USE OF INTERACTIVE METHODS IN ENGLISH LESSONS FOR STUDENTS OF ECONOMICS AND ANALYSIS OF ITS RELEVANCE TO ECONOMICS

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Annotation: Significant changes in today's society are closely linked to social life and the economy. In recent years, the country has set new requirements for professionals, including those in the field of economics, and the task of deepening new knowledge. For this, the role of the English language in the formation of comprehensive knowledge and experience and the achievement of results is of great importance. The tasks will require students of economics to be
able to study English in depth and to solve problems such as interactive methods of methodological innovation. This article discusses the effective ways and results of organizing English language classes for economics students using interactive methods.

**Key words:** teaching process, education, interactive methods, "Case study" (or "Study cases"), "Blist-survey", "Modeling", "Creative work", "Problem-based learning", motivation, management, discussion, debates, economics, professional, vocational education.

Today, a number of modern teaching methods and technologies are used in the teaching process. This requires high results and effective results in education. Such methods and technologies should be selected based on the didactic task of the course. As a result, students are more likely to use traditional methods in their teaching, as well as a variety of methods that increase their activity. To do this, of course, based on the skills of the teacher, use a number of interactive methods to organize interesting and meaningful lessons, such as brainstorming, small group work, discussion, problem situations, role-playing, and involve students in independent practical exercises.

Interactive methods are those methods that activate learners and encourage independent thinking, with learners at the center of the learning process. When these methods are used in the classroom, the teacher requires students to actively participate in the lesson. When students participate throughout the lesson, the intended outcome of the lesson is achieved. Through these interactive methods, the teacher aims to:

- higher learning outcomes;
- high level of student motivation;
- taking into account previously acquired knowledge;
adapting the learning process to the goals and needs of the learner;
support student initiative and responsibility;
learning and teaching through practice;
The most popular interactive teaching methods today are:
Interactive methods: "Case study" (or "Study cases"), "Blist-survey", "Modeling", "Creative work", "Problem-based learning", etc.
One of these interactive methods is derived from the English word case-study. In this case, "case" - box, box, holster, skin, "study" - means to study, research, science, study, study, reading. According to the English phrase "case - true life", the case is "a part of real life". Therefore, this method is also called "practical case teaching method". Using a case study method, the program of work on the problem or topic explained in the lesson, and instructions on how to do them, as well as a set of conclusions and conclusions of the problem will consist of a separate case. This method of teaching is aimed at using life situations as a target aspect of its use in education. Although this method is one of the most pressing problems in education, it is considered to be of particular importance in solving existing problems. The interactive case study method allows students to analyze a life problem related to a topic in an English class, to express their opinions and assumptions, to find a solution to the problem, and to model practical activities to use them. The use of such case studies connects the learning process with life. In solving and analyzing the Case problem, students create an educational process for themselves, and the lesson becomes interesting with discussion. During the lesson, they exchange ideas, analyze ideas in the form of debates, and look for ways to compare them. As a result, this method allows students to think freely in solving a problem. The importance of using life problems in teaching is that the use of the case study method in solving various situations in life is the study of life problems, situations.
In other words, it is understood as an educational process that requires students to find appropriate solutions and results to their problems based on the situations created. The relevance and necessity of case-study in the educational process, for example, for students majoring in economics, is that the general direction of economic education in the country is not only to shape students' knowledge and understanding, but also their thinking activities, to apply their theoretical knowledge in practice, to develop their capabilities, to develop their independence and initiative in the future, to understand and solve various problems in management and economics. In order for students to become mature economists in the future, they need to have the skills and experience to make management decisions from an audience perspective. the ability to gain knowledge and experience of management skills is interpreted in relation to the ability to solve cases during the course. Students will be able to find solutions to complex problems in economic situations in the process of discussing and solving a case during the lesson. leads to the formation of the powers of a successful economist, financier or manager in professionals. Another important aspect of the use of such problematic tasks is the need for specialists in a market economy who are able to act in a systematic and effective manner in non-standard situations, to make rational decisions. And at the same time, as the world experience shows, the case-study has a strong influence on the development of social maturity, interest and motivation in reading, cultivating them as real professionals.

In conclusion, the process of vocational education in higher education institutions is carried out within a multifaceted integrated system, organized in accordance with modern forms and methods of teaching. In this case, each form performs its functions.
References

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