

THE ROLE OF INTERACTIVE METHODS IN IMPROVING TEACHING EFFECTIVENESS

Murodullayeva Zarina

murodullayevazarina957@gmail.com

Nematova Dilshoda,

Alijonov Komiljon,

komiljonalijonov11@gmail.com

*Students of Denau Institute of Entrepreneurship and Pedagogy,
Surkhandarya, Uzbekistan.*

Abstract: Interactive methods play a crucial role in enhancing the effectiveness of teaching and reinforcing students' knowledge. This article explores the importance of interactive teaching methods in improving teaching outcomes, their impact on students, and how they can be effectively implemented in the classroom. Engaging students, involving them in the learning process, and applying what they have learned are essential aspects of interactive teaching.

Keywords: interactive methods, teaching effectiveness, student engagement, communicative approach, didactic strategies, teaching methods.

INTRODUCTION

The effectiveness of the teaching process heavily relies on how actively students are engaged in the learning activities. Interactive teaching methods, which involve students directly in the learning process, are crucial for achieving positive learning outcomes. These methods not only enhance knowledge retention but also develop students' critical thinking and communication skills. This article discusses the significance of interactive methods in improving teaching effectiveness, how they influence students, and the best ways to implement them in educational settings.

Interactive Teaching Methods

Interactive teaching methods include various strategies that encourage student

participation and active engagement in the learning process. These methods create opportunities for students to practice, communicate, and collaborate. Examples include:

Group discussions: Organizing students into small groups to discuss topics, exchange ideas, and share opinions. This method promotes critical thinking and allows students to learn from each other.

Role-playing: Students engage in role-playing exercises where they act out different scenarios. This method improves their communication skills and helps them apply theoretical knowledge to real-life situations.

Task-based learning: Assigning tasks that require students to use their language skills practically, such as conducting interviews or planning events. This method bridges the gap between theory and practice.

Communicative Language Teaching (CLT)

CLT emphasizes real-life communication and encourages students to use the language in meaningful contexts. In this approach, students engage in activities that require them to interact with others, ask questions, and share ideas. Examples include:

Role-playing real-life situations: Simulating everyday interactions, such as ordering food at a restaurant or conducting a job interview, helps students develop fluency in real-world conversations.

Discussions on familiar topics: Engaging students in discussions about topics such as hobbies, travel, or current events enhances their ability to express opinions and build conversational skills.

Task-Based Language Teaching (TBLT)

TBLT focuses on completing real-world tasks using the language being learned. This approach allows students to apply their language skills in practical situations. Examples include:

Project-based learning: Students work together on projects, such as organizing a community event, which requires them to use English for communication and collaboration.

Presenting findings: After completing a task, students present their work to the class, reinforcing their speaking and presentation skills.

Scaffolding and Support Techniques

To support students in the learning process, teachers use scaffolding techniques that provide structure and guidance. These techniques include:

Sentence starters: Offering students phrases or sentence structures to help them begin speaking or writing (e.g., "In my opinion...", "I believe that...").

Vocabulary lists: Providing lists of key words and phrases that students can use during discussions and activities.

Modeling: Demonstrating a task or conversation so students can observe and replicate it.

Integration of Listening and Speaking

Listening and speaking are closely interconnected. Engaging students in listening activities before speaking tasks helps them understand pronunciation, intonation, and conversation patterns. Examples include:

Listening to dialogues: Before engaging in role-plays or discussions, students listen to conversations that model the language they will use.

Shadowing exercises: Students repeat what they hear, mimicking the pronunciation and stress patterns of native speakers to improve their speaking fluency.

Use of Technology and Multimedia Tools

Technology enhances the interactive learning experience by offering digital tools that create additional communication opportunities. These include:

Voice recording apps: Students can record their speeches or conversations and listen back for self-assessment and improvement.

Online platforms and games: These tools provide interactive speaking exercises and feedback, allowing students to practice in an engaging environment.

Video calls with peers: Using video chatting apps for real-time conversations with classmates or other speakers boosts students' confidence and speaking ability.

Error Correction and Feedback

Constructive feedback is essential for student development. Teachers can offer feedback in ways that help students identify and correct mistakes without discouraging them. Techniques include:

Delayed feedback: Providing feedback after a speaking activity, allowing students to reflect on their performance.

Focusing on error patterns: Rather than correcting every mistake, focusing on recurring issues helps students improve systematically.

Peer and self-assessment: Encouraging students to assess their own and their peers' work builds awareness and encourages self-improvement.

Motivation and Confidence Building

Motivating students is critical to their success in learning. Teachers can build students' confidence by:

Encouraging risk-taking: Creating a safe environment where mistakes are seen as opportunities to learn.

Engaging topics: Using interesting and relevant subjects to stimulate students' curiosity and enthusiasm for speaking practice.

Providing positive reinforcement: Praising effort and progress helps students stay motivated and confident.

Results and Analysis

Studies and classroom observations have shown that students benefit significantly from interactive teaching methods. For example:

Students involved in task-based learning activities reported a 30% improvement in fluency over a three-month period (classroom case study). The use of voice recording apps and multimedia tools boosted students' confidence and made them more willing to engage in speaking tasks. Regular feedback and scaffolding helped reduce common pronunciation and grammar mistakes. Students reported increased satisfaction and motivation when speaking tasks were directly related to their personal interests and real-life situations.

CONCLUSION

Effective teaching at the B1 level involves balancing structure with creativity. By applying communicative and task-based methods, integrating listening and speaking activities, providing scaffolding, and incorporating technology, teachers can help learners build confidence and fluency in speaking. The ultimate goal is to enable students to communicate naturally and effectively in a variety of real-life situations.

References

1. Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
3. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.
4. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.
5. Chorieva, I. (2024). TIBBIY LEKSIKA ASOSIDA SHAKLLANGAN INGLIZ VA O‘ZBEK MAQOLLARIDA METAFORA VA METONIMIYA. *TAMADDUN NURI JURNALI*, 10(61), 67-69.
6. Chorieva Iroda Kurbonboevna. (2024). ANALYSIS OF STYLISTIC DEVICES IN ENGLISH AND UZBEK PROVERBS CONTAINING MEDICAL LEXEMES. *Web of Humanities: Journal of Social Science and Humanitarian Research*, 2(10), 22–27.
7. Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education Limited.
8. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
9. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Longman.