

ENHANCING ENGLISH LANGUAGE LEARNING THROUGH INTERACTIVE METHODS

Egambergenova Nurziyo Maxmud qizi

2nd year bachelor, KSU named after Berdakh

Annotation: This research investigates interactive classroom techniques that are interactive, such as think-pair-share, debates, and storytelling, and their impact on English language fluency and confidence that are very effective methods for learning English as a second language. This article explains how these methods encourage peer collaboration, spontaneous speech, and real-life language application. The study finds that students who actively engage in meaningful interactions can develop stronger speaking, listening, and comprehension skills. However, it stresses the importance of structuring activities to ensure equal participation. This resource is beneficial for teachers and educators who are aiming to make English lessons more dynamic and student-centered. Furthermore, it addresses the challenges and opportunities associated with integrating technology into English language instruction. By synthesizing current research findings and pedagogical practices, this paper offers insights into optimizing English language teaching in diverse educational contexts.

Key words: techniques, debate, real-life, interactive methods, speaking, listening, peer collaboration, language application, comprehension skills

English language teaching has witnessed a paradigm shift in recent years, with educators increasingly embracing communicative approaches and technology integration to enhance language acquisition and proficiency. This introduction provides an overview of the importance of effective language instruction and introduces the key methodologies and technologies examined in this paper. By setting the stage for the subsequent discussion, this section outlines the objectives and structure of the study, highlighting the significance of exploring innovative pedagogical practices and their

implications for English language education. The integration of communicative approaches such as Task-Based Learning (TBL), Communicative Language Teaching (CLT), and Content-Based Instruction (CBI) reflects a pedagogical shift towards learner-centered instruction and authentic language use. Concurrently, advancements in technology, particularly Computer-Assisted Language Learning (CALL), Virtual Reality (VR), and Mobile-Assisted Language Learning (MALL), offer unprecedented opportunities to engage learners in dynamic and interactive language learning experiences [1]. By examining the theoretical underpinnings, practical applications, and pedagogical implications of these methodologies and technologies, this study seeks to contribute to the ongoing discourse on effective English language instruction in the digital age.

Task-based learning (TBL) has gained prominence in English language teaching due to its focus on meaningful language use and real-world application. In TBL, learners are presented with authentic tasks that simulate everyday communication scenarios, such as planning a trip, solving a problem, or participating in a group discussion. These tasks serve as the focal point of instruction, driving language acquisition through active engagement and problem-solving. One key aspect of TBL is its emphasis on learner autonomy and agency. By allowing learners to select and prioritize tasks based on their interests and needs, TBL promotes intrinsic motivation and ownership of the learning process.

Additionally, TBL encourages learners to draw on their existing knowledge and skills to accomplish tasks, facilitating the integration of new language forms and functions into their communicative repertoire. Moreover, TBL facilitates the development of communicative competence by providing opportunities for meaningful interaction and negotiation of meaning. Through collaborative tasks and problem-solving activities, learners engage in authentic communication, practicing language functions such as giving opinions, making suggestions, and seeking clarification. This interactive process not only enhances language fluency but also fosters the development of pragmatic awareness and sociolinguistic competence [3]. Furthermore, TBL supports

the development of critical thinking skills by requiring learners to analyze information, evaluate options, and make decisions to accomplish tasks successfully. By engaging in problem-solving activities, learners develop cognitive flexibility and adaptability, enabling them to apply language skills in diverse contexts.

In traditional spoon-feeding teaching method, teachers are seen as the providers of knowledge and the students dutifully but passively assimilate the teachers' words of wisdom, working their way boringly through the textbook, reading the text word by word and too much focusing on detail information and structural analysis. Many students are tired of this type of traditional English classes and no longer have enthusiasm or interest for study. Compared with the traditional English teaching, multimedia is good for arousing students' interest and motivating students to study English. Multimedia assists the teacher to integrate the pictures, music and video into the courseware and make the Content more colorful with direct positive results for their achievement.

In traditional English classrooms, emphasis is given on teachers' instruction. Teachers spend most of their time on writing the vital language points and important information on the chalkboard. The multimedia classrooms enrich teaching content and break the "teacher centered" teaching pattern and fundamentally improve class efficiency. With the help of multimedia teachers can make the best of class time as they do not need to write the same language points several times for the different classes. They can use the button and keyboard to show significant content in a few seconds, which not only save a lot of time in the class, but also release teachers from heavy labor [4]. Besides, as the internet has been brought in the teaching English class, multimedia is connected with the network and goes beyond time and space, creates more vivid, visual, authentic environment for English learning.

Project-Based Learning (PBL) is an instructional approach that engages students in authentic, realworld projects to develop knowledge, skills, and competencies. In an English language classroom, PBL offers numerous benefits: Authentic Learning Experiences: PBL tasks mirror real-world challenges and scenarios, allowing students

to apply language skills in meaningful contexts. Whether designing a community service project, creating a multimedia presentation, or producing a digital storybook, students engage in purposeful language use that extends beyond the classroom. Inquiry-Based Learning: PBL encourages inquiry and exploration, prompting students to ask questions, conduct research, and seek solutions to complex problems. Through guided inquiry processes, students develop critical thinking skills, information literacy, and problem-solving abilities essential for success in academic and professional settings. Collaborative Learning: PBL fosters collaboration and teamwork as students work together to plan, execute, and evaluate their projects. By sharing ideas, pooling resources, and negotiating roles, students develop interpersonal skills, communication skills, and teamwork abilities crucial for effective collaboration in diverse settings. Multimodal Expression: PBL allows students to express their learning through various modalities, including written texts, visual presentations, digital media, and oral presentations. This multimodal approach accommodates diverse learning preferences and allows students to showcase their strengths and creativity in different ways. Authentic Assessment: PBL emphasizes authentic assessment methods that evaluate students' performance based on their ability to demonstrate knowledge, skills, and competencies in real-world contexts. Teachers use rubrics, portfolios, and presentations to assess students' project outcomes, providing feedback that supports ongoing learning and reflection. Through project-based learning, students develop not only language proficiency but also essential 21st-century skills such as collaboration, critical thinking, and creativity. By engaging in authentic, meaningful projects, students become active participants in their own learning, preparing them for success in an increasingly interconnected and complex world[2].

The integration of multimedia technology in teaching English vocabulary at the elementary school level has been shown to greatly enhance students' learning and retention. By utilizing multimedia tools such as interactive animations, educational

videos, and digital learning applications, students engage in a more stimulating and enjoyable learning process. These technologies make vocabulary acquisition more

interactive and immersive, transforming traditional lessons into engaging experiences that capture students' interest and motivation.

Multimedia-based learning provides a diverse and enriched environment where students can see, hear, and interact with new words in meaningful contexts. This multimodal approach reinforces word recognition and deepens comprehension, making it easier for students to internalize and recall vocabulary. Unlike conventional rote memorization methods, multimedia encourages active participation, enabling students to apply newly learned words in various sentences and real-life scenarios. Additionally, the use of digital tools fosters independent learning, allowing students to practice at their own pace while receiving instant feedback. This dynamic and adaptive nature of multimedia instruction helps accommodate different learning styles, ensuring that students with varying abilities can effectively grasp new vocabulary. As technology continues to advance, integrating multimedia in English language education remains a powerful strategy for improving vocabulary mastery and overall language proficiency in young learners.

REFERENCES:

1. Bekou, Ali, Mohamed Ben Mhamed, and Kamal Assissou. "Exploring opportunities and challenges of using ChatGPT in English language teaching (ELT) in Morocco." *Focus on ELT Journal* 6.1 (2024): 87-106.
2. Hua Chen^{1,a,*} ¹New York University, New York, USA 2360919540@qq.com *corresponding author *Innovative Approaches in English Language Teaching: Integrating Communicative Methods and Technology for Enhanced Proficiency*
3. Kostka, Ilka, and Rachel Toncelli. "Exploring applications of ChatGPT to English language teaching: Opportunities, challenges, and recommendations." *TESL-EJ* 27.3 (2023): n3.
4. Wang CR. A comparative study on the traditional model of English teaching and multimedia computer aided English teaching. *Journal of Hunan First Normal College*. 2008; 8(3):56-58