



THE EFFECTIVENESS OF INTERACTIVE METHODS AND TECHNIQUES IN LANGUAGE TEACHING

Qobilova Saida Tuxtashevna

English teacher at School No. 1, Piskent District, Tashkent Region.

Email: saidaqobilova8315@gmail.com

Abstract. This article aims to investigate the effectiveness of interactive methods in language teaching, particularly focusing on how they contribute to student engagement and motivation.

Key words: interactive method, interactive technique, methodology, teaching language, concept.

INTRODUCTION

In the contemporary educational landscape, interactive methods and techniques have gained prominence, especially in language teaching, where active participation and engagement are crucial. These methods go beyond traditional lecture-based approaches, fostering an environment where students are encouraged to collaborate, think critically, and enhance their communication skills. The significance of these techniques lies not only in their ability to improve language proficiency but also in their capacity to equip students with essential 21st-century skills.

By incorporating techniques such as group discussions, role-playing, and project-based learning, this study explores the impact of these strategies on language acquisition. The 4Cs method (Communication, Collaboration, Creativity, and Critical Thinking) and CLIL (Content and Language Integrated Learning) are also discussed as supporting strategies that further reinforce interactive learning environments.



METHODS

This study adopts a qualitative research design to explore the application of interactive methods in English language teaching. Data was collected through various channels, including classroom observations, interviews with teachers, and surveys conducted with students. The research primarily focuses on four interactive methods:

- ✓ **Group Discussions** – Encouraging students to engage in small group dialogues on different topics.
- ✓ **Role-Playing** – Using simulated real-life scenarios to enhance language proficiency and vocabulary.
- ✓ **Project-Based Learning** – Allowing students to work on extended projects that integrate language use and problem-solving skills.
- ✓ **Game-Based Learning** – Utilizing digital platforms to create competitive yet engaging learning environments.

Additionally, the study examined the effectiveness of interface methods such as digital learning platforms and interactive whiteboards to evaluate their contribution to the teaching process.

RESULTS

The research revealed that interactive methods significantly enhance student participation, engagement, and language learning outcomes. The findings are summarized below:

- ✓ **Group Discussions:** Students showed an improvement in speaking and listening skills, with 90% of participants rating this method highly due to its ability to encourage expression in a safe, collaborative environment.

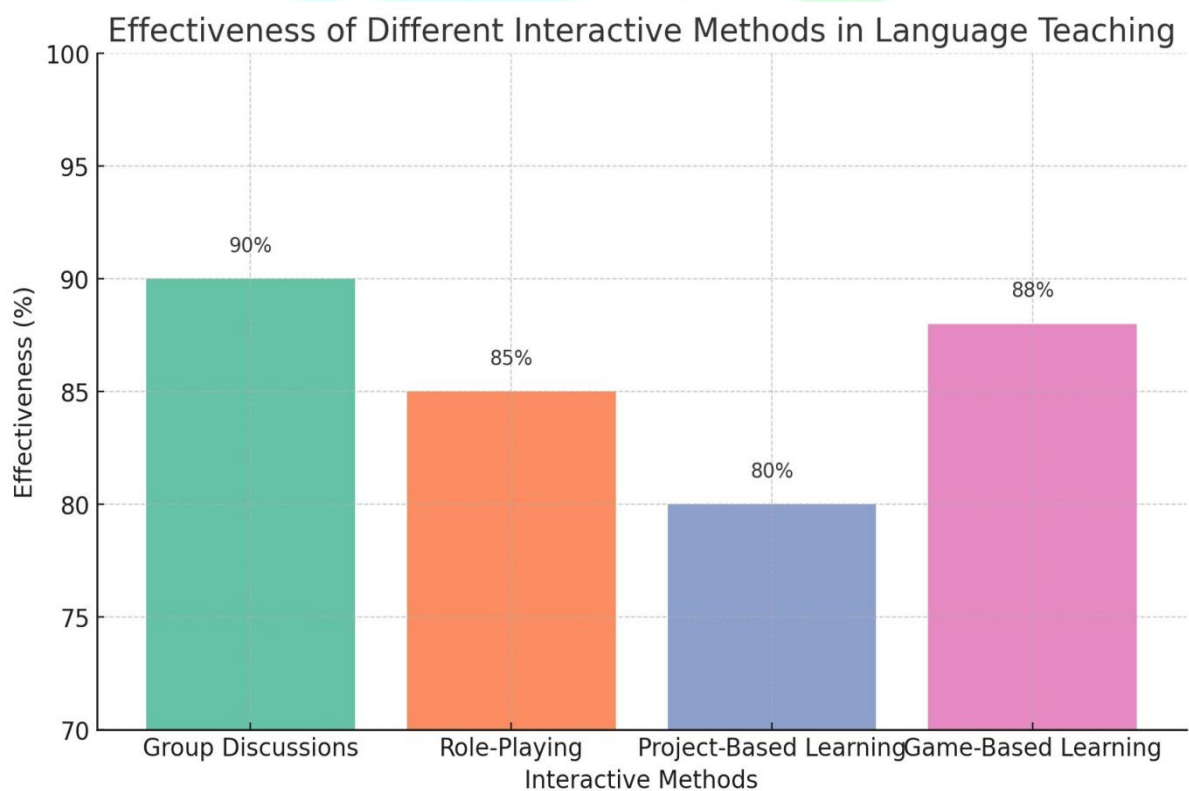
Example: In a lesson on environmental issues, students actively discussed solutions to global problems, using newly acquired vocabulary.



- ✓ **Role-Playing:** This technique helped students practice real-life dialogues and contextual vocabulary. It was rated 85% effective by students, who enjoyed applying language in authentic scenarios.

Example: In a hotel reservation role-play, students practiced formal language and polite expressions.

- ✓ **Project-Based Learning:** This approach helped deepen student engagement by encouraging independent and collaborative work. Its effectiveness was rated at 80%, with students presenting topics like world festivals, improving their public speaking and language skills.
- ✓ **Game-Based Learning:** Students found this method highly motivating, with 88% rating it positively for its ability to make learning fun and reduce language anxiety. Platforms like Kahoot facilitated enjoyable grammar and vocabulary review sessions.



Student Survey Explanation:



A survey was conducted among students who had experienced both traditional and interactive teaching methods. The aim of the survey was to evaluate students' preferences, confidence levels, and motivation in English language classes.

Key Findings:

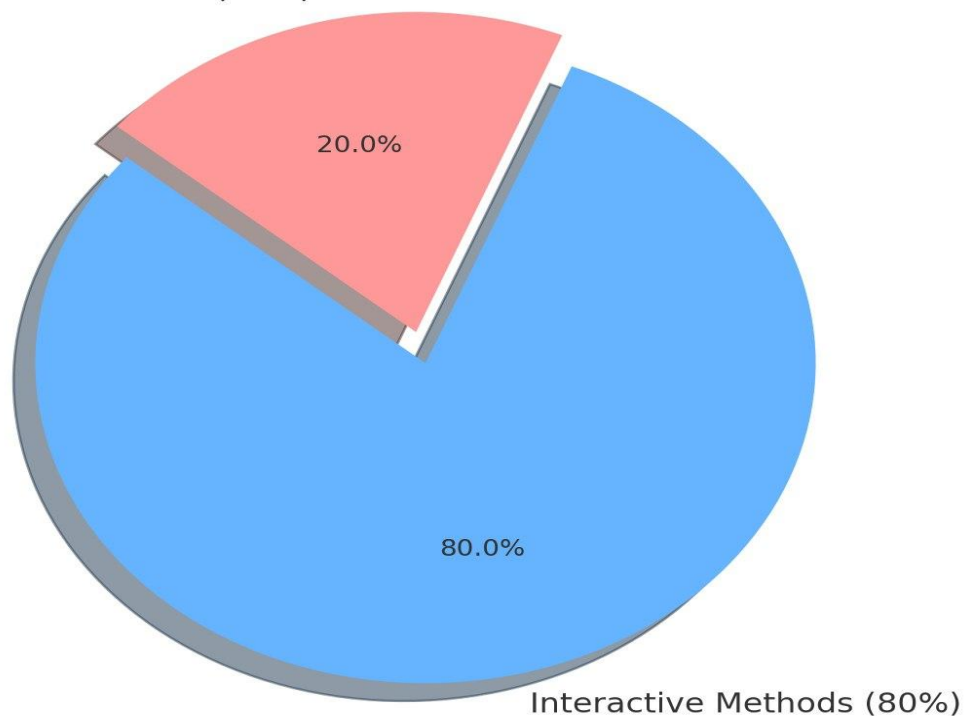
Preference for Interactive Methods: 80% of students preferred interactive teaching methods, citing increased enjoyment and engagement as key benefits. **Increased Confidence and Motivation:** Most students reported feeling more confident using English, with a noticeable increase in motivation to actively participate in class activities. **Improved Teacher-Student Relationships:** Teachers observed stronger interaction with students, as interactive methods encouraged open communication and fostered collaboration. This helped create a positive classroom atmosphere.

The survey results further reinforce the findings from classroom observations, supporting the idea that interactive methods play a pivotal role in enhancing student engagement and motivation. The survey results highlight that interactive methods are generally preferred by students due to their engaging and collaborative nature. These methods not only boost students' confidence and motivation but also create a more positive and communicative learning environment. However, traditional methods remain valuable for reinforcing specific language skills such as grammar and writing. A balanced combination of both interactive and traditional approaches could offer a more comprehensive and effective language learning experience.



Student Preferences: Interactive vs Traditional Methods

Traditional Methods (20%)



DISCUSSION

The integration of interactive methods into language teaching is a promising approach to addressing the evolving needs of students in the 21st century. The results from this study align with the idea that active learning strategies not only enhance linguistic skills but also promote critical thinking, creativity, and collaboration, which are essential competencies for future success.

The positive student feedback regarding interactive techniques such as group discussions, role-playing, and game-based learning underscores their potential in fostering an engaging and supportive classroom environment. Additionally, the use of digital tools and interactive whiteboards plays a crucial role in enhancing the overall learning experience by making lessons more dynamic and accessible.

However, the study also highlighted some challenges, particularly in the effective implementation of these methods. Teachers need proper training to incorporate these



strategies successfully, and access to technology is vital for maximizing their potential. Furthermore, while interactive methods are generally effective, the success of these approaches may vary based on class size, student backgrounds, and resource availability.

Looking ahead, future research could focus on exploring the long-term impact of interactive methods on language retention and proficiency. It would also be beneficial to investigate how these techniques can be adapted for different age groups and language levels.

CONCLUSION

Interactive methods play an instrumental role in modern language teaching by creating an engaging, student-centered learning environment. Techniques such as group discussions, role-playing, project-based learning, and game-based learning foster communication skills, critical thinking, and collaboration among students. Supporting strategies like the 4Cs method and CLIL further enhance the effectiveness of these approaches.

While these methods are highly effective, their successful implementation relies on continuous teacher training, access to technology, and ongoing curriculum adaptation. As education continues to evolve, interactive techniques will remain essential in preparing students for the challenges of the future, equipping them with the necessary skills for both academic and real-world success.

REFERENCES

1. Abduraimovich, A., & Ravshanovna, B. THE ROLE OF LEADERSHIP SKILLS IN RAISING A SPIRITUALLY MATURE GENERATION.



2. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
3. Ergasheva, S. B., Djalolovna, Y. L., & Norova, F. F. (2022). The principles of using computer technologies in the formation and development of students' language skills. *Journal of Pharmaceutical Negative Results*, 13.
4. Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The*
5. Madalieva, D. B. (2019). LEARNING ASPECTS OF ORIGINATING THE TERMS OF ACCOUNTING IN THE LINGUISTIC RESEARCH. *Экономика и соцуум*, (11 (66)), 58-61.
6. MADALIYEVA, D. (2024). BUXGALTERIYA-AUDIT ATAMALARINI QIYOSIY-TIPOLOGIK O 'RGANISH (INGLIZ VA O 'ZBEK TILLARI MISOLIDA). *News of the NUUz*, 1(1.6. 1), 335-337.
7. Nigmatovna, U. F., & Qizi, B. M. O. (2024). MANAVIY BARKAMOL AVLODNI TARBIYALASH MASALALARI. *Science and innovation*, 3(Special Issue 32), 160-164.
8. Oxford, R. L. (1996). *Language Learning Strategies: What Every Teacher Should Know*. Heinle & Heinle.
9. Panthangi, R. K., Pant, S., Abbas, H. M., Parpiyeva, U., Saparbaeva, N., Sanduru, B., & Kumar, S. (2024). FEA of GTAW process parameters for dissimilar materials of aluminium alloys. In *E3S Web of Conferences* (Vol. 563, p. 02005). EDP Sciences.
10. Rakhmanov, S., Turaev, K., & Madalieva, D. (2023). Implementation of mathematical models and algorithms in task control of the microalgae cultivation processes. In *E3S Web of Conferences* (Vol. 377, p. 03010). EDP Sciences.
11. *Role of Attitudes and Motivation*. Edward Arnold.



12. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
13. Swales, J. (2010). *Research Genres: Exploration and Applications*. Cambridge University Press.
14. Ushioda, E. (2011). Motivation and Language Learning. *Language Teaching*, 44(3), 279-294.
15. Xasanovna, P. U., & Usmonova, D. I. (2024). AVTOMOBIL SOHASIGA OID TERMINLAR ETIMIOLOGIYASI. *Science and innovation*, 3(Special Issue 32), 39-42.
16. Yuldashova, N., Choriyeva, S., Ziyadulloyeva, M., Shadiyeva, D., & Umirova, M. (2024). Role of Harnessing Green Technologies and Innovation for Sustainable Development. In *BIO Web of Conferences* (Vol. 141, p. 04014). EDP Sciences.