THE USE OF INTERACTIVE METHODS IN TEACHING ENGLISH

Zakirova Shirin Irgashevna

Tashkent State Technical University

senior teacher

Abstract. In an increasingly interconnected world, the ability to communicate effectively in English is vital. Traditional teaching methods often fall short in engaging learners, making it essential for educators to adopt interactive approaches. This article explores the effectiveness of interactive methods in teaching English, focusing on game-based learning, project-based learning, and discussion techniques. These innovative strategies not only enhance student engagement and language acquisition but also foster vital communication skills necessary for success in a global context.

Keywords: Interactive methods, English teaching, game-based learning, project-based learning, discussion methods, student engagement, language acquisition, communication skills.

Introduction

English is often seen as a bridge in global communication, and its importance in education cannot be overstated. As the demand for English proficiency increases, so does the need for effective teaching methodologies. Traditional approaches tend to focus heavily on rote memorization and grammar rules, which often fail to capture students' interests. Therefore, integrating interactive methods into the curriculum becomes essential for promoting a student-centered learning environment. This article examines various interactive methods and their impact on language acquisition, communication skills, and overall student engagement.

Game-Based Methods: Games have long been recognized as effective educational tools that encourage active participation and engagement. In language learning,

games serve not merely as entertainment but as powerful instruments for reinforcing vocabulary, grammar, and conversational skills.

Lexical Games: Lexical games are particularly beneficial for vocabulary development. Activities such as "Word Association" and "Pictionary" can be easily adapted to various proficiency levels. These games stimulate students' creativity and motivate them to use new vocabulary in meaningful contexts, thereby reinforcing retention.

Role-Playing Games: Role-playing activities allow students to step into different personas, simulating real-world scenarios. For instance, organizing a "market day" where students role-play as buyers and sellers enhances their conversational skills and exposes them to everyday language. Such immersive experiences help improve fluency and boost confidence in using English in social contexts.

Competitive Games: Introducing competitive elements through games like quizzes or scavenger hunts can create a motivating atmosphere. Tools like Kahoot! or Quizizz facilitate engaging quiz competitions that challenge students' knowledge while promoting a sense of fun and collaboration.

Project-Based Learning: Project-based learning (PBL) encourages students to explore topics in depth while applying their English language skills in practical contexts. This method provides opportunities for collaboration, creativity, and critical thinking, making language learning more relevant and applicable.

Group Projects: Group projects require students to work together towards a common goal, promoting teamwork and communication. For instance, a project on cultural differences might involve students researching various cultures and presenting their findings in English. This approach not only enhances language skills but also develops interpersonal skills essential for effective communication.

Individual Projects: Individual assignments such as podcasts, blogs, or presentations allow students to express their ideas creatively. These projects

encourage personal engagement with language, leading to improved writing and speaking abilities. Additionally, presenting findings encourages public speaking skills, enhancing students' confidence in their language proficiency.

Technology Integration: Incorporating technology into project-based learning can enhance student engagement and broaden their learning experiences. Platforms such as Google Classroom or collaboration tools like Padlet enable students to work together remotely, allowing for a seamless fusion of technology and language learning. Furthermore, using multimedia resources like videos or interactive presentations can make projects more dynamic and appealing, thus increasing motivation.

Discussion Techniques: Facilitating engaging discussions in the classroom is crucial for developing students' communicative competence. Discussion techniques can vary widely, but all aim to promote critical thinking and enable students to articulate their thoughts in English.

Socratic Seminars: This method involves students discussing a text or topic guided by open-ended questions. Socratic seminars encourage students to think critically and engage with one another's perspectives, fostering deeper understanding and language use.

Fishbowl Discussions: In fishbowl discussions, a small group of students discusses a topic while the rest of the class observes. After a set period, students switch roles, allowing everyone to participate. This format encourages active listening and respectful dialogue, enhancing overall language skills.

Debates

Organizing formal debates on controversial topics helps students develop argumentation skills and critical thinking. Engaging in debates not only sharpens their speaking abilities but also allows them to become more comfortable expressing opinions in English.

Conclusion

The integration of interactive methods in English language teaching represents a progressive shift towards a more engaging and effective educational experience. By utilizing game-based learning, project-based learning, and various discussion techniques, educators can create dynamic classroom environments that foster student engagement and communication skills. As the global demand for English proficiency continues to grow, embracing these innovative approaches will be essential in preparing learners for the challenges of an interconnected world.

REFERENCES

- 1. Xodabande, I., & Atai, M. R. (2020). Investigating Mobile-Assisted Vocabulary Learning: Insights for Teaching Academic Vocabulary. *Frontiers in Psychology*.
- 2. Curry, N. (2020). Teaching English for Academic Purposes Online. *Cambridge English*.
- 3. Uchkunovna, Y. D. (2024, May). THE DIFFERENT TYPES OF ESSAYS. In *INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE* (Vol. 2, No. 20, pp. 389-390).
- 4. Uchkunovna, Y. D. (2024). THE IMPORTANCE OF USING TECHNICAL VOCABULARY IN TEACHING. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(5), 161-163.
- 5. Jalolovna, R. S. (2022, May). The ways of improving speaking ability in english. In Conference Zone (pp. 171-172).
- 6. Djalalovna, R. S. (2023). FORMATION OF READING TECHNIQUES FOR STUDENTS OF THE LANGUAGE FACULTY. PEDAGOG, 6(3), 355-358.
- 7. Расулова, С. Д. (2024). ПОТЕНЦИАЛ АНГЛОЯЗЫЧНЫХ НОВОСТНЫХ ПОРТАЛОВ В РАЗВИТИИ МЕДИАГРАМОТНОСТИ

- СТУДЕНТОВ. Журнал гуманитарных и естественных наук, (16 [2]), 23-29.
- 8. Rasulova, S. J. (2023). ILMIY MATNLARNI TARJIMA QILISH JARAYONIDAGI ASOSIY QIYINCHILIKLARI TAHLILI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(11), 268-271.
- 9. Zakirova, S. I. (2019). THE IMPORTANCE OF COMMUNICATIVE METHODOLOGY IN TEACHING A FOREIGN LANGUAGE. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 1(5), 326-328.
- 10.Закирова, Ш. И. (2023). Интенсивность в юморе: анализ на основе английских фразеологизмов. *Журнал гуманитарных и естественных наук*, (1), 10-12.