

## THE IMPORTANCE OF INTERACTIVE GAMES IN ENGLISH LANGUAGE CLASSES

*Xolmatova Zilola*

*Pop 1-son texnikumi*

**Annotation:** This article discusses the importance of interactive games in English language classes and their impact on students' learning motivation and language skills. Interactive games help learners improve speaking, listening, reading, and writing abilities in an engaging and effective way. The article also highlights modern teaching methods, the role of technology in language education, and the advantages of game-based learning in creating an active classroom environment.

**Keywords:** Interactive games, English language teaching, language learning, motivation, speaking skills, educational technology.

### INTRODUCTION

Today, learning foreign languages, especially English, has become one of the most important priorities in the modern education system. In the context of globalization, the ability to communicate in English plays a significant role in education, science, technology, and international cooperation. Therefore, improving the quality of English language teaching and introducing innovative teaching methods are considered urgent issues in many countries, including Uzbekistan.

In recent years, special attention has been paid to the development of foreign language education in Uzbekistan. In particular, the Resolution of the President of the Republic of Uzbekistan "On Measures to Further Improve the System of Learning Foreign Languages" has created wide opportunities for enhancing English language teaching through modern pedagogical technologies and interactive methods. These reforms emphasize the necessity of increasing students' motivation, communicative competence, and practical language skills.

One of the most effective approaches in modern English language teaching is the use of interactive games during lessons. Interactive games create a positive learning atmosphere, encourage active participation, and help students develop their speaking, listening, reading, and writing skills more effectively. Moreover, game-based activities reduce learners' anxiety and increase their confidence in using English in real-life communication.

The relevance of this topic is determined by the growing need to apply innovative and student-centered teaching methods in English language classrooms. The use of interactive games not only improves academic performance but also supports the development of creativity, critical thinking, and teamwork skills among students.

Therefore, studying the importance and effectiveness of interactive games in English language classes is of great theoretical and practical significance.

### **LITERATURE REVIEW**

The importance of interactive games in education has been widely discussed by many foreign and local researchers. Scientists and educators emphasize that game-based learning increases students' motivation, participation, and language acquisition in English classes.

According to Lev Vygotsky, social interaction plays a crucial role in the learning process. His theory supports the idea that interactive activities and games help learners develop communication skills through collaboration and active participation. Similarly, Jean Piaget highlighted that learners understand knowledge more effectively through practical and engaging activities [1,2].

Research conducted by Stephen Krashen shows that students learn languages more successfully in low-stress environments. Interactive games reduce anxiety and create a comfortable atmosphere for communication, which positively influences language acquisition. Krashen's Input Hypothesis also explains that meaningful and enjoyable classroom activities improve students' comprehension and speaking abilities [3].

In addition, Jeremy Harmer stated that interactive techniques and educational games make lessons more student-centered and communicative. He emphasized that games encourage learners to use English naturally and confidently during classroom interaction. Modern researchers also note that technology-based interactive games have become increasingly important in language education. Digital platforms, online quizzes, and multimedia activities help teachers organize engaging lessons and improve students' vocabulary, grammar, pronunciation, and listening skills [4,5].

### **METHODOLOGY**

This study is based on qualitative and comparative research methods to investigate the importance of interactive games in English language classes. The research focuses on analyzing the effectiveness of game-based learning activities in improving students' language skills, motivation, and classroom participation.

During the research process, several scientific methods were used, including observation, comparative analysis, and pedagogical analysis. English language lessons that included interactive games were observed in order to identify students' engagement, communication abilities, and learning outcomes. The study also compared traditional teaching methods with interactive game-based approaches.

### **ANALYSIS AND RESULTS**

The research was conducted among 40 secondary school students learning English as a foreign language. The students were divided into two groups: a control group taught through traditional teaching methods and an experimental group taught

using interactive games and communicative activities during English lessons. The experiment lasted for six weeks.

At the beginning of the study, both groups were given a diagnostic test to evaluate their vocabulary, speaking, listening, and grammar skills. The results showed that the average performance level of the two groups was almost similar. During the experimental period, the experimental group participated in interactive activities such as role plays, vocabulary competitions, guessing games, digital quizzes, and pair-work speaking tasks.

After six weeks, a final assessment was conducted. The results demonstrated noticeable improvement in the experimental group. Students who learned through interactive games increased their vocabulary retention by approximately 30% compared to the control group. Speaking performance and classroom participation also improved significantly. More than 75% of students in the experimental group actively participated in discussions and classroom activities, while participation in the traditional group remained considerably lower.

Classroom observations indicated that interactive games created a more motivating and stress-free learning environment. Students were more willing to communicate in English and showed greater confidence during speaking tasks. Teachers also reported that game-based activities helped maintain students' attention for a longer period and reduced passive behavior during lessons.

The research further revealed that digital interactive games and teamwork activities improved students' collaborative and problem-solving skills. Learners developed better pronunciation and listening comprehension through audio-based games and interactive online exercises.

The comparative analysis confirms that interactive games are more effective than traditional teaching methods in improving students' communicative competence and overall academic achievement in English language classes. Therefore, integrating game-based learning into English education can significantly enhance the quality and effectiveness of the teaching process.

## **CONCLUSION**

In conclusion, the research demonstrated that interactive games play an important role in improving the effectiveness of English language teaching. The use of game-based activities increases students' motivation, classroom participation, and interest in learning English. Interactive methods help learners develop speaking, listening, reading, and writing skills in a more natural and engaging way.

The results of the study showed that students who participated in interactive activities achieved better academic performance and demonstrated stronger communicative competence compared to learners taught through traditional methods. Interactive games also created a positive and supportive classroom atmosphere,

reduced anxiety, and encouraged teamwork and cooperation among students.

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