

BASIC WAYS OF TEACHING ENGLISH LANGUAGE BY USING INTERACTIVE METHODS

Narimanova.J.Y

English teacher and supervisor at Uzbekistan State World Languages University

Alimardonova Asilabonu

The second year student of UZSWLU

Abstract: This paper explores fundamental approaches to teaching the English language through the implementation of interactive methods. Interactive teaching strategies enhance learners' engagement, promote communication, and foster critical thinking skills in language acquisition. The study examines techniques such as group discussions, role-playing, gamification, and technology-integrated activities, emphasizing their impact on improving learners' language proficiency. Furthermore, it highlights the importance of creating a student-centered environment to facilitate active participation and collaborative learning. The findings suggest that interactive methods not only improve linguistic competence but also boost learners' confidence and motivation, making the learning process more effective and enjoyable.

Keywords: interactive teaching methods, English language acquisition, student-centered learning, gamification, communicative strategies.

INTRODUCTION

The teaching of the English language has evolved significantly over the years, with traditional methods increasingly being supplemented or replaced by interactive approaches aimed at fostering greater learner engagement and active participation. Interactive teaching methodologies prioritize learner-centered practices that encourage collaboration, critical thinking, and practical application of language skills. These strategies are particularly relevant in addressing the challenges of contemporary language education, where the focus extends beyond mere memorization to the development of communicative competence and linguistic fluency.

Research underscores the effectiveness of interactive methods, such as group discussions, role-playing, gamification, and technology-assisted instruction, in creating dynamic and immersive learning environments. Such approaches not only enhance learners' language proficiency but also promote cognitive and affective engagement, which are critical for sustained motivation and confidence. This paper aims to analyze the fundamental principles underlying interactive teaching methods in English language instruction and evaluate their impact on language acquisition outcomes. By emphasizing the integration of modern pedagogical techniques, the study contributes to the ongoing discourse on effective language teaching practices in diverse educational settings.

LITERARY ANALYSES

The concept of teaching English through interactive methods can be analyzed as an evolving pedagogical narrative shaped by educational theory, practice, and the dynamic demands of language acquisition in modern contexts. This analysis explores the thematic elements, techniques, and theoretical frameworks that underpin interactive methods of language instruction, focusing on their implications for learner engagement and linguistic proficiency. The process of teaching English

interactively follows a narrative structure that mirrors a progressive learning journey. It begins with foundational activities (e.g., vocabulary-building games), transitions to intermediate tasks (e.g., collaborative projects), and culminates in advanced practices (e.g., debates or presentations). This structured progression underscores the transformative power of interactive methods in developing linguistic skills[1]

Among the most widely used methods are role plays, brainstorming, case-study approaches, presentations, and discussions. These techniques help in developing communicative abilities, logical reasoning, and various forms of intellectual engagement such as analysis, synthesis, comparison, and generalization [2, p. 30]. These student-centered strategies are particularly effective for encouraging students to actively participate in the process of acquiring knowledge, skills, and strategies [3, p. 9]. It is well-established that role plays enhance the educational experience at universities by making learning more engaging and effective. They help strengthen interdisciplinary connections, bridge theoretical concepts with the practical needs of professional fields, and cultivate essential skills for future professionals. The primary component of this method is the role play itself, which offers students the opportunity to develop skills that are challenging to acquire through conventional learning methods [4, p. 451].

Role plays can be conducted in two ways: scripted and non-scripted. In scripted role plays, the teacher might provide an example from a textbook, which works well as a warm-up activity. Students are divided into pairs, and each pair adopts different roles to practice dialogue. In non-scripted role plays, students are assigned roles and must rely on their existing knowledge to communicate effectively with their partners. This approach can be adapted to fit various contexts, particularly in general English classes.

Telephone Conversation. Speaking on the phone is different to a face-to-face conversation because one relies solely on the language to communicate. Get the students who are practicing to sit back to back in order to work properly. There is a whole range of ideas which one can use to act this out. Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.



Going to the Shop. It is effective for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost

their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "I would like..." "How much are..." "Good morning..." and so forth

Another engaging interactive technique that fosters essential qualities and enhances cognitive development is brainstorming. Brainstorming involves a collaborative process where participants collectively generate ideas to solve a particular problem. When applied correctly, this method offers several benefits, including the removal of language barriers, the reduction of fear of making mistakes, and the elimination of hesitation. It encourages students to freely express their thoughts. Through brainstorming, students can develop creative and associative thinking, boost initiative, and improve their ability to generate numerous ideas within a limited time. It also helps in expressing personal opinions more confidently.

There are some ideas of brainstorming activities:

- Multi-purpose Items

First, the teacher gives the class any object. Next, give the students a couple of minutes to think of all of the different uses for that item. In about five or six minutes, the teacher asks students to share what they have come up with. For example, you can use forks to eat food, comb your hair, open cans, mix ingredients, and clean pans. Not so bad for a simple fork. Using the "Multi-purpose Items" encourages creativity and it's fun to hear what the students come up with.

- Talking Timebomb

First, the teacher comes up with a topic or idea. Next, the teacher starts the music, and students have to think of as many words as they can for that topic. Someone starts with a ball. When he /she comes up with a word, he /she passes the ball to another student. This process continues but students can't repeat something that has already been said. When the music stops, whoever is holding the ball loses. And the punishment can be anything. For example, they must speak for one minute about a topic the teacher gives them.

Unlike traditional teaching methods, which can often feel rigid and monotonous, interactive strategies serve to boost motivation and make the learning process more engaging and communicative. The primary aim of these strategies is to increase students' interest in learning and encourage their active participation in lessons. Interactive activities offer more than just the achievement of educational goals; they provide a range of benefits. Teachers can easily incorporate these activities into the classroom to help students improve their communication and teamwork skills. Furthermore, interactive strategies foster students' creativity, critical thinking, problem-solving, and decision-making abilities.

In essence, interactive teaching strategies in English focus on actively involving students in the learning process through four key approaches:

- 1) teacher-student interaction,
- 2) student-student interaction,
- 3) the use of audio-visual aids, and
- 4) hands-on exercises. These approaches contribute to enhancing students' long-term memory retention. Additionally, interactive strategies help to improve students' interest, knowledge, and teamwork spirit.

The adoption of modern teaching methods significantly enhances the effectiveness of the learning process. It is essential to select these methods according to the specific didactic objectives of each lesson. While retaining traditional teaching forms, supplementing them with diverse methods that stimulate student activity results in an improvement in students' mastery levels (2020, p. 356).

In interactive strategies, educators incorporate digital tools to optimize the teaching and learning process, creating an educational environment that aligns with contemporary technological advancements. For instance, PowerPoint slides have become one of the most widely used tools in classrooms today. These slides make lectures more engaging, dynamic, and effective, while also simplifying the introduction of new concepts. Therefore, the use of interactive strategies, particularly through audio-visual aids, helps students retain information for extended periods. In this context, interactive strategies convey the same messages as words but in a way that offers clearer concepts, ultimately enhancing the effectiveness of the learning experience.

CONCLUSION

In conclusion, interactive teaching strategies can yield the highest positive impact on the process of teaching English as a second language. These methods have the potential to actively involve both students and teachers in the learning experience. By using a variety of simple audio-visual tools, interactive strategies are adaptable for use in both developed and developing countries. Moreover, interactive teaching can improve memory retention and stimulate engagement in the learning process by stimulating students' minds through various activities and tools. Therefore, interactive strategies represent modern teaching and learning approaches that make the educational process more effective and practical. Finally, given the significance of interactive teaching strategies, this study recommends further research to compare their impact with other teaching methods.

References:

1. Chang, S. H. (2015). Memory Strategies Used by Teachers. Online Submission
2. Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audiovisual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92. s.
3. Rachmavita, F. P. (2020, October). Interactive media-based video animation and student learning motivation in mathematics. In *Journal of Physics: Conference Series* (Vol. 1663, No. 1, p. 012040). IOP Publishing
4. Dold, L. (2012). "Dogme: A Teacher's View." *International House Journal of Education and Development*