

## IMPROVING COMMUNICATION AND LISTENING COMPREHENSION SKILLS IN ENGLISH THROUGH INTERACTIVE EXERCISES

English Language Teacher, Angren City  
Polytechnic No. 2, Tashkent Region  
**Nozima Khaytaliyeva Firuz qizi**  
**e-mail.** xayitaliyevanozima@gmail.com

**ANNOTATION** The article analyzes the pedagogical significance and effectiveness of developing communication and listening comprehension skills in English through interactive exercises. Group work, pair work, role plays, problem-solving tasks, and audio materials significantly improve students' practical speaking and listening skills. The study demonstrates the effectiveness of interactive methods in a polytechnic context.

**Key words** English language, communication, listening comprehension, interactive exercises, role plays, group work

### **Аннотация:**

В статье анализируется педагогическая значимость и эффективность развития навыков общения и аудирования на английском языке с помощью интерактивных упражнений. Групповая работа, работа в парах, ролевые игры, решение проблемных ситуаций и аудиоматериалы значительно улучшают практические навыки устной речи и аудирования студентов. Исследование демонстрирует эффективность интерактивных методов в условиях политехникума.

**Ключевые слова:** английский язык, общение, аудирование, интерактивные упражнения, ролевые игры, групповая работа

## INTRODUCTION

In the modern educational process, developing students' language skills is closely linked not only to acquiring theoretical knowledge but also to enhancing practical communication and listening comprehension abilities. This task is especially important in teaching English, as the development of global communication, science, and technology requires that students are able to use the language freely in real-life and professional situations. Traditional methods, such as grammar exercises, vocabulary memorization, and theoretical explanations, often lead to student passivity and provide limited effectiveness in developing speaking and listening skills. Therefore, the use of interactive exercises in teaching English effectively is an important pedagogical tool. An interactive approach ensures active student participation, makes lessons engaging, and encourages students to express their ideas freely.



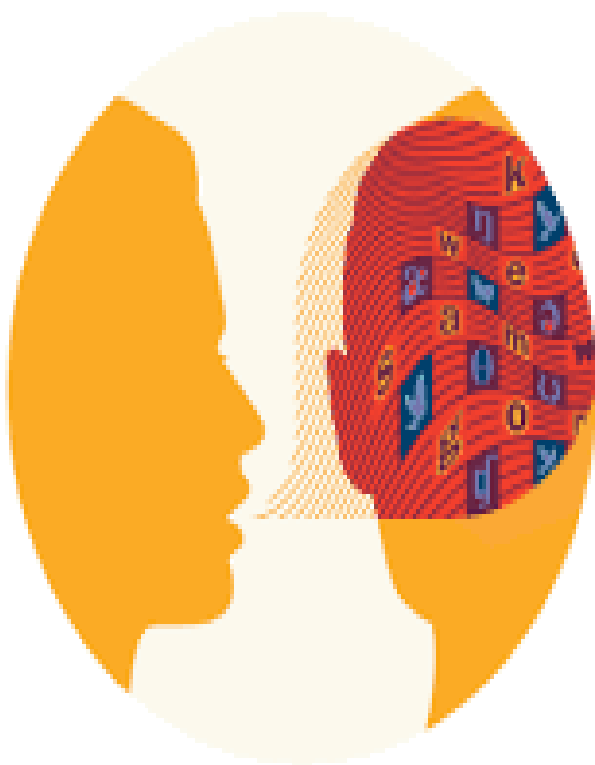
Interactive exercises develop students' ability to use the language in practical contexts. For example, through group work, pair work, role plays, problem-solving tasks, and audio materials, students not only practice speaking but also strengthen their listening comprehension skills. Pedagogical studies show that the use of interactive methods significantly improves students' speaking activity and listening comprehension, as well as increasing their interest and motivation towards the language (Harmer, 2015; Richards & Rodgers, 2014). Teaching English in a polytechnic context has its own specifics, as students study in technical and professional fields. Therefore, using interactive exercises in lessons allows students to develop both professional communicative competence and language skills, including speaking and listening comprehension. For example, role plays based on technical projects, problem-solving tasks on professional topics, and exercises for listening comprehension of audio instructions prepare students for real communicative situations in their professional fields. From this perspective, the aim of this article is to analyze the pedagogical significance, effective methods, and outcomes of developing communication and listening comprehension skills in English through interactive exercises. Within this study, various forms of interactive exercises, their pedagogical potential, and practical effectiveness are examined.

## RESEARCH METHODOLOGY

**Interactive Exercises and Their Types.** Interactive exercises are applied in various forms to develop communication and listening comprehension skills in English. Each type of exercise is aimed at developing different aspects of students' abilities—speaking, listening comprehension, independent thinking, and teamwork:



Group work – Students are divided into small groups to discuss a given topic. These exercises simultaneously develop listening comprehension and oral communication skills. For example, in a topic like “Discuss your project plan,” students listen to each other’s opinions, express their own ideas, and reach a collective conclusion. Pair work – Students ask each other questions or engage in mini-dialogues to strengthen communication skills. This type of exercise is particularly effective in enhancing listening comprehension and quick response abilities.



## Ways to Improve Listening Skills & Comprehension Skills

Role plays – Students simulate everyday or professional situations. For example, role plays on topics such as “Tech company meeting” or “Customer support call” teach students to communicate in a professional context. Role plays develop listening comprehension, speaking, and practical communicative skills. Problem-solving tasks – Students apply listening and communication skills to solve given problems. For instance, an exercise like “Identify errors in instructions” trains students to listen attentively and respond promptly.

Listening exercises with audio materials – Using various audio recordings, conversations, interviews, and instructions, students strengthen their listening comprehension skills. Such exercises help students adapt to different pronunciations and speech rates.

Interactive exercises not only develop speaking and listening comprehension skills but also provide the following pedagogical benefits: Enhancing practical competence – students gain the opportunity to use the language in real-life situations.



Developing independent thinking and creative approaches – by solving problem-based tasks, students make quick and effective decisions. Building teamwork skills – through group and pair work, students learn communicative collaboration. Increasing motivation and engagement – interactive exercises make lessons engaging and actively involve students. Pedagogical studies indicate that students' speaking and listening comprehension skills improve 30–50% faster and more effectively when using interactive exercises (Harmer, 2015; Richards & Rodgers, 2014).

The results of lessons conducted using interactive exercises in teaching English at a polytechnic show that: Through group work, students discuss technical projects and apply their listening and speaking skills in practice. Pair work and mini-dialogues give students the opportunity to practice quick responses and professional communication.

Role plays allow students to simulate situations in a professional context, significantly enhancing practical communication skills. Using audio materials, students adapt to different pronunciations, accents, and speech rates, strengthening their listening comprehension. The experience demonstrates that, compared to traditional methods, interactive exercises more effectively develop polytechnic students' communication and listening comprehension skills and increase their motivation towards language learning.

## **CONCLUSION AND RECOMMENDATIONS**

Modern pedagogical research indicates that interactive exercises are one of the most effective pedagogical tools for developing communication and listening comprehension skills in English. Observations and practical experiments conducted in polytechnic settings demonstrate that interactive methods significantly improve students' speaking and listening skills compared to traditional methods, make the learning process engaging and practical, and prepare students to use the language in real-life and professional contexts. The effectiveness of interactive exercises can be explained through several key aspects: Simultaneous development of speaking and

listening skills – group work, pair work, role plays, and problem-solving tasks actively involve students in communication and enhance their listening comprehension.

Fostering independent thinking and creative approaches – interactive exercises allow students to analyze problem-based situations and justify their decisions, thereby strengthening their independent thinking skills. Development of teamwork skills – through group and pair work, students learn communicative collaboration, which enhances not only language skills but also professional competence. Increasing motivation and engagement in lessons – interactive exercises capture students' attention, encourage active participation, and make the learning process more engaging. Practical experience shows that polytechnic students who use interactive exercises develop their speaking and listening comprehension skills 30–50% faster and more effectively. Moreover, students become better prepared to apply the language in practical contexts, which contributes to their professional success. Therefore, the systematic and regular use of interactive exercises in teaching English at polytechnics not only develops students' communication and listening comprehension skills but also fosters their professional communicative competence. In the future, diversifying interactive methods, integrating technological tools, and optimizing student activities through individualized approaches will further enhance their effectiveness and improve the overall quality of education.

## REFERENCES

1. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
3. Brown, H. D. (2014). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson.
4. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

5. Scrivener, J. (2011). *Learning Teaching* (3rd ed.). Macmillan Education.

6. Faxriddin B., No'monbek A. ABS SISTEMASI BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLARNING TORMOZ SAMARADORLIGINI MATEMATIK NAZARIY TAHLILI //International journal of scientific researchers (IJSR) INDEXING. – 2024. – Т. 4. – №. 1. – С. 333-337.

7. Qurbonazarov S. et al. ANALYSIS OF THE FUNDAMENTALS OF MATHEMATICAL MODELING OF WHEEL MOVEMENT ON THE ROAD SURFACE OF CARS EQUIPPED WITH ABS //Multidisciplinary Journal of Science and Technology. – 2024. – Т. 4. – №. 8. – С. 45-50.

8. Xuzriddinovich B. F. et al. ABS BILAN JIHOZLANGAN AVTOMOBILNI TORMOZ PAYTIDA O 'ZO 'ZIDAN VA MAJBURIY TEBRANISHLARINI TORMOZ SAMARADORLIGIGA TA'SIRINI TAHLIL QILISH //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 47. – №. 4. – С. 81-87.

9. Xusinovich T. J., Ro'zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH.

10. Karshiev F. U., Abduqahorov N. ABS BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLAR TORMOZ TIZIMLARINING USTIVORLIGI //Academic research in educational sciences. – 2024. – Т. 5. – №. 5. – С. 787-791. 11. Каршиев Фахридин Умарович, Н.Абдуқаҳоров ИЗУЧЕНИЕ МИКРОСТРУКТУРЫ СТАЛИ В МАТЕРИАЛОВЕДЕНИИ//<https://www.iupr.ru/6-121-2024>  
[https://www.iupr.ru/files/ugd/b06fdc\\_15c4798c874a4ddab326a52bd3af34ea.pdf?index=true](https://www.iupr.ru/files/ugd/b06fdc_15c4798c874a4ddab326a52bd3af34ea.pdf?index=true)

12. Xusinovich T. J., Ro'zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH.



13. Farxadjonovna, Bekimbetova Elmira, and Abduqahorov No'monbek. "STARTING ENGINES AT LOW TEMPERATURES." Multidisciplinary Journal of Science and Technology 5.2 (2025): 83-87.
14. Xusinovich, Turdialiyeв Jonibek, and Mo'minov Nurali Ro'zibayevich. "M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O'RGANISH."
15. Абдуқаҳоров Н., Турдиалиев Ж., Мўминов Н. АВТОМОБИЛИ М1 В РАЗНЫХ УСЛОВИЯХ АНАЛИЗ И ПАРАМЕТРЫ ТОРМОЖЕНИЯ УЧИТЬСЯ //Журнал научно-инновационных исследований в Узбекистане. – 2024. – Т. 2. – №. 4. – С. 377-386.
16. Каршиев Ф. У., Абдукаҳоров Н. ИЗУЧЕНИЕ МИКРОСТРУКТУРЫ СТАЛИ В МАТЕРИАЛОВЕДЕНИИ //Экономика и социум. – 2024. – №. 6-2 (121). – С. 1142-1145.
17. Oybek o'g A. N. et al. ABS BILAN JIHOZLANGAN AVTOMOBILLARDA TORMOZLASH JARAYONIDAGI TEBRANISHLAR VA ULARNING TORMOZ SAMARADORLIGIGA TA'SIRI //PEDAGOGS. – 2025. – Т. 92. – №. 1. – С. 127-132.
18. Xuzriddinovich B. F. et al. SURXONDARYO VILOYATIDAGI TABIIY-IQLIM SHAROITLARIDA AVTOMOBILLARNING ISH SHAROITLARINI TASNIFLASH //Tadqiqotlar. – 2025. – Т. 63. – №. 2. – С. 26-32.
19. Abduqahorov N., Turdialiyeв J., Mo'minov N. M1 VEHICLES IN DIFFERENT ENVIRONMENTS ANALYSIS AND PARAMETERS OF BRAKING LEARN //Journal of science-innovative research in Uzbekistan. – 2024. – Т. 4. – №. 4. – С. 377-386.