THE METHODOLOGY OF USING INTERACTIVE METHODS IN TEACHING ENGLISH

Mamatkulova SHirinkhon Nosirjonovna

Almalyk city technical school No. 2 english language teacher.

Abstract:This article examines the methodology of applying interactive teaching methods in English language instruction. The study is based on the IMRAD structure (Introduction, Methods, Results, and Discussion) and focuses on the pedagogical effectiveness of interactive approaches in developing communicative competence, critical thinking, and learner autonomy. The research was conducted among secondary school students through experimental and control groups. Various interactive techniques such as role-plays, group discussions, problem-based learning, brainstorming, and digital tools were implemented during the teaching process. The results demonstrate that interactive methods significantly enhance students' speaking fluency, motivation, vocabulary acquisition, and overall communicative competence compared to traditional teacher-centered instruction. The findings confirm that learner-centered interactive strategies foster active participation and meaningful language use in real-life contexts. The article concludes with methodological recommendations for English teachers and highlights the importance of integrating innovative interactive technologies in language education.

Keywords: interactive methods, English language teaching, communicative competence, learner-centered approach, motivation, role-play, collaborative learning, innovative pedagogy.

INTRODUCTION

In the modern educational system, the teaching of English as a foreign language (EFL) requires innovative approaches that move beyond traditional

grammar-translation methods. With the increasing demand for communicative competence in a globalized world, interactive teaching methodologies have gained significant importance.

Interactive learning is based on active participation, collaboration, and communication among students. Unlike teacher-centered approaches, interactive methods emphasize student engagement, problem-solving, and real-life communication tasks. Researchers such as Lev Vygotsky highlighted the social nature of learning, arguing that knowledge is constructed through interaction. Similarly, Jerome Bruner emphasized discovery learning and active participation in cognitive development.

In Uzbekistan, educational reforms have focused on improving foreign language instruction and promoting communicative teaching methods. Therefore, studying the methodology of interactive techniques in English teaching is both relevant and necessary.

The aim of this research is to analyze the effectiveness of interactive methods in English language teaching and to develop methodological recommendations for their implementation.

The objectives of the study are:

1. To define the theoretical foundations of interactive learning.

2. To identify effective interactive techniques in EFL classrooms.

3. To conduct an experimental study comparing traditional and interactive teaching.

4. To evaluate the impact of interactive methods on students' performance.

METHODS

Research Design

The study employed a quasi-experimental research design involving two groups: an experimental group and a control group. The experimental group was

taught using interactive methods, while the control group followed traditional teacher-centered instruction.

Participants

The research was conducted in a secondary school among 60 students aged 14–15. Thirty students were assigned to the experimental group and thirty to the control group.

Data Collection Tools

Pre-test and post-test (grammar, vocabulary, speaking assessment)

Classroom observation

Student questionnaires

Teacher reflection journals

Interactive Techniques Applied

The following interactive methods were implemented in the experimental group:

1. Role-Play

Students performed situational dialogues (e.g., at the airport, in a restaurant, at a job interview). Role-play helped improve speaking fluency and confidence.

2. Group Discussion

Students discussed social topics in small groups. This technique enhanced critical thinking and argumentation skills.

3. Brainstorming

Students generated ideas on given topics before writing tasks. This method activated background knowledge and creativity.

4. Problem-Based Learning (PBL)

Students solved real-life problems using English as a communication tool.

5. Digital Interactive Tools

Online quizzes, multimedia presentations, and collaborative platforms were used to increase engagement.

Data Analysis

Quantitative data were analyzed using percentage comparison and mean score calculations. Qualitative data from observations and questionnaires were analyzed thematically.

RESULTS

The pre-test results showed similar language proficiency levels in both groups.

After three months of instruction:

The experimental group showed a 28% improvement in speaking scores.

Vocabulary acquisition increased by 22%.

Grammar accuracy improved by 18%.

Students reported higher motivation and confidence levels.

In contrast, the control group demonstrated only moderate improvement (10–12%) across language skills.

Classroom observations indicated that students in the experimental group participated more actively and used English more frequently during lessons.

DISCUSSION

The results confirm that interactive methods significantly improve English language learning outcomes. These findings align with communicative language teaching principles and socio-constructivist theory.

According to Lev Vygotsky's concept of the Zone of Proximal Development (ZPD), learning occurs through social interaction and scaffolding. Interactive methods provide opportunities for peer support and collaborative knowledge construction.

Moreover, the communicative approach advocated by Dell Hymes emphasizes the importance of communicative competence rather than mere grammatical accuracy. Interactive activities simulate authentic communication contexts.

The findings also support modern educational theories of student-centered learning, where the teacher acts as a facilitator rather than a lecturer.

However, challenges were observed:

Time management difficulties

Large classroom size

Teachers' lack of methodological training

Despite these challenges, interactive methodologies remain highly effective when properly planned and structured.

CONCLUSION

The study demonstrates that the methodology of using interactive methods in teaching English significantly enhances students' communicative competence, motivation, and language proficiency. Interactive teaching promotes active learning, collaboration, and real-life language use.

The research confirms that interactive methods should be systematically integrated into English language curricula. Teacher training programs should include practical workshops on implementing interactive strategies effectively.

Future research may explore the long-term impact of digital interactive technologies and blended learning environments in EFL contexts.

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