and students or among students.

Pair work — A classroom activity in which two students work together to complete a task.

Group work — A learning activity in which students cooperate in small groups.

Role-play — An activity in which students act out real-life or professional situations.

Presentation — A formal speech or report given in front of an audience.

Project work — A task in which students collect information, prepare material and present results on a topic.

Independent learning — Learning that students do by themselves outside the classroom.

Motivation — The desire and interest that encourage students to learn.

Confidence — The feeling of being able to speak or act without fear.

Accuracy — The ability to use grammar, vocabulary and pronunciation correctly.

Authentic materials — Real materials used in everyday communication, such as videos, articles, interviews and podcasts.

Blended learning — A learning model that combines traditional classroom lessons with online learning.

Assessment — The process of checking and evaluating students' knowledge and skills.

Feedback — Comments or advice given to students to help them improve.

Career opportunities — Chances for professional growth, employment and success in a future career.

VI. ADABIYOTLAR RO'YXATI

1. Chiesa, D. I., Azizov, U., Khan, S., Nazamutdinova, K., & Tangirova, K. *Re-conceptualizing Language Teaching: An In-service Teacher Education Course in Uzbekistan*. Bactria Press, 2019.
2. Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
3. Harmer, J. *The Practice of English Language Teaching*. Pearson Education, 2015.
4. Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education, 2007.
5. Larsen-Freeman, D., & Anderson, M. *Techniques and Principles in Language Teaching*. Oxford University Press, 2011.
6. Mitchell, H. Q., & Malkogianni, M. *Pioneer B1, B2*. MM Publications, 2015.
7. Greenall, S. *Reward B2. Student's Book*. Macmillan, 2012.
8. Blot, D., & Davidson, D. M. *Starting Lines, Beginning Writing*. Heinle, Boston.