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## DEVELOPMENT OF THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES USING INTERACTIVE DIDACTIC MATERIALS

**Abstract:** Today, in the age of rapidly developing technology, it has become an important task to properly organize the educational process, to interest students in the lesson. In the course of education, the process of using didactic materials as a supplement by the teacher in planning language lessons is being enriched based on modern requirements.

**Key words:** Education, didactic materials, computer, CD player, video equipment, teaching method, motivation, material means.

Didactic material helps facilitate language teaching and learning, whether or not the teacher has access to technological resources such as computers, CD players, video equipment, etc. Morales defines didactic material as "a collection of material tools that intervene and facilitate the teaching and learning process.

Teachers should select, adapt, or create each material based on program goals, teaching methods, and learning styles. Using the right materials can motivate students in the learning process. Keeping in mind that the purpose of didactic materials is to facilitate language learning, their adaptation and development should be based on a number of principles that ensure success. These principles include the impact of didactic materials on students. Didactic material should help students feel free and understand the lesson more fully. It should also give them the idea that the subject being taught is a visual object for understanding and a reinforcement step.

When talking about didactic material words, teachers can give a number of examples based on their own perspectives, assumptions and experiences. According to Ogalde and Bardavid, didactic materials include: Instructional materials, aids, auxiliary materials, audiovisual resources, instructional resources, cognitive learning resources, several sensory materials and supplementary materials.

The definition of didactic material also differs depending on the authors. For example, Tomlinson defines didactic material as "anything that teachers or students use to facilitate language learning." Harmer defines didactic material as "a variety of teaching aids used to explain the meaning and construction of language, to engage students in a topic, or as the basis of an entire activity." Ogalde and Bardavid define didactic material as "all the tools and resources to facilitate the teaching-learning process and facilitate the acquisition of concepts, abilities and skills in the context of global and systematic education." describes. In our opinion: "Didactic material is a visual object in the clear and understandable explanation of the lesson and the main tool that develops the worldview and thinking of the student based on methodical methods in the reinforcement phase."

In the first two definitions, the authors clearly state that the purpose of didactic materials is to facilitate, construct, and provide content for explanations to guide students toward language learning. However, the definition provided by Ogalde and Bardavid includes the development of students' skills, attitudes and values. This definition reflects the global purpose of education, which is to transform society through education.

Didactic materials can come from a variety of sources, such as textbooks, study materials, online sites, and even student-created material. Textbooks often provide teachers and institutions with didactic materials for classroom instruction. Teachers adapt the didactic material when it is necessary to use it for a purpose other than the existing ones.

Accordingly, teachers change the didactic material from what they originally intended to promote and change the purpose of the activity to support the teaching strategies used in the new activity.

On the other hand, teachers develop didactic materials when they create them to give meaning to their explanations or when their students create them as part of an activity. Being aware of the variety of didactic materials and equipment, teachers focus on which didactic material to use, adapt, and most importantly, to illuminate the topic.

The audience consists of students with different learning styles. The auditorium is a meeting place where students' learning styles converge. According to Kinsella, "Learning style refers to an individual's natural, habitual, and preferred way of acquiring, processing, and mastering new information and skills, whether they are taught methods or content. will continue regardless of the field". Thus, we can understand them as a way for a student to internalize reality or understand what is being taught in any classroom.

Because students' learning styles include cognitive, spiritual, and academic aspects that help students learn in different ways, teachers are expected to be creative and innovative to accommodate these styles as much as possible. . Some students learn better by performing, listening, reading, acting, or working individually or in groups, etc.

In conclusion, in addition to considering different learning styles, teachers should also consider other aspects present in learning situations that influence students' learning styles. Some of these aspects are: audience environment, motivational level, students' attitude towards the teacher and the angle of pronunciation rules so that they can easily memorize new words in a foreign language, etc.

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