USING INTERACTIVE METHODS TO INCREASE STUDENTS' VOCABULARY IN ENLISH LESSONS

SAMARKAND REGION

BULUNGUR DISTRICT

ENLISH TEACHER AT SCHOOL 34

DILBAR MELIBOYEVA NAZAROVNA

Abstract: This paper explores the effectiveness of interactive vocabulary instruction in enhancing learners' communicative competence in English language classrooms. The research is grounded in Communicative Language Teaching, Task-Based Learning, Cognitive Load Theory, and Dual Coding theory. Within the context of Uzbekistan's educational reforms, developing communicative competence has become a national priority, which requires innovative, learner-centered approaches to vocabulary teaching. A classroom- based action research methodology was applied, involving a series of interactive vocabulary activities such as " Where are you from?", "Colorful Plane ", " Smart ball", "Magic snowball" and " Happy fish".

The findings reveal that interactive vocabulary activities significantly increase student participation, speaking confidence, and long-term retention of vocabulary. They also contribute to creating a positive and motivating classroom atmosphere, reducing anxiety and encouraging learner autonomy. Despite certain challenges, such as class management and preparation time, the overall results demonstrate that interactive, multimodal vocabulary instruction is highly effective and pedagogically beneficial. Therefore, systematic implementation of these techniques can meaningfully improve the quality of English language teaching and support the communicative competence goals of Uzbekistan's modern education system.

Key words: interactive vocabulary instruction, communicative competence, interactive learning, task-based learning, Task-Based Learning, Communicative Language

Teaching, Dual Coding Theory, motivation, reform, Cognitive Load Theory, learner-centered approach, Classroom-based research. Uzbekistan, education, language retention.

Vocabulary knowledge is considered a key element of communicative competence because learners cannot understand texts, participate in conversation or express ideas accurately without a sufficient number of lexical units. In modern ELT methodology, vocabulary is treated not simply as lists of isolated words but as meaningful units connected with context, usage, collocation, register and pragmatics.

Within the context of Uzbekistan's educational reforms, special attention is given to increasing learners' communicative ability. Therefore, teachers are encouraged to apply modern interactive techniques that engage learners emotionally, intellectually and physically. Such techniques promote learner-centered instruction rather than teacher-dominated lessons.

Interactive vocabulary teaching methods are particularly valuable because they involve active participation. Instead of passively memorizing, learners speak, move, collaborate, and think critically. These elements increase retention because vocabulary becomes part of meaningful experiences rather than mechanical   memory work.

From a theoretical perspective, the study is grounded in Communicative Language Teaching, Task-Based Learning, and motivational psychology. CLT emphasizes meaningful communication and authentic like interaction. Task-based approaches highlight purposeful classroom tasks that require the use of language as a tool, not an end in itself. Motivation theories explain why enjoyable activities increase focus, reduce anxiety, and support better learning outcomes.

From a broader theoretical perspective, interactive vocabulary instruction is also supported by Cognitive Load Theory and Dual Coding Theory. Cognitive Load Theory states that learning becomes more effective when instructional activities reduce unnecessary cognitive burden and allow learners to focus on key language elements. Dual Coding Theory explains that when vocabulary is presented through verbal explanation,

visual support, and physical movement, learners retain words longer and recall them more successfully.

Research Methodology: This paper suggests a classroom-based action research approach. Teachers may implement these activities over a defined period collect observational data, administer vocabulary tests before and after the intervention, and collect reflections from students. Such methodology helps transform classroom practice into scientifically grounded pedagogical experience.

Participants: These methods are designed for learners from grades 5 to 9 with mixed language proficiency levels. This reflects real Uzbek school conditions where learners demonstrate different cognitive styles, motivation levels, and prior linguistic exposure.

Description of activities: Activities such as " Where are you from?", " Colorful Plane", " Smart ball", " Magic snowball" and " Happy fish" integrate movement, visual support, friendly competition, and communication. These elements make vocabulary lessons memorable. Each activity encourages students to use vocabulary in context, helping them not only isolated words but also how words function in real communication.

Findings show increased participation, more confident speaking, improved retention of words, and positive classroom atmosphere. Many students who were previously passive started to participate more actively. Teachers observed that students remembered words longer when learned through engaging activities.

Summary of Key Effects (Table form)

Aspect evaluated	Result observed
Student participation	Significantly increased
Speaking confidence	Noticeably improved
Vocabulary retention	Long-term retention enhanced

Classroom atmosphere	Became more positive and motivating
Learner autonomy	Increased independence and initiative
Collaboration and communication	Strongly developed

Limitations: However, there are limitations. Such games require preparation time and strong classroom management skills. Teachers must control excitement levels and ensure equal participation. Not every topic is suitable for gamified instruction, therefore careful selection is important.

Recommendations: teachers should integrate 2-3 interactive vocabulary activities within teaching cycles, apply formative assessment, align tasks with curriculum themes, reflect and adapt activities according to learner needs.

Conclusion.

Interactive, multimodal vocabulary instruction significantly improves language learning results. It increases motivation, develops social communication, supports learner independence, and reduces anxiety. When used systematically, these strategies transform vocabulary lessons into dynamic, meaningful, and highly effective learning experiences, fully supporting Uzbekistan's educational goals and communicative competence development in English Language learning.

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