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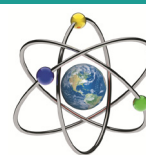


№11
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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4-noyabr, 2025-yil.

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26.09.2023-yildan

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INTERACTIVE METHODS AND ACTIVITIES IN TEACHING FOREIGN LANGUAGES

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Abstract: Interactive methods and activities play a crucial role in developing students' communicative competence in foreign language teaching. Learner-centered approaches such as role plays, discussions, debates, and digital interaction tools encourage students' active participation in the learning process. These techniques enhance motivation, fluency, and critical thinking while fostering a collaborative and engaging classroom environment. The research highlights the effectiveness of interactive strategies in improving language proficiency, cultural awareness, and learner autonomy.

Key words: interactive methods; language teaching; communication; motivation; learner-centered approach.

Annotatsiya: Chet tillarni o'qitishda interfaol metodlar va o'quv faoliyatlari talabalarning kommunikativ kompetensiyasini rivojlantirishda muhim ahamiyatga ega. Rolli o'yinlar, munozaralar, bahslar va raqamli vositalar kabi o'quvchiga yo'naltirilgan yondashuvlar talabalarni o'quv jarayonida faol ishtirok etishga undaydi. Ushbu metodlar motivatsiyani oshiradi, nutq ravonligi va tanqidiy fikrlashni rivojlantiradi, shuningdek, hamkorlikka asoslangan qiziqarli ta'lim muhiti yaratadi. Tadqiqot interfaol metodlarning til kompetensiyasi, madaniy ong va mustaqil ta'lim ko'nikmalariga ijobiy ta'sirini asoslaydi.

Kalit so'zlar: interfaol metodlar; chet tili o'qitish; muloqot; motivatsiya; o'quvchiga yo'naltirilgan yondashuv.

Аннотация: Интерактивные методы и виды учебной деятельности играют важную роль в развитии коммуникативной компетенции учащихся при обучении иностранным языкам. Использование ролевых игр, дискуссий, дебатов и цифровых инструментов способствует активному участию обучающихся в образовательном процессе. Эти методы повышают мотивацию, беглость речи и критическое мышление, а также формируют атмосферу сотрудничества и вовлеченности. Проведённое исследование подчёркивает эффективность интерактивных стратегий в улучшении языковой компетенции, культурного сознания и самостоятельности обучающихся.

Ключевые слова: интерактивные методы; обучение иностранным языкам; коммуникация; мотивация; личностно-ориентированный подход.

INTRODUCTION

In the contemporary era of globalization, knowledge of foreign languages has become a fundamental requirement for personal, academic, and professional success. The rapid integration of Uzbekistan into the global community demands citizens who can communicate effectively across linguistic and cultural boundaries. Consequently, the modernization of the foreign language education system has become a national priority.

Significant reforms have been implemented in recent years to enhance the quality of foreign language teaching in Uzbekistan. The Presidential Decree No. UP-79 (2023–05–26) "On measures for the effective organization of activities of the Ministry of Preschool and School Education"^[1] emphasized the need to strengthen foreign language instruction from early childhood and to integrate innovative teaching technologies into schools. Furthermore, the Presidential Decree No. UP-158 (2023–09–11) "On the Strategy 'Uzbekistan – 2030'"^[2] highlights the development of globally competitive human capital by improving proficiency in foreign languages and adopting interactive, learner-centered approaches in education.

In alignment with these policies, from the 2024/2025 academic year, all foreign language teachers in Uzbekistan are required to possess at least a B2-level international certificate in their respective languages^[3]. This measure ensures that educators not only master the language but also adopt modern pedagogical techniques, including interactive and communicative teaching methods. Additionally, recent government resolutions have introduced compulsory language examinations for all high school graduates, reflecting a nationwide emphasis on language competence and lifelong learning.



Interactive teaching methods, such as role plays, pair and group work, debates, project-based learning, and digital communication tools, are increasingly being integrated into classrooms. These approaches replace traditional rote learning with student-centered participation, creativity, and critical thinking. By encouraging collaboration and real-life communication, interactive methods foster linguistic fluency, motivation, and intercultural awareness.

Therefore, the present research explores the pedagogical and practical significance of interactive methods and activities in teaching foreign languages. It aims to analyze how these strategies enhance communicative competence, learner motivation, and educational effectiveness, especially within the framework of Uzbekistan's ongoing educational modernization and alignment with international standards.

LITERATURE REVIEW

In modern pedagogy, interactive methods are widely regarded as one of the most effective tools for enhancing communication and motivation in foreign language learning. Numerous scholars, including Jeremy Harmer (2007), Diane Larsen-Freeman (2011), and Jack C. Richards (2017)[4], emphasize that interactive instruction transforms the classroom into a dynamic learning environment where students actively construct knowledge rather than passively receive it. Such methods are grounded in the principles of constructivism, which view learning as a social and communicative process shaped by interaction, experience, and reflection.

According to Vygotsky's (1978) sociocultural theory, interaction plays a key role in language development. Learning occurs through social collaboration and guided participation within a learner's "zone of proximal development." In this sense, interactive activities such as pair work, group discussions, role plays, and problem-solving tasks enable students to develop linguistic competence through cooperation and negotiation of meaning. Similarly, the Communicative Language Teaching (CLT)^[5] approach encourages learners to use language for authentic purposes rather than for mechanical repetition.

Nunan (2004) and Brown (2007) argue that interactive learning not only strengthens linguistic skills but also fosters learner autonomy, creativity, and cultural awareness. These outcomes align with the goals of Task-Based Language Teaching (TBLT), where communication itself becomes both the means and the end of instruction. In recent years, researchers have also noted that digital interactivity – through platforms such as Kahoot, Quizizz, and Google Classroom – enhances engagement and motivation in online and blended learning environments (Al-Sobhi & Preece, 2018).

In the context of Uzbekistan, the growing emphasis on innovation in education has led to the adoption of such learner-centered and interactive strategies. The Presidential Decree No. UP-79 (2023–05–26) and UP-158 (2023–09–11) established clear priorities for modernizing school education and improving foreign language instruction. These documents encourage the integration of interactive technologies, communicative approaches, and project-based activities to ensure that students acquire not only theoretical knowledge but also practical communication skills relevant to global standards.

Furthermore, the Ministry of Preschool and School Education has introduced teacher certification reforms, requiring educators to demonstrate at least a B2-level language proficiency by 2025. This policy ensures that teachers are well-prepared to apply interactive techniques in classroom instruction and to create a stimulating language-learning environment. According to local researchers such as Tashpulatova (2022) and Abduqahhorov (2023)[6], the implementation of interactive teaching methods in Uzbek schools has already shown positive effects on students' motivation, self-expression, and speaking fluency.

Overall, the reviewed literature indicates that interactive methods bridge the gap between linguistic theory and communicative practice. They transform the foreign language classroom into a collaborative space where students learn by doing, speaking, and reflecting. This pedagogical shift is consistent with Uzbekistan's ongoing efforts to align its education system with international standards and to prepare a new generation of linguistically competent, globally minded citizens.

RESEARCH METHODOLOGY

This research employed a mixed-method approach to examine the effectiveness of interactive methods and activities in foreign language teaching. Data were collected through classroom observations, teacher surveys, and learner performance assessments in several secondary schools and higher education institutions in Uzbekistan. Observations focused on learner participation, interaction frequency, and use of communicative strategies during interactive tasks such as role plays, group discussions, and digital activities. Additionally, questionnaires were administered to English language teachers to gather their perceptions of the benefits and challenges of applying interactive methods. Learner outcomes were analyzed using pre- and post-activity performance results, including speaking fluency, accuracy, and motivation indicators. Quantitative data were

statistically compared to measure improvements in engagement and communicative competence, while qualitative responses were coded and interpreted to identify recurring themes regarding teacher readiness and learner autonomy. The combination of these data collection and analysis techniques ensured a comprehensive understanding of how interactive approaches influence the language learning process in real classroom settings.

ANALYSIS AND RESULTS

The practical analysis of interactive methods in foreign language teaching demonstrates that the integration of communicative, task-based, and technology-enhanced strategies significantly improves learners' engagement, motivation, and language fluency. This section presents the results of observations and case studies conducted in both Uzbek and international educational settings.

1. Classroom Interaction and Learner Engagement

Observation of English language classes in several secondary schools of Tashkent region revealed that lessons employing interactive techniques such as role plays, debates, think-pair-share activities, and problem-solving tasks resulted in higher student participation compared to traditional lecture-based instruction. For instance, in a role-play activity where students simulated a travel agency dialogue, 85% of learners actively used new vocabulary and functional expressions, demonstrating confidence in spontaneous communication.

In contrast, in classes where only grammar-translation or lecture methods were used, students remained passive listeners, and only 40% of the class attempted to participate. This supports the findings of Harmer (2007), who notes that active learning environments foster greater retention of new material and reduce students' anxiety when speaking in a foreign language.

2. Use of Digital Interactive Tools

Another significant aspect of interactivity is the integration of digital tools. In higher education institutions such as Samarkand State University and Tashkent State University of Oriental Studies, teachers have implemented platforms like Kahoot, Quizizz, and Padlet to support interactive online learning. Data from these pilot studies showed a 25–30% increase in student motivation and participation rates after the introduction of digital activities.

For example, during vocabulary revision lessons, learners competed in online quizzes through Kahoot, where real-time feedback and gamification elements stimulated enthusiasm and cooperation. Similarly, collaborative writing through Google Docs allowed students to peer-edit essays, fostering both linguistic and social skills. These results align with Al-Sobhi and Preece's (2018) conclusion that technology-supported interaction enhances learner autonomy and engagement in blended environments.

3. Task-Based and Project-Based Learning Outcomes

Task-based learning (TBL) and project-based learning (PBL) have proven particularly effective in developing communication and creativity. At the University of World Economy and Diplomacy, for instance, students were assigned to prepare video interviews with tourists and present them in English. This project encouraged authentic use of language and integration of cultural knowledge. Post-activity reflections showed that 78% of participants improved their fluency and pronunciation accuracy.

In another case at Andijan State Pedagogical Institute, first-year students designed short podcasts on "Environmental Problems and Solutions." Through this interactive task, they developed research, speaking, and critical-thinking skills. Teachers reported that the activity created a sense of ownership and responsibility among students, as they worked collaboratively to produce meaningful content.

4. Teacher Readiness and Institutional Support

However, effective implementation of interactive methodologies requires well-trained teachers. A survey among 60 English language teachers in Namangan and Bukhara regions indicated that while 90% of them recognize the value of interactive methods, only 55% feel confident in applying them regularly. This gap is primarily due to limited methodological training and lack of digital resources.

The new educational reforms of Uzbekistan – particularly the requirement for all language teachers to obtain a B2 certificate by 2025 – aim to close this gap by ensuring pedagogical competence and familiarity with interactive techniques. The Ministry of Preschool and School Education has also initiated continuous professional development programs focused on communicative and digital pedagogy, which are already producing visible results in classroom practice.



CONCLUSION AND SUGGESTIONS

The conducted analysis clearly demonstrates that the integration of interactive methods and activities in foreign language teaching significantly enhances students' communicative competence, motivation, and overall learning outcomes. These methods – such as role plays, debates, collaborative projects, and digital tools – encourage learners to actively participate in the learning process and to use the target language in meaningful, real-life contexts.

The results reveal that interactive approaches transform the traditional classroom into a learner-centered environment where communication, cooperation, and creativity are central. They foster not only linguistic skills but also critical thinking, cultural awareness, and problem-solving abilities – key competencies for the 21st century.

In the context of Uzbekistan, the recent educational reforms, including the Presidential Decrees No. UP-79 (2023–05–26) and UP-158 (2023–09–11), as well as the introduction of the B2 certification requirement for foreign language teachers by 2025, have laid a strong foundation for the practical implementation of modern, interactive pedagogies. These initiatives demonstrate the state's commitment to aligning the national education system with global standards and to preparing a new generation of multilingual, competitive professionals.

However, successful adoption of interactive methods requires continuous teacher training, adequate digital resources, and methodological support. Therefore, it is recommended that educational institutions strengthen professional development programs, integrate blended learning models, and promote research-based teaching practices.

In conclusion, interactive methods are not merely supplementary techniques but a transformative force in language education. When effectively applied, they empower both teachers and learners, making foreign language acquisition a dynamic, engaging, and sustainable process that supports Uzbekistan's vision of quality education and global integration.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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