THE SIGNIFICANCE OF INTERACTIVE METHODS IN TEACHING VOCABULARY TO ESP LEARNERS

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Annotation: This article explores and analyzes the role, importance, and application of interactive methods in teaching vocabulary to ESP learners and their significant features in the progress of teaching communicative skills. Improving communicative skills among students is always one of the pressing issues in linguistics, making it possible to determine the place and function of interactive methods in teaching vocabulary and to correctly understand the content and essence of their importance in language learning.

Keywords: Language learning, communicative skill, Special lexicon, grammatical categories, concept, vocabulary, development and improvement, interactive methods, assimilation, transformation, knowledge, passive and active methods.

Interactive methods as a combination of the advantages of traditional methods. Revealing the concept of interactive teaching methods can say that they are understood as teaching methods in which students interact widely with teachers and with each other. Consequently, the interaction vectors of all subjects of the educational process are targeted not only from the teacher to students in the form of a directive but also from students to the teacher, as well as from one student to another. This leads to a change in students' activity and their deep involvement in the educational process. Traditional passive and active methods, despite the past efficiency, are not capable of ensuring the proper assimilation and transformation of knowledge among students in the context of a rapidly changing environment, considering market requirements. This means that the development of innovative technological areas, and their evolution, is closely related to the saturation of these areas with high-quality staff with the required potential and skills. Training a specialist of the proper level requires improvements in the quality of the educational process, and therefore, calls attention to the methods used in training. Interactive methods combine the advantages of active and passive traditional methods, increasing learning efficiency. A fundamental change of roles in the implementation of interactive methods is characterized by clearing out the previously active role of the teacher, moving it to the position of a "guide".

The teacher coordinates the lesson to achieve the predefined educational goals, without monitoring, allowing students to dominate in the implementation of the methodological process. An important moment is the development of cooperation and teamwork abilities, which is activated by creating democratic, friendly, positive relationships among students (Vaganova, Ermakova, 2014). It can be said that interactive methods are based on the socially humanistic qualities of a person. The use of interactive methods determines the existence of comfortable learning conditions in which each student feels his intellectual viability, can be active and smart. The exchange of knowledge for students to achieve their educational goals when implementing interactive methods is impossible without the full participation of all members of the group and also implies a general presentation and discussion of ideas, thoughts, and possible means of solving the problem that students proposed. In this regard, interactive methods can take the form

of group or pair work. Individual work is less commonly used, which is more often associated with project activities that are part of interactive methods.

However, today modern innovative tools for interactive education of students are distance technologies that implement various models and means of education (Abakumova, 2019). The impact of interactive methods on the educational system has been huge. The active use of interactive methods in teaching students has a positive impact not only on the quality of education; it also on the improvement of the educational system of the country itself. The national educational system of Uzbekistan now keeps evolving, the goal of which is to achieve the convertibility of diplomas of European state universities (Kassymova et al., 2012). This goal involves a change in the teaching methods of students to be more effective, which determines the further restructuring of the country's educational system under international standards. Changing the set of methods in the Kazakhstan education system, as well as using experimental combinations of methods (active, passive, interactive) in practice, can increase consistency, and improve goal setting, and the results of the educational process. Subsequently, they will provide an opportunity to increase the presence, demand, and importance of the country's professional personnel in the European labor market. However, the important task to transform the methodological educational base is not only the education of valuable specialists but also shaping specific creative, divergent thinking among students of higher educational institutions.

Today, the development of a non-standard, extraordinary approach to solving any issue is one of the urgent needs of modern life, both in terms of professional and personal growth. Using interactive methods in teaching students stimulates cognitive activity, increases the motivational attitude, and activates the ability to independently and creatively solve problems (that is, take responsibility for finding an effective way to achieve this goal in an unfavorable environment). The reality of professional activity is that students of technical universities should not only master professional terminology but also be able to communicate formally and informally. The types of professional communication include • counseling; • participation in conferences, meetings, and conversations with colleagues; • preparation of business documentation for the profile (Gracheva, 2016). About the above mentioned, a teacher of students of technical universities of Kazakhstan should pay attention not only to professional but also to social orientation. To do this, it is necessary to make students interested and stimulated by a clear idea of the prospects for using the acquired knowledge and a subsequent increase in professional demand. The ultimate goal of teaching English to students of technical universities is to achieve a language level that will be sufficient for the successful implementation of professional skills. Students should not only read and translate texts related to their expertise but also efficiently use the language in different fields.

a. The Method of Teaching Vocabulary

In teaching vocabulary the teacher used memorizing methods. The teacher gave word to the learners to memorize. The phrases were about in the class, body and so on based on the handout.

b. The Method of Teaching by using Games

Teacher likes doing something. Like any others useful methods, games and fun are also useful in teaching English to students since game are fun for them. Implies play which is an essential part of student's life. They might not realize that playing games, they are studying something about language. Of course, in this case the teacher should be careful enough to make the game enjoyed

by students and the same time. Some language items are learned. In addition, a good game is effective to break the routine of the class. The teacher sometimes used game to teach the learner a new vocabulary, when the researcher did the observation in the class. The teacher used game, like: she divided the learners into four groups. Then, she mentisingled new vocabulary and wrote in the blackboard and then asked the learners to find new word from the new vocabulary in the blackboard.

c. The Method of Teaching Using Song

Sometimes the teacher used the song as methods in teaching English; most of the students like to sing. Song can be useful in teaching English to students since almost every student likes singing. Teacher who are aware of this can introduce new enters of new structures. There are many nice songs, from traditional highly motivating.

d. The Method of Teaching Using Dialogue

Sometimes the teacher used the methods of teaching like dialogues. A dialogue is people talking together about something that they did, are doing, or are going to do. A dialogue is particularly well suited for practice authentic language in real communication situation where people listen and read, either by speaking or by performing some actions. The teacher asked the learners in pair to read the dialogues on the texthandout or the teacher made dialogues by themselves. Then the teacher and learners translated the dialogues together.

e. The Method Of Teaching Using Telling Stories or Play Lets

The teacher used telling stories, the teacher told short stories and the learners just listen. And then, the teacher asked the learners to ask questions singled for the teacher about the stories. For example teacher gives Familiar students' stories and play which have been found extremely effective as approaches to intensive practice.

f. The Method of Teaching Using Drama

The teacher used the methods of the teaching like dramatization. These methods are close to students' life situation. The themes of drama can be 'Mickey Mouse', 'Si Komo', and etc. Method of teaching are very essential for presenting materials in order that student can comprehend the materials easily. For example, he asked three of the learners to come in front of the class, then single of them touch pictures, second learners told the story about the pictures and third learners practiced what the second student told. They become seller and two of them become buyer in the marked.

g. Using children's Poems

Teachers can try to use the vocabulary words they have learned to make up some students` poems that appeal to students' level of comprehension. Such poems mostly have their rhymes, interests, and artistic qualities. Students are fond of reading and reciting poems. Students` poems also offer abundant cultural content. Students can't focus all their attention for the length of a class period. Therefore, the success of such poetry depends on both the content and the method that the teacher uses in the class to convey the poems. This type of material can teach about the target culture as well as teaching vocabulary.

h. **Using gestures**

Gestures play an important part in human sensation and constitute a pervasive element of human communication across cultures. Piaget said that gestures play an important role in learning, development, and communication in teaching students. So, teaching poems with gestures is an effective way to learn vocabulary for ESP learners.

i. Using singing

Singing songs in English is a good activity for learning the words in class. If students sing one or two songs with appropriate gestures, a harmonious class atmosphere is encouraged, and students' attention is easily focused. Singing songs with gestures, using them just as with poetry, increases student involvement in the learning process. Activities that are gestural, visual and physical can be used in learning new skills which include both learning physical concepts, as well as arriving at the goal of learning and knowing vocabulary words. (Roth, M. 2001)

j. Using spelling competition

A spelling competition in the class is also very important as a way to reinforce reciting vocabulary words aloud so the teacher can check for pronunciation. Even so, spelling the words mechanically and individually is so dull. Therefore, teachers should think about designing a more scientific method, that is, letting students make full use of their mouths, hands, and brains. Chastain (1978) says: Vocabulary knowledge is generally not taught as a skill individually. Instead, most methodologies of teaching vocabulary are considered as part of language learning such as reading or listening comprehension.

In order to lessen the criticism Chastain offers about the way vocabulary teaching. Teachers can divide the class into several groups to have a competition. Or, small groups, if the students are older, could hold their own competition and select the strongest student then go on and compete with the representatives of other groups. Another way to bring physicality into the learning process could occur when the students are learning some words about fruit, and teachers bring different kinds of fruit to classroom for students to touch and eat. The eyes of all the students in each group can be covered with a blindfold. Students are then asked to taste the fruit in that group. And they will also be asked to spell the names of the fruit that students are tasting.

k. Total Physical Response

Originally developed by James Asher, an American professor of psychology, in the 1960s, Total Physical Response (TPR) is based on the theory that memory is enhanced through association with physical movement. The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves. This technique works great with kinesthetic learners, namely those who learn best by moving their bodies. Most teachers are aware of the advantages of Total Physical Response in the ESP classroom. The main advantage of TPR is that teachers can get students physically engaged in the lesson. It gets them out of their seats and shakes things up. So make sure you maximize opportunities to get them moving!

l. Realia

It is not secret that learners has more interest to the objects that one can touch, hold and feel, rather than picture of these objects. The use of realia or real-life objects in the ESP classroom can make a huge difference in student learning. It engages them and motivates them to learn. It's fun and sets a more natural learning environment

Realia-real things represent the actual conditions with which the learner will live. As such, realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn

Advantages or Special Purposes

1. Experience with real things with which one will interact in life is the best learning situation possible.

2. Real objects are plentiful and available everywhere.

3. Real items can be observed and handled, providing concrete learning experiences for the student.

4. Dealing with realia motivates the learner.

5. Realia can be used as part of the evaluation system.

6. Realia learning can be extended through the use of displays.

Disadvantages or Limitations

1. Real things are not always readily available.

2. Realia are not always practical for use in the classroom:

a. Size - a real object may be too or too for classroom study.

b. Potential hazards - realia such as live animals, certain electrical and mechanical equipment, etc., can represent potential hazards for the learner and the teacher .

c. Cost - real objects often are expensive.

d. Need to maintain original structure - while some realia can be dismantled, many others cannot be, e.g., cutting open a person to see how the heart functions.

3. Affective learning is unpredictable through realia.

4. If left sitting around the classroom, realia can be a distraction.

5. Storage and retrieval can create problems.

To conclude, Since ESP learners need to learn English vocabulary to master English, ESP teachers need to design various activities for students to use with English vocabulary words and

expressions and subsequently acquire them efficiently. Moreover, students learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning. Finally, when teachers integrate listening, speaking, reading, and writing activities together in teaching English idioms, students can be involved in the application of English idioms in four skills. Thus, it is effective to teach ESP learners English vocabulary when they are provided with various activities to practice and utilize English idioms in different contexts. This series of activities will make students remember the vocabulary automatically.

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