



THE EFFECTIVENESS OF USING INTERACTIVE METHODS IN TEACHING ENGLISH GRAMMAR

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Abstract: This article discusses the effectiveness of using interactive methods in teaching English grammar. In modern language education, grammar is not only considered as a system of rules, but also as an important means of developing communicative competence. Therefore, the use of interactive methods in grammar lessons helps learners understand grammatical structures more deeply and apply them correctly in real communication. The article analyzes the role of such methods as group work, pair work, role-playing, brainstorming, grammar games, problem-based tasks, and communicative exercises in increasing students' interest, activity, and motivation. The article also highlights the advantages of interactive grammar teaching compared with traditional methods. It is concluded that the systematic use of interactive methods contributes to improving students' grammatical competence, communicative skills, creativity, and independent learning abilities. Therefore, interactive methods can be regarded as an effective pedagogical tool in teaching English grammar.

Keywords: English grammar, interactive methods, grammar teaching, communicative competence, learner-centered approach, group work, pair work, role-playing, grammar games, problem-based learning, communicative exercises, student activity, motivation, language learning, grammatical competence

Introduction. In the modern system of education, the teaching and learning of foreign languages have become one of the most important factors in preparing competitive, knowledgeable, and communicatively competent specialists. English, as an international language of science, technology, education, business, and



communication, plays a significant role in the development of students' linguistic and professional abilities. For this reason, improving the quality of English language teaching, especially grammar teaching, is considered one of the urgent tasks of contemporary pedagogy and language methodology.

Grammar is one of the fundamental components of language learning. It provides learners with the necessary rules and structures for constructing correct sentences, expressing ideas clearly, and understanding written and spoken speech. Without sufficient grammatical knowledge, students may face difficulties in using English accurately and appropriately in different communicative situations. However, in traditional teaching practice, grammar has often been taught mainly through explanation of rules, memorization of forms, translation exercises, and mechanical drills. Such approaches may help students learn grammar rules theoretically, but they do not always develop the ability to use these rules effectively in real communication. Today, the main goal of English language teaching is not only to provide learners with grammatical knowledge, but also to develop their communicative competence. This means that students should be able to use grammar correctly in speaking, writing, reading, and listening activities. In order to achieve this goal, teachers need to organize lessons in a more active, creative, and learner-centered way. In this process, interactive methods are of particular importance. Interactive teaching methods encourage students to participate actively in the lesson, exchange ideas, solve problems, work in pairs and groups, and apply grammatical structures in meaningful contexts.

Interactive methods differ from traditional methods because they are based on cooperation, communication, active participation, and practical application of knowledge. Through interactive activities, students do not remain passive listeners; instead, they become active participants in the learning process. For example, pair work, group work, role-playing, brainstorming, grammar games, discussions, problem-based tasks, and communicative exercises create opportunities for learners



to practice grammar in real-life situations. As a result, grammar is learned not only as a set of rules, but also as a practical tool for communication.

The use of interactive methods in teaching English grammar has several pedagogical advantages. Firstly, such methods increase students' interest and motivation toward learning grammar. Many learners consider grammar a difficult and boring part of language learning. However, when grammar is taught through games, dialogues, problem-solving tasks, and communicative activities, students become more interested and engaged. Secondly, interactive methods help students understand grammatical structures more deeply because they use them in practical situations. Thirdly, these methods develop students' critical thinking, creativity, cooperation, and independent learning skills.

Another important aspect of interactive grammar teaching is that it creates a favorable psychological atmosphere in the classroom. When students work together, discuss tasks, ask questions, and support each other, they feel more confident in using English. This is especially important for learners who are afraid of making mistakes. Interactive activities help reduce language anxiety and encourage students to express their thoughts freely. In this way, the classroom becomes not only a place for learning rules, but also a communicative environment where students can practice English actively. Moreover, interactive methods allow teachers to identify students' grammatical difficulties more effectively. During group work, pair work, discussions, and oral activities, the teacher can observe how students use grammar in practice, what mistakes they make, and which grammatical topics require further explanation. This helps the teacher plan lessons more effectively and choose appropriate tasks according to learners' needs, level, and interests. Therefore, interactive methods support both teaching and assessment processes.

In the context of modern education, the integration of interactive methods into English grammar teaching is closely connected with the principles of learner-centered education. A learner-centered approach requires the teacher to take into



account students' individual abilities, learning styles, interests, and communicative needs. Interactive grammar teaching provides wide opportunities for implementing this approach. It helps students become more responsible for their own learning and encourages them to use English independently. The relevance of this topic is determined by the need to improve the effectiveness of English grammar teaching and to develop students' ability to use grammatical structures correctly in real communication. Although grammar remains an essential part of English language learning, traditional methods alone are not sufficient to form practical language skills. Therefore, the use of interactive methods in grammar lessons is becoming increasingly important in modern language education.

The purpose of this article is to analyze the effectiveness of using interactive methods in teaching English grammar and to determine their role in developing students' grammatical and communicative competence. The article focuses on the pedagogical value of interactive methods, their influence on students' motivation and activity, and their practical importance in organizing effective grammar lessons. In general, interactive methods serve as an effective means of making English grammar teaching more meaningful, practical, and productive. They help students understand grammar better, use it in communication, and develop important personal and academic skills. Therefore, the systematic use of interactive methods in English grammar lessons can significantly improve the quality of language learning and contribute to the development of students' communicative competence.

Main Part. Teaching English grammar is an essential part of foreign language education because grammar forms the structural basis of communication. It helps learners build correct sentences, understand the relationship between words, and express their thoughts accurately in oral and written speech. However, effective grammar teaching should not be limited only to the explanation of rules and completion of mechanical exercises. In modern language education, grammar should be taught through meaningful communication, practical activities, and active learner



participation. In this regard, interactive methods are considered one of the most effective ways of teaching English grammar.

Interactive methods are teaching techniques that involve students in active cooperation, communication, discussion, problem solving, and practical use of language. These methods are based on the principle that learners acquire knowledge more effectively when they participate actively in the learning process. In traditional grammar lessons, the teacher usually explains a rule, gives examples, and asks students to complete written exercises. Although this approach may help learners understand the theoretical side of grammar, it does not always develop their ability to use grammatical structures in real-life communication. Interactive methods, on the other hand, create opportunities for students to practice grammar in meaningful situations. One of the main advantages of interactive methods is that they make grammar learning more interesting and motivating. Many students consider grammar difficult, abstract, and sometimes boring because it is often associated with memorizing rules and exceptions. Interactive grammar activities help change this attitude. When students learn grammar through games, dialogues, role-playing, problem-based tasks, pair work, and group work, they become more engaged in the lesson. As a result, grammar is perceived not only as a theoretical system, but also as a useful tool for communication.

Pair work is one of the most widely used interactive methods in teaching English grammar. It allows students to work with a partner, ask and answer questions, complete tasks, and practice grammatical structures together. For example, when teaching the Present Perfect tense, the teacher may ask students to interview each other using questions such as “Have you ever visited another city?”, “Have you ever read an English book?”, or “Have you ever taken part in a competition?” Through such activities, learners practice grammar in a communicative context. They not only remember the form of the tense but also understand how it is used in real speech.



Group work is also an effective method for teaching grammar. In group activities, students cooperate with each other, discuss answers, compare ideas, and solve grammar-related problems. This method develops not only grammatical competence but also social and communicative skills. For example, students may be divided into small groups and asked to create a short story using past tense forms. Each group can present its story to the class, and other students can identify the grammar structures used in the story. Such tasks encourage creativity, cooperation, and practical application of grammar rules. Role-playing is another important interactive method in grammar teaching. It helps students use grammar in real-life situations. For instance, while teaching modal verbs such as “can”, “must”, “should”, and “have to”, the teacher may organize a role-play activity on the topic “At the doctor’s office” or “At school”. Students can act as doctors, patients, teachers, or students and use modal verbs in their speech. For example, “You should drink more water”, “You must do your homework”, or “Can I ask a question?” In this way, grammar becomes connected with real communication and students learn how to use it naturally.

Grammar games are also highly effective in increasing learners’ interest and participation. Games create a positive emotional atmosphere in the classroom and reduce students’ fear of making mistakes. For example, “Find someone who...”, grammar bingo, sentence-building games, grammar quizzes, and matching activities can be used to teach different grammar topics. Through games, students repeat grammatical structures several times without feeling bored. This repetition helps them remember grammar forms better and use them more confidently.

Brainstorming can be used as an introductory activity before explaining a new grammar topic. It activates students’ prior knowledge and encourages them to think independently. For example, before teaching conditional sentences, the teacher may write the phrase “If I had more free time...” on the board and ask students to complete the sentence with their own ideas. Students may say, “If I had more free



time, I would learn another language” or “If I had more free time, I would travel.” This activity prepares students for the grammar topic and helps them understand its communicative function. Problem-based learning is another effective interactive approach in grammar teaching. In this method, students are given a problem or task that requires them to use grammar correctly in order to find a solution. For example, students may be given a text with grammar mistakes and asked to correct them in groups. They must discuss why a certain form is incorrect and explain the correct version. This method develops analytical thinking and helps learners understand grammar rules more deeply. It also teaches students to notice and correct their own mistakes.

Communicative exercises play a central role in interactive grammar teaching. These exercises require students to use grammatical structures in meaningful communication rather than simply complete isolated sentences. For example, after learning comparative and superlative adjectives, students may compare two cities, two professions, or two educational systems. They can use sentences such as “English is more widely used than many other languages” or “This method is more effective than traditional drilling.” Such activities help students apply grammar to express real ideas. The effectiveness of interactive methods in teaching English grammar can also be explained by their learner-centered nature. In interactive lessons, the teacher is not the only source of information. Instead, students become active participants in the learning process. They ask questions, express opinions, make decisions, and evaluate their own progress. The teacher acts as a facilitator, organizer, and guide. This approach increases students’ responsibility for their own learning and develops independent learning skills.

Another important advantage of interactive methods is that they support different learning styles. Some students learn better through speaking, others through writing, listening, movement, visual materials, or cooperation. Interactive grammar teaching allows the teacher to use various activities that meet the needs of



different learners. For example, visual learners can benefit from grammar charts and sentence cards, auditory learners can learn through dialogues and discussions, and kinesthetic learners can participate in role-plays and movement-based activities. Therefore, interactive methods make the grammar lesson more inclusive and effective.

Interactive methods also help develop students' communicative competence. Communicative competence means not only knowing grammar rules but also using them appropriately in different situations. A student may know the form of a tense or modal verb, but if he or she cannot use it in speaking or writing, the knowledge remains passive. Interactive activities help turn passive grammar knowledge into active language skills. Through repeated practice in communication, students learn to choose correct grammatical structures according to the situation, purpose, and context. In addition, interactive methods help teachers identify students' common grammar mistakes. During pair work, group work, oral presentations, and discussions, the teacher can observe how students use grammar in practice. This allows the teacher to understand which topics are difficult for learners and what kind of additional explanation or practice they need. For example, if many students make mistakes in using articles, prepositions, or verb tenses, the teacher can plan corrective exercises and provide feedback. Thus, interactive methods also serve as a useful diagnostic tool.

Feedback is an important part of interactive grammar teaching. In traditional lessons, feedback is often limited to correcting written exercises. In interactive lessons, feedback can be immediate and practical. The teacher can correct mistakes during speaking activities, encourage students to self-correct, or ask classmates to give peer feedback. However, feedback should be given carefully so that it does not discourage learners. The main purpose of feedback is not to criticize students, but to help them improve their grammar and communication skills. The use of interactive methods also develops students' confidence. Many learners feel shy or afraid when



speaking English because they worry about making grammar mistakes. Interactive activities create a supportive environment where mistakes are seen as a natural part of learning. When students practice grammar through communication, they gradually become more confident. They begin to understand that grammar is not only a set of strict rules but also a practical means of expressing ideas.

The table below shows the main interactive methods used in teaching English grammar and their pedagogical importance.

Interactive method	Description	Pedagogical importance
Pair work	Students complete grammar tasks with a partner	Develops communication, cooperation, and practical grammar use
Group work	Students work in small groups to solve grammar tasks	Encourages teamwork, discussion, and active participation
Role-playing	Students act out real-life situations using grammar structures	Connects grammar with real communication
Grammar games	Students learn grammar through game-based tasks	Increases motivation and reduces fear of mistakes
Brainstorming	Students generate ideas related to a grammar topic	Activates prior knowledge and develops thinking skills
Problem-based tasks	Students solve grammar problems or correct mistakes	Develops analytical and critical thinking
Communicative exercises	Students use grammar in meaningful speech or writing	Forms grammatical and communicative competence



As shown in the table, each interactive method has its own function in grammar teaching. Some methods are more useful for introducing a new topic, while others are effective for practice, revision, or assessment. Therefore, teachers should choose methods according to the grammar topic, lesson objective, students' level, and classroom conditions.

It is also important to organize interactive grammar lessons systematically. A successful interactive lesson usually includes several stages: motivation, presentation, practice, communication, feedback, and reflection. At the motivation stage, the teacher attracts students' attention and prepares them for the topic. At the presentation stage, the grammar rule is introduced with examples. At the practice stage, students complete controlled exercises. At the communication stage, they use the grammar structure in speaking or writing. At the feedback stage, mistakes are discussed and corrected. Finally, reflection allows students to evaluate what they have learned.

The following table presents a possible structure of an interactive grammar lesson.

Lesson stage	Teacher's activity	Students' activity	Expected result
Motivation	Introduces the topic through a question, picture, or situation	Express ideas and predictions	Interest in the topic increases
Presentation	Explains the grammar rule with examples	Listen, observe, and ask questions	Initial understanding is formed
Controlled practice	Gives grammar exercises	Complete tasks individually or in pairs	Grammar form is strengthened



Interactive practice	Organizes pair work, group work, or role-play	Use grammar in communication	Practical grammar skills develop
Feedback	Corrects mistakes and explains difficulties	Analyze and correct errors	Accuracy improves
Reflection	Asks students to summarize the lesson	Evaluate their learning	Independent thinking develops

This structure shows that interactive grammar teaching combines explanation, practice, communication, and reflection. Such a lesson is more effective because it involves students in different types of learning activities. It also helps them move from understanding grammar rules to using them independently.

Despite the advantages of interactive methods, there may be some difficulties in applying them. One of the main challenges is classroom management. During group work or games, the classroom may become noisy, and some students may participate less than others. Another difficulty is time limitation because interactive activities often require more time than traditional exercises. In addition, some teachers may not have enough experience in organizing interactive grammar lessons. To overcome these difficulties, teachers should plan activities carefully, give clear instructions, divide students into groups properly, and monitor their work.

Another important issue is the balance between accuracy and fluency. In grammar teaching, accuracy means using correct grammatical forms, while fluency means speaking or writing smoothly and naturally. Interactive methods should develop both aspects. If the teacher focuses only on fluency, students may continue making grammar mistakes. If the teacher focuses only on accuracy, students may become afraid to speak. Therefore, effective grammar teaching requires a balanced



approach. Students should be encouraged to communicate freely, but they should also receive useful feedback on their grammar.

The effectiveness of interactive methods also depends on the teacher's professional competence. A teacher should be able to select suitable activities, adapt tasks to students' level, create a positive classroom atmosphere, and motivate learners. The teacher should also use different materials such as cards, pictures, texts, dialogues, videos, online exercises, and digital tools. Modern technologies can make interactive grammar teaching even more effective. For example, online quizzes, educational platforms, multimedia presentations, and digital grammar games can increase students' interest and provide immediate feedback.

In modern English language teaching, digital interactive tools are becoming increasingly important. Platforms such as online tests, grammar applications, virtual boards, and multimedia resources allow students to practice grammar both inside and outside the classroom. These tools support independent learning and help students repeat grammar topics at their own pace. However, technology should not replace the teacher; it should be used as an additional means to make grammar learning more effective and engaging.

From a methodological point of view, interactive methods correspond to the communicative approach in language teaching. The communicative approach emphasizes the use of language for real communication. Since grammar is an important part of communication, it should be taught in connection with speaking, writing, reading, and listening. Interactive methods help realize this principle because they require students to use grammar actively in communicative situations. Therefore, interactive grammar teaching contributes to the formation of both grammatical accuracy and communicative fluency.

In conclusion, the main part of the study shows that interactive methods are highly effective in teaching English grammar. They increase students' motivation, develop grammatical competence, improve communicative skills, support



cooperation, and create a positive learning environment. Pair work, group work, role-playing, grammar games, brainstorming, problem-based tasks, and communicative exercises help students understand grammar more deeply and use it correctly in practice. Therefore, the systematic use of interactive methods should be considered an important condition for improving the quality of English grammar teaching.

Conclusion. In conclusion, teaching English grammar through interactive methods is one of the most effective ways of improving learners' grammatical and communicative competence. Grammar is an essential component of language learning because it helps students construct correct sentences, express their ideas clearly, and understand oral and written speech. However, grammar teaching becomes more productive when students are not only introduced to rules, but also actively involved in using these rules in meaningful communication. The analysis shows that interactive methods such as pair work, group work, role-playing, brainstorming, grammar games, problem-based tasks, and communicative exercises create a favorable learning environment in English grammar lessons. These methods help students become active participants in the educational process, develop cooperation skills, express their opinions freely, and apply grammatical structures in real-life situations. As a result, learners understand grammar more deeply and use it more confidently in speaking and writing.

Interactive methods also increase students' motivation and interest in learning grammar. Traditional grammar lessons are often based on memorization, translation, and mechanical exercises, which may reduce learners' activity and creativity. In contrast, interactive grammar teaching makes the lesson more dynamic, practical, and learner-centered. Through communication-based tasks, students learn grammar as a practical tool for expressing thoughts rather than as a set of isolated rules. Another important advantage of interactive methods is that they develop students' critical thinking, creativity, independence, and communicative skills. During



interactive activities, learners analyze grammatical forms, correct mistakes, discuss ideas, and work together to solve language tasks. This process contributes not only to the development of grammatical knowledge but also to the formation of broader educational competencies. The study also shows that interactive methods help teachers organize grammar lessons more effectively. By observing students during pair work, group work, and oral activities, teachers can identify learners' difficulties, provide timely feedback, and choose appropriate exercises according to students' needs. Therefore, interactive methods are useful not only for teaching but also for monitoring and assessing students' progress.

At the same time, the effective use of interactive methods requires careful lesson planning, clear instructions, appropriate classroom management, and the teacher's methodological competence. The teacher should select interactive activities according to the grammar topic, learners' language level, lesson objectives, and available time. When interactive methods are used systematically and purposefully, they significantly improve the quality of English grammar teaching. Thus, it can be concluded that interactive methods play an important role in modern English grammar teaching. They make grammar learning more meaningful, practical, and effective. The use of interactive methods develops students' grammatical accuracy, communicative fluency, motivation, confidence, and independent learning abilities. Therefore, interactive methods should be widely applied in English grammar lessons as an effective pedagogical tool for improving the language learning process.

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